Monroe 2-Orleans BOCES Transition Program

Your Educational Partner of Choice

BOCES 2

Welcome to the Monroe 2–Orleans BOCES Transition Program! We hope that you will find this brochure to be a useful tool as you learn about the various transition opportunities available at BOCES 2. There are four classroom options that provide opportunities for career readiness in conjunction with focusing on transition curriculum. BELL is another opportunity that requires an additional application and interview process. While the descriptions represent typical programs, all programs are individualized to meet each student's needs and can include various elements. In addition, the classroom and career readiness opportunities available to a student can vary from year to year depending on skills obtained and supports needed.

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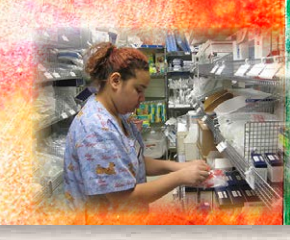


Overview of the Transition Program

Mission Statement

The Transition Program is for students with disabilities, generally aged 18-22, who have not yet earned their exiting credential or diploma. It provides community-based learning experiences using a person-centered approach, so that each student may maximize their individual potential. This program utilizes community resources designed to help students develop functional life and work skills and promote a healthy lifestyle. Our goal is to help all of our students be, to the fullest extent possible, self-advocating, independent, self-determining and contributing members of society.

Student to Staff Ratio

Students are instructed within classes of up to six, eight or 12 students at a time. There is one special education teacher and one paraprofessional per classroom. Some students may require related services or a 1:1 aide in order to support skill development, if approved on their Individualized Education Program (IEP). Each classroom varies in the type and degree of additional staff support, including from speech therapists, occupational and physical therapists, transition specialists, counselors, nurses and other professionals.

Parent/Guardian Involvement

Parents and guardians are an integral part of the Transition Program. It is important for the Transition teams and families to work closely together through person-centered planning, parent-teacher conferences and Committee on Special Education (CSE) meetings.

Referrals

Students must be deemed eligible for Transition by their home school district's Committee on Special Education. Once the school district refers a student, Monroe 2–Orleans BOCES will recommend the appropriate classroom placement depending on the skills, strengths, needs and goals of the student. For more information on the referral and intake process, please contact one of the administrators listed on the previous page.

Components of Transition

The Transition Program is proud of the curriculum that was revamped during the 2023-24 school year. Updates were made to promote better alignment with post-secondary outcomes for our students and increasingly robust learning opportunities in each of our classrooms. The framework of this curriculum includes three courses that are taught in each of the transition classrooms: Foundational Skills for Life, Literacy Skills for Life, and Math Skills for Life. These courses are aligned with NYS CDOS (Career Development and Occupational Studies) Learning Standards and include between three and six units. Each unit consists of three levels of learning, to promote ongoing growth as students age through our program. Units also contain concrete Learning Targets to help students make real-world connections to the skills that they develop through our program.

Foundational Skills for Life	Health, Wellness & Leisure
	Civil Responsibilities
	Responsible Decision-Making
	Self-Management
	Self-Awareness & Self-Advocacy
	Relationship Skills & Social Awareness
Literacy Skills for Life	Writing
	Reading
	Digital Literacy
	Speaking and Listening
Math Skills for Life	Money
	Time
	Measurement

Village Plaza 1

Overview

This program is a 6:1:1 setting designed for students with multiple needs whose skills may range from ambulatory to non-ambulatory, and verbal to non-speaking. Picture symbols are displayed individually to support comprehension of schedules and objects. The classroom design includes a sensory room, two bathrooms (with one having a changing table and hoyer lift), a kitchen area, washer/dryer area, computer/technology area and a separate occupational therapy/physical therapy room. Augmentative communication creates learning for communication, academics and daily living skills. Some examples include: various devices to support communication, use of various sensory and sound objects, and integrated mild physical activities to assist with regulation.

Examples of Skills Taught

- Sequencing and cause/effect skills.
- Early literacy and environmental print awareness.
- Money identification/management (e.g., sorting and identifying coins).
- Gaining attention, listening and staying on tasks.
- Increasing vocalizations and vocabulary development.
- Expressing immediate needs.
- Developing question/answer dialogue and increasing interactions with others.
- Developing personal space and social boundaries skills.
- Participating in leisure activities.

