

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 and Project SEARCH are two other opportunities which require 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.

Table of Contents

<i>Overview of the Transition Program</i>	<i>4</i>
<i>Village Plaza 1</i>	<i>6</i>
<i>Village Plaza 2</i>	<i>8</i>
<i>Paul Road</i>	<i>10</i>
<i>Roberts Wesleyan</i>	<i>12</i>
<i>BELL Program (Bridge to Earning, Learning & Living).....</i>	<i>14</i>
<i>Project SEARCH®</i>	<i>16</i>
<i>Career Readiness.....</i>	<i>18</i>

Information

For more information regarding BOCES 2 Transition programs, please contact Lynette Maheu, Central Referral Coordinator at:

(585) 617-2468

LMaheu@monroe2boces.org



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 the Monroe 2-Orleans BOCES Central Referral Coordinator at (585) 617-2468.



Components of Transition

The Transition Program uses the Life Centered Education (LCE) and the Unique Learning System as a framework to meet the individual needs of the students. LCE includes daily living skills, self-determination, interpersonal skills and employment skills. The Unique Learning System provides standards-based instructional supports that are interactive and differentiated. Teachers may use additional instructional materials and resources when working with students on skill development.

<i>Daily Living Skills</i>	1. Managing Personal Finances
	2. Selecting and Managing a Household
	3. Caring for Personal Needs
	4. Demonstrating Relationship Responsibilities
	5. Buying, Preparing and Consuming Food
	6. Buying and Caring for Clothing
	7. Exhibiting Responsible Citizenship
	8. Utilizing Recreational Facilities and Engaging in Leisure
	9. Choosing and Accessing Transportation
<i>Self-Determination and Interpersonal Skills</i>	10. Understanding Self-Determination
	11. Being Self-Aware
	12. Developing Interpersonal Skills
	13. Communicating With Others
	14. Good Decision Making
	15. Developing Social Awareness
	16. Understanding Disability Rights and Responsibilities
<i>Employment Skills</i>	17. Knowing and Exploring Employment Possibilities
	18. Exploring Employment Choices
	19. Seeking, Securing and Maintaining Employment
	20. Exhibiting Appropriate Employment Skills



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 hooyer 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.
- 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.
- Transition Specialist services.



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.



Application for Employment
Accommodations for persons with disabilities in the form of sign language, large print, Braille, etc. let us know, and we will provide assistance.

Date of Application	
First Name	
City	
18 years of age or over?	
No	Yes
Date of Birth	
Education	

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.
- 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.
- Transition Specialist services.





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). There are van trips and all-day 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.
- 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.
- Transition Specialist services.



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. There are van trips and all-day 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

- 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.
- Transition Specialist services and Mental Health support.



BELL Program (Bridge to Earning, Learning & Living)

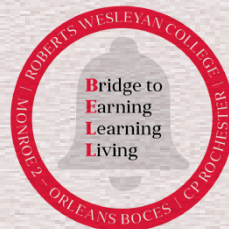
Overview

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).



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.



Project SEARCH[®]

University of Rochester Medical Center

Overview

Project SEARCH is a partnership between educational partner Monroe 2-Orleans BOCES, business partner University of Rochester Medical Center and agency partner ARC of Monroe. Through participating in unpaid internship experiences, students with developmental disabilities learn transferable work skills in order to obtain and keep supported competitive employment. The student interns participate in up to three individualized internships in the host business, including required training periods before each new internship experience. Project SEARCH is designed to be a student's final year of school eligibility. Potential students who have district CSE approval must complete a separate application and interview process for acceptance into Project SEARCH, as well as apply to ACCES-VR and OPWDD.



Examples of Skills Taught

- Students focus on skills that will best prepare them to seek, secure and maintain employment.
- Classroom instruction and training, designed to support internship skill building, occurs at the beginning and end of each day and for a week prior to each new internship placement. Focus areas of skill building include:
 - Self-regulation and self-determination.
 - Foundational and technical skills required for safe employment.
 - Safe workplace mobility.
 - Interpersonal communication skills.
 - Health and wellness.
 - Employment skills.

Expectations

As Project SEARCH operates entirely within the host business which has committed to helping prepare work-ready interns, this program is rigorous. There are expectations that student interns have a desire to work, are capable of self-management, are able to take direction from supervisors and are willing to learn from their experiences.

Community Outings

During training periods, interns may have community trips related to employment preparation.

Transportation/Mobility

Employment requires people to prepare for consistent and safe transportation to and from work. Project SEARCH interns receive Individualized Mobility Assessments to determine options for getting to and from Project SEARCH at URMC. Generally, interns are assessed to be capable of safe community travel using public transportation and are successfully trained and no longer dependent on school bus transportation by mid-year.



Supports Available

The teaching assistant and agency employment specialist work in the host business as job coaches, supporting interns on their internship sites and linking back to classroom instruction. No related services are provided at Project SEARCH; if a student has a need, the team will work with the intern and family to access community-based services.

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 develop, set goals and receive feedback towards transition-related skill areas. 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 cafe.

***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.*



Your Educational Partner of Choice

BOCES 2