

JEFFCO PUBLIC SCHOOLS

Jeffco Transition Services (JTS)

A Programmatic Overview

Special Education



JEFFCO PUBLIC SCHOOLS

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What is Jeffco Transition Services School (JTS)?

Jeffco Transition Services (JTS) is a school in Jeffco serving students with Individualized Education Plans (IEP) between the ages of 18 to 21 years old with ongoing transition needs across various areas of Jeffco Public School including Northern, Central, Southern and the Mountain region of Jefferson County. A continuum of services is available to support student's growth towards realizing their postsecondary workforce readiness goals and personal ambitions.

In areas of the district where transition needs are high, there are more programs so students may access the community where they reside as well as to avoid lengthy travel times.

The need for transition programs as part of a continuum of services is closely monitored. When the needs of students change, or when the needs in an area of the district change, programs may be closed, opened, or moved. Different programs offer different types of support but are not meant to exclude any students, but rather, differences in programs are designed to support student learning towards their postsecondary goals. Programs also shift and flex as needed to respond to individual student needs.

School Mission and Vision

"Preparing students for what comes next"

All students with unique needs deserve access to a high quality education that promotes independence and autonomy for a lifetime of learning.

- Community of highly-trained professionals committed to student learning and the development of specialized authentic educational programming.
- Individualized approaches to whole-student instruction focused on independent living and employment skills.
- Opportunities to build strong relationships and collaboration with all stakeholders.

Jeffco Transition School offers employment and independent focused programming with related service support.

Jeffco Transition Services students experience a range of support systems and activities. Community training experiences provide academic, social skills, and independent development. Additionally, JTS School aligns with Jeffco's learning-centered vision, Jeffco Generations by focusing on meaningful learning experiences, creating impactful conditions for learning, and addressing readiness for learning by addressing barriers students may face.

The JTS staff participates in learning by having Professional Learning Community (PLC) meetings in order to provide systemic structure to address student learning and creating a collaborative culture. Additionally, teams use a multidisciplinary learning approach to problem solve, develop programming, and meet the needs of students.

JTS Programs

Transition programs are located within neighborhood schools, district cottages, and some external sites depending on student needs. Rigorous instruction and programming is designed to address individualized needs to maximize potential including increased communication and independence for further education, employment and adult independent living. All instruction is guided by person-centered planning, nationally identified core competencies, and the state modified standards (Extended Evidence Outcomes- EEOs). Transition programming is an optional service determined by a student's IEP team. Since students in transition services have already met their graduation requirements necessary to access a regular high school diploma, students and families retain the option to exit special education services (transition services) and receive their diploma at any time during their tenure in JTS. Students may all be exited from services if the IEP team has determined they've completed their postsecondary goals and/or the student has completed the semester in which they've reached the maximum age of 21.

- *Miller JTS*- The Miller program is designed to provide full support to students in areas of medical, physical, social/emotional, and communication while offering proactive approaches to the student's individual goals and a positive transition into life as a young adult. Following the same course curriculum as the other transition locations, the students are encouraged to think about their future goals and individual interests while developing adult living skills. Students in Miller JTS require the most intensive adult support to develop skills.
- *Hubs*- Hub programs provide instruction that develop and strengthen students' academic abilities, vocational skills, adult living skills, and others. Programs are located in all areas of Jeffco. Students in hub programs generally require more adult support to develop skills.
- *Community*- Community programs provide instruction largely based in the community. A student can expect to receive about an hour of instruction in the morning before going into the community for the remainder of the day. Most instruction occurs in the community through travel training, field trips, and internships. Students can also expect to receive an afternoon checkout in the classroom. Students will be travel trained to and from class sites and job sites with the expected outcome of being able to travel independently. Classes are located in the north, central and south area of Jeffco.
- *Project Search*-, A nationwide program offering a "business led, one year school-to-work program that takes place entirely at the workplace" (Project SEARCH). For more information please visit www.projectsearch.us
 - **Note: Project Search determines eligibility and acceptance into the program**
- *STEP-UP*- A Secondary Transition to Employment Program (STEP) that provides Jefferson County students with opportunities to develop in areas such as career exploration, social skills, work-based learning through unpaid internships, and life skills. This program is partnered with the United States Geological Survey (USGS) and can increase participants' work experience, work stamina, and overall career readiness.