Expectations

- Students often participate in Community and Career Readiness (CCR) or Work-Based Learning (WBL).
- Independence is promoted for all students, realizing that some may have physical restrictions. Typical goals for independence include:
    - Self-help skills.
    - Feeding tasks.
    - Ambulation skills.
    - Hand-eye accuracy.
    - Choice making.
    - Visually attending to tasks and people.
    - Safety awareness.

Community Outings

Students will have the opportunity to participate in classroom group outings to local grocery stores, restaurants and retail stores to work on daily functional skills. There is always staff supervision. There are community-based instruction outings (field trips) in the greater Rochester area.

Transportation/Mobility

Students are dependent upon private or public transportation. They are brought to and from the program by their school district's transportation.

Supports Available

- Full-time nurse on-site.
- Transition Specialist services and Mental Health support.
- Speech/Language Therapy is embedded in the program.
- Occupational and Physical Therapy is provided in a consultation model with direct services available as appropriate.
- Students typically receive a variety of related services per their IEP, such as Counseling, Music Therapy, Autism Specialist and Assistive Technology.

Village Plaza 2

Overview

This program is a 12:1:1 setting designed for students with different ranges of cognitive, physical and emotional development. Students begin to learn the skills necessary for employment, daily living and interpersonal/self-determination in the adult world. Students typically participate in a half-day instructional and a half-day career readiness program. In the classroom, students participate in academic instruction, social-communication/ language groups, job club, transition-specific topics and health-related topics. The classroom consists of a learning center with a smartboard, a kitchen area, and a separate occupational therapy/physical therapy room.

Examples of Skills Taught

- Managing personal finances (purchasing, ordering, tips and taxes).
- Household management (appropriate use of household appliances/tools).
- Caring for personal needs (proper grooming, basic health care).
- Meal planning, food preparation and cooking.
- Exhibiting responsible citizenship.
- Leisure and community activities (planning recreational activities and inviting others to join).
- Interpersonal skills (listening to and responding to others, establishing friendships, appropriate behaviors).
- Following directions and maintaining attention to tasks.
- Self-management of emotions related to stress/ frustration/anger/anxiety.
- Career skills, such as how to seek and maintain employment, appropriate work habits, and awareness of quality of work.

Expectations

- Students are challenged to acquire the skills that will help them to be independent, productive adults.
- Students often participate in 1/2-day Community and Career Readiness (CCR), Community and Transition Readiness (CTR) or Work-Based Learning (WBL).

Community Outings

Students will have the opportunity to participate in classroom group outings to local grocery stores, restaurants and retail stores to work on daily functional skills. There is a high degree of staff supervision for education and training purposes. There are also community-based instruction outings (field trips) in the greater Rochester area.

Transportation/Mobility

Students are dependent upon private or public transportation. They are brought to and from the program by their school district's transportation.

Supports Available

- Full-time nurse on-site.
- Transition Specialist services and Mental Health support.
- Speech/Language Therapy is embedded in the program.
- Occupational and Physical Therapy is provided in a consultation model with direct services available as appropriate.
- Students typically receive a variety of related services per their IEP, such as Counseling, Music Therapy, Autism Specialist and Assistive Technology.