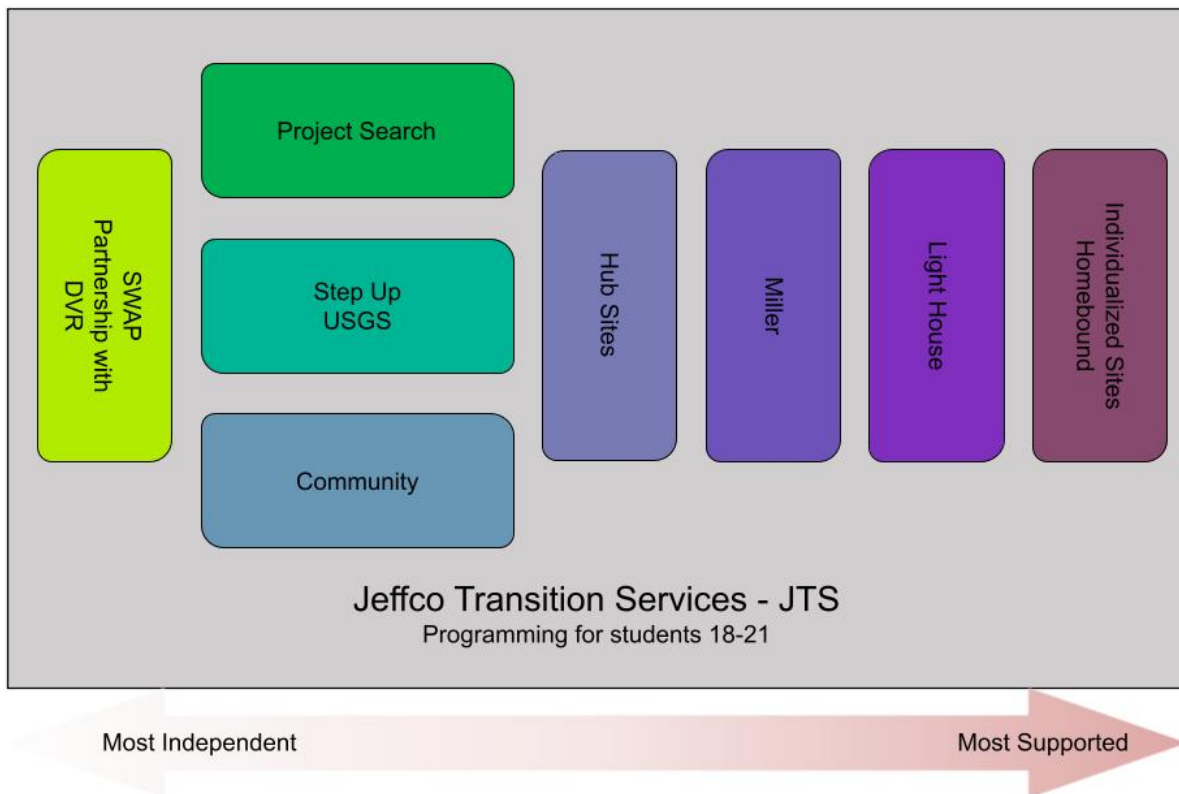
Continuum of Services

In Jeffco Public Schools, students with Individualized Education Plans (IEPs) requiring additional instruction towards annual and postsecondary transition goals are provided with a Free, Appropriate, Public Education (FAPE) in their least restrictive environment (LRE). This includes a continuum of supports and services designed to meet each student's individual needs as defined in their IEP, with those services generally being viewed as being support services to general education, rather than a place where services are provided.

The Continuum of Services is provided in the context of the community experience, by way of adult learning activities, with the belief that all students can maximize their independence in whatever setting follows their public school education.

The service continuum ranges from offering students requiring more adult support in transition hubs to mostly independent students supported in our community programs. Additionally, we maintain collaborations with adult agency partners to provide specific transition opportunities to our students. Specialized programming across the district includes:

- North
 - Transition Hub at Arvada HS
 - Community North at Arvada HS
- Central
 - Hub at Sobesky
 - Hubs (2) at Rose Stein Cottages
 - Community Central at Rose Stein Cottages
 - Step-Up at Federal Center (relocated to Rose Stein Cottages for interim period)
- South
 - Hub at Dakota Ridge
 - Community South at Dakota Ridge HS
- Mountains
 - Hub at Evergreen HS
- Other
 - Project Search at Children's Hospital
 - Project Search at UC Health
 - Fletcher Miller's Transition Program
 - Fletcher Miller's Lighthouse Program



What does instruction in Jeffco Transition Services consist of?