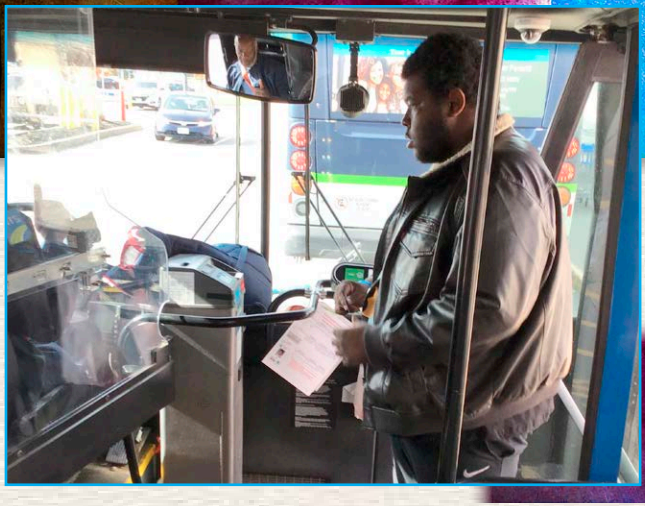
Paul Road

Overview

This program is designed for students with varying ranges of cognitive, physical and emotional development. Students focus on skill building in the areas of daily living, interpersonal/self-determination and employment. Full-time mental health support is available to the students. Students typically attend the classroom for a half-day and a career readiness experience the other half-day. The long-term goal for most students after they exit the program is to be referred to adult agencies for supported competitive employment in the community.

Examples of Skills Taught

- Social skills and maintaining healthy relationships.
- Managing emotions and mental health.
- Managing personal finances (e.g., budgeting, maintaining a bank account).
- Making good decisions and being a responsible citizen.
- Career skills, such as how to seek and maintain employment, appropriate work habits, and awareness of quality of work.



Expectations

- Students are challenged to acquire the skills that will help them to be independent, productive adults.
- Students often participate in 1/2-day Work-Based Learning or Career and Technical Education courses.

Community Outings

The program is located within walking distance of numerous retail outlets (restaurants, shopping). The classroom participates in community experiences in the greater Rochester area.

Transportation/Mobility

Students are typically brought to and from the program by their school district's transportation. Students may be provided the opportunity to participate in travel training and safe community travel training which may include studying and working towards obtaining their own driver's license, how to safely navigate within the community, and/or providing exposure and experience utilizing public transportation.

Supports Available

- Full-time mental health support.
- Transition Specialist services.
- Speech/Language consultation is embedded in the program.
- Occupational and Physical Therapy Consultation model available as needed.
- In some cases, students may continue to require other related services and consultations per their IEP.

Roberts Wesleyan

Overview

This program is a 12:1:1 setting designed for students with varying ranges of cognitive, physical and emotional development. Students focus on skill building in the areas of daily living, interpersonal/self-determination and employment. Students typically attend the classroom for a half-day and a career readiness experience the other half-day. The long-term goal for most students after they exit the program is to be referred to adult agencies for supported competitive employment in the community.

Examples of Skills Taught

- Interpersonal skills (listening to and responding to others, establishing friendships, appropriate behaviors).
- Consumer skills and managing finances.
- Problem-solving skills.
- Increasing self-awareness and communicating one's needs.
- Career skills, such as how to seek and maintain employment, appropriate work habits, and awareness of quality of work.

Expectations

- Students are challenged to acquire the skills that will help them to be independent, productive adults.
- Students must have the ability to exhibit appropriate behavior as expected on a college campus.
- Students often participate in 1/2-day Work-Based Learning or Career and Technical Education courses.

Community Outings

Students will have the opportunity to participate in classroom group outings to local restaurants and stores. The classroom participates in community experiences in the greater Rochester area.

Transportation/Mobility

Students are typically brought to and from the program by their school district's transportation. Students may be provided the opportunity to study and work towards obtaining their own driver's license.

Supports Available

- Transition Specialist services and Mental Health support.
- Speech/Language consultation is embedded in the program.
- Occupational and Physical Therapy Consultation model available as needed.
- In some cases, students may continue to require other related services and consultations per their IEP.

BELL Program (Bridge to Earning, Learning & Living)

Overview

The Bridge to Earning, Learning, & Living (BELL) program is a two-year certificate program offered at Roberts Wesleyan University. It is a partnership between the University, CP Rochester and Monroe 2–Orleans BOCES. The BELL Program focuses on authentic inclusive experiences that provide academic enrichment, socialization, and the acquisition of life and vocational skills necessary for sustainable and gainful employment. Potential students who have district CSE approval must complete a separate application and interview process for acceptance into the BELL program. Students will leave the BELL program with a portfolio that highlights their academic, social and vocational experiences.

Examples of Skills Taught

- Independent and responsible living (citizenship, budgeting and organization).
- Academic participation (study skills, attendance and assignment completion).
- Interpersonal skills (communication, teamwork, conflict resolution and leadership).
- Career skills (how to seek and maintain employment, appropriate work habits, awareness of quality of work, following directions to complete work without direct supervision).

ROBERTS WESLEYAN COLLEGE | MONROE 2 – ORLEANS BOCES | CP ROCHESTER

Bridge to
Earning
Learning
Living

Expectations

A high level of independence is required and promoted. Students must be able to navigate the campus independently, and can generally use the same campus facilities as Roberts Wesleyan University students, unsupervised. Students must be able to self-manage medical needs. A strong commitment from parents/guardians is essential for student success. The expectations for students fall within three domains:

Academic

- Participate in and audit academic courses.
- Complete academic requirements, such as class work, homework and testing.
- Attend classes based on the University schedule.

Vocational

- Engage in learning experiences and unpaid internships on or off campus.
- Ability to work independently and with limited support.

Social

- Participate in social clubs, sports, activities, etc.
- Attend outside functions, including after school hours.

Transportation/Mobility

Students are typically brought to and from the program by their school district's transportation. Students may be provided the opportunity to study and work towards obtaining their own driver's license. Students will need to utilize parents/guardians for transportation to and from social events outside of school hours.

Supports Available

In addition to the classroom teacher and teaching assistant, students have access to an academic advisor, academic coaches, peer mentors and a Transition Specialist. Related services are available as needed per their IEP.

Career Readiness

Students at Village Plaza, Paul Road and Roberts Wesleyan University participate in a half-day Career Readiness program. These programs provide students with opportunities to set goals and receive feedback as they develop a wide range of transition-related skills. This includes daily living, work, lifelong learning, leisure, community navigation, self-management and safety.

Community and Career Readiness (CCR)

This program uses classroom and community-based instruction, and hands-on learning experiences to build strengths and address skill deficits in all transition skill areas. There is an increased focus on communication, self-advocacy, self-management and safety awareness. Course objectives are aligned to entry-level expectations for future school or adult programs such as Work-Based Learning, Day Habilitation and Pre-Vocational Services. The physical space includes a classroom, office spaces, a living room, laundry area and kitchen, all modified to support a variety of accessibility and learning needs.

Community and Transition Readiness (CTR)

This Career and Technical Education (CTE) program has an increased focus on work-readiness skills and is designed to prepare students for entry-level school or community work programs, such as Work-Based Learning, Community-Based Pre-Vocational Services or Supported Employment. Students learn trade-specific skills in the areas of food service, clerical work, landscaping and cleaning. This program uses a co-teaching model (special education teacher and CTE teacher), as well as embedded supports to facilitate student success in this CTE setting.

Work-Based Learning

Work-Based Learning (WBL) is a cooperative effort of Monroe 2–Orleans BOCES, area schools and the community. WBL uses the Community-Based Vocational Education model to provide unpaid work opportunities that enable students to discover career interests and aptitudes. Through WBL, the entire community becomes the classroom as students work towards individual goals while receiving ongoing support, feedback and assessment from professional staff and job training specialists.

By participating in WBL, students may receive school credits and/or necessary hours toward the Career Development and Occupational Studies (CDOS) Commencement Credential.

Career Skills Center

Every student in Work-Based Learning attends the Career Skills Center classroom once per week with their job site cohort. Students receive a grade and may earn up to one elective credit towards graduation. Topics and skills covered in Career Skills are derived from the NYS Learning Standards for Career and Occupational Development Studies.

Connected to these standards, students in Career Skills will:

- Participate in job club to share their job responsibilities as well as discuss any work-related issues at their job sites.
- Learn and practice skills needed to obtain a job, such as completing job applications, resumes, interviews and more.
- Explore career options and apply decision-making skills in selecting a career of interest.
- Receive direct instruction on work-readiness skills on which they are evaluated.

Career Exploration Center

The Career Exploration Center is a short-term, classroom-based placement to prepare students for entry into a vocational program, such as Work-Based Learning. It is designed to support students in setting goals and identifying barriers to success for placement into WBL. Students attend Career Exploration five days a week in morning or afternoon sessions. Students also have the opportunity to earn WBL hours through various activities, such as a student run café, clothing closet, and library.