Students enrolled with JTS work to achieve their IEP goals in order to prepare for meaningful employment, and independent living. Services include site-based learning, classroom instruction and travel training. Many of the students in JTS are receiving instruction based on the Extended Evidence Outcomes in the Colorado Academic Standards; however, receiving instruction in the EEOs is not a requirement. Students are enrolled in the program when they achieve their goals or the semester they turn 21.

Potential Instruction May Include:

- Math- Students will receive training to help them develop, strengthen, or maintain knowledge of numerical functions. Going beyond addition and subtraction, students will enjoy working with numbers on computing, converting, comparing, money management, time, calendars, and grocery shopping.
- Reading and Writing- Students will learn functional skills that include reading community signs, understanding job related information, writing emails, professional versus personal writing, and types of literature.
- Leisure and Recreation- Students will learn how to find and participate in recreational centers, clubs, and activity groups in their community.

- Job Readiness- From completing a job application, practicing for an interview, to keeping a job, students will learn the steps to employment and the skills needed to be successful. Students will develop abilities to self advocate, effectively communicate, and determine reasonable accommodations needed at the workplace.
- Job Interests, Vocational Research, & Postsecondary Education- students will learn more about jobs of interest, postsecondary education opportunities, and traditional and non-traditional fields of employment. The students will visit businesses and organizations throughout the community and learn about college and university services and resources.
- Workplace Communication- Including studies on verbal and nonverbal communication, communication styles (passive, aggressive, and assertive), self advocacy and awareness, and appropriate workplace conversations and relationships, students have an opportunity to learn how to be successful communicators in the workplace and in life. Opportunities to conduct peer evaluations and practice peer mentoring will also be introduced.
- Employment- From creating resumes, learning job skills, to the first steps in obtaining employment and how to keep a job, students will be able to identify their individual strengths while developing new abilities. This course introduces students to job shadowing, volunteer work, and/or workplace internships.
- Domestic Family Living- focuses on maintaining a clean and organized home. Laundry and kitchen skills, household cleaning and safety, taking care of pets, and home repair and decorating are just a few of the interactive and fun activities students participate in.
- Food and Nutrition- Students will increase culinary skills with opportunities to plan and cook a meal, learn how to host a party, identify table manners, and kitchen safety and sanitization. With activities like reading recipes, meal planning and shopping, food preparation, and understanding nutrition labels, students will practice foundational skills like math, reading, and writing. Students will develop skills to determine healthy foods and foods that should be eaten in moderation
- Housing Management- introduces students to life as a young adult and the responsibilities involved in living arrangements. Whether living with family, friends, or looking for a roommate, this course addresses community awareness and participation, budgeting, searching housing options, what to look for in a roommate, and maintaining healthy family/friend/roommate relationships.
- Community Involvement- promote community participation by learning how to use the local library, get involved in volunteer opportunities, join recreational groups, and research and visit nearby restaurants or local events.
- Independent Living- A student who may live with family, live independently and/or with support, in a community living environment, or in a group home type setting, will benefit from gaining independent living skills. Topics discussed include understanding personal accountability, personal safety, awareness, and responsibility, community and household budgeting, appropriate social skills across a variety of settings, cellphone etiquette, time management, attending to medical needs, and using public transportation.

- Life after Transition- allows the students to evaluate high school achievements, future aspirations, and evaluate their personal thoughts and feelings about leaving transition services and entering adult life. Topics of discussion may include peer mentoring, how to be a leader, emotional and mental health, creating short and long term goals, flexibility in life, navigating around the community or college campus, explaining accommodations, time management.
- Personal Fitness- emphasizes the importance of health and wellness. Topics discussed include stress management, food choices and nutrition, types of exercise, proper exercise techniques, and maintaining physical, emotional, mental, social, environmental, occupational, and intellectual health.
- Personal Management- allows the students to explore a variety of personal needs in adult life. This may include topics on maintaining individual health care, banking skills, personal support workers, social skills, and prioritizing life. Individual health care, maintenance of health conditions, finding a doctor, prescription awareness and management, and general first aid are important topics in learning about personal health. Other meaningful subjects may include awareness and management of bank accounts, budgeting, making appointments for health, hygiene, and/or well being, social awareness around others, and finding a qualified personal support worker.
- Self-Advocacy- self-advocacy builds confidence in the individual's ability to effectively communicate. Practice of appropriate social skills, knowledge of disabilities, accommodations, self-advocating needs, self-regulation skills, community safety advocacy, and how to promote self advocacy as a peer mentor, will guide the students into a path of self advocacy success.
- Technology- In today's society, a very important skill is the knowledge and use of technology. Transition students will enjoy learning and practicing using computers, Ipads, and cellphones. Students will learn about topics on writing emails, searching the internet, online banking, and internet safety and etiquette. Other topics in this course may include utilizing tablet applications and computer software like Excel, Word, and Outlook.
- Transportation- We offer supportive travel training. First steps include learning about travel safety, etiquette, and planning a trip. With guidance and a trained instructor, the students will be introduced to the different types of public transportation, how to plan a trip, and access travel around the community.

Staffing in JTS Program

Full-time highly skilled staff on-site provides daily opportunities for collaboration regarding individual programming needs. The staff at Jeffco Transition School includes special educators, social workers, speech/language pathologists, para-educators and administrators.

Each program site is staffed with:

- Special Education Teacher (Transition Teacher)
- Paraeducators
- Mental Health, Speech/Language, and/or Motor, Vision, Hearing and Health supports are provided as indicated on the IEP

Partnerships with local business partners, adult agencies, and are vital to the success of each student's transition experience. Often, teachers and community partners will build relationships with each student to support their transition in and out of the classroom as well as to provide field experience for students, when appropriate.

Operating Hours

Jeffco Transition Services is a school with many satellite campuses spread throughout the district in order to enhance the continuum available to students and to enable students to access community instruction in the areas in which they reside.

Region	Site	Program	Start/Lunch/End Time
North	Arvada High School	Transition Hub	Start 8am Lunch 11am End 3pm
	Arvada High School	Community North	Start 8am Lunch 11:30am End 3pm
Central	Sobesky	Transition Hub	Start 8am Lunch 11:30am End 2:45pm
	Rose Stein Cottages	Transition Hub (1)	Start 8am Lunch 11am End 2pm
	Rose Stein Cottages	Transition Hub (2)	
	Rose Stein Cottages	Community Central	
	Rose Stein Cottages*	Step-Up	
South	Dakota Ridge High School	Transition Hub	Start 7:45am Lunch 11:30am End 2pm
	Dakota Ridge High School	Community South	
Mountains	Evergreen High School	Transition Hub	Start 7:20am Lunch 11:15am End 2:20pm
Other	Fletcher Miller	Miller Transition 7.5 hrs/day	Start: 7:30am Lunch 11am End 2pm

	Project Search*	UC Health	Start 8:50am Lunch 12pm End 3pm
	Project Search *	Children's Hospital	
*All programs operate Monday- Thursday, except Project Search which holds classes on Fridays.			

Who is Eligible for JTS

All students with IEPs are eligible for transition services when an IEP team has determined the student continues to need **extended time** for instruction in transition-related skills required to meet their identified post-secondary outcomes and goals. *Traditionally, students will meet [Jeffco's Graduation Requirements](#) or earn a [GED](#) prior to enrolling into Jeffco Transition Services school.*

Students planning on enrolling into Jeffco Transition Services must defer their diploma in order to attend JTS. Upon receiving official transcripts and/or a diploma, a student's right to a Free and Appropriate Public Education (FAPE) through special education and transition related instruction are terminated through the school district. Future JTS students may participate in a "social graduation" with their peers and walk at official graduation ceremonies.

Note: After students exit JTS services they will be awarded their diploma when appropriate.

Eligibility for transition services are indicated by completion of the following:

- Completion of Postsecondary Goals

Post-School Education/Training Goal

██████████ will attend a community based vocational program after he exits public education.

Career Employment Goal

██████████ will participate in on the job training and have volunteer positions in the community.

Independent Living Skills Goal (when appropriate)

Following exit from the district's 18-21 year old services, ██████████ will live in a community home and independently participate to the maximum extent possible in his daily routines (e.g. feeding, dressing, bathing, etc.)

- Completion of Planned Course of Study

████ will complete academic and community-based courses/activities that are designed to increase her skills in functional academics, independent living, self-regulation, self-advocacy, time management, organization, self-care, functional communication, peer-relations, and workplace readiness.

- Academic Classes:
 - Foundational English 12 in lieu of English 12
 - Foundational Math 12 in lieu of Geometry credit or higher
 - Foundational Science 12 in lieu of Chemistry/Physics
 - Foundational Economics in lieu of Economics
 - Elective Classes and/or Career Exploration in lieu of Fine/Practical Arts
 - Adapted Physical Education in lieu of Physical Education

████ will receive support through speech/language therapy and mental health support. Her core academics will be completed in the SSN room to give the instruction that is appropriate for █████.

All curricula will be modified to address her progress towards individual post-school goals and identified needs. Upon completion of modified curriculum, █