***There are additional college and career readiness opportunities available through Monroe 2–Orleans BOCES Career and Technical Education (CTE) program. If interested, please call 352-2698.*

For more information regarding BOCES 2 Transition programs, please contact:

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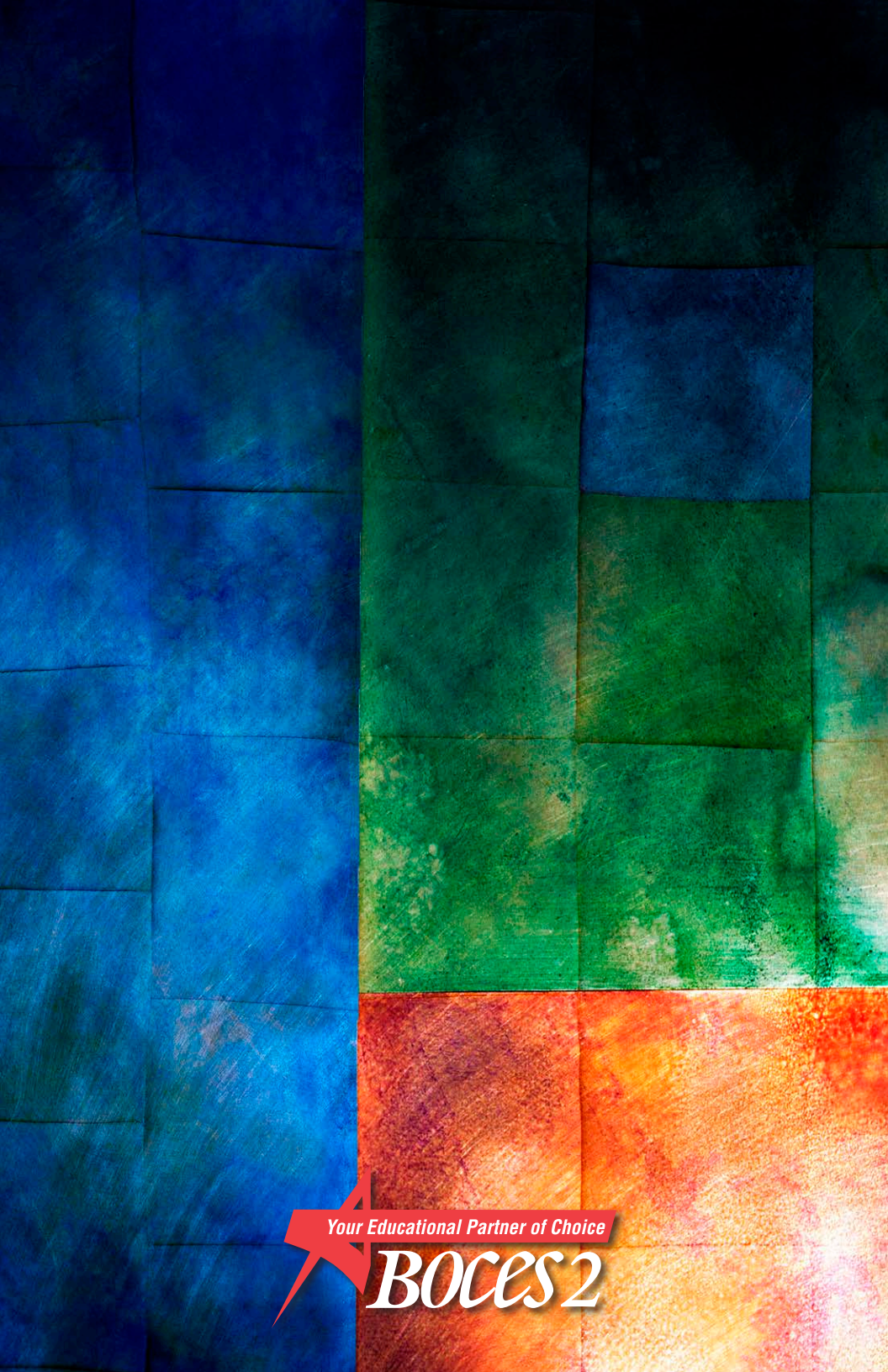
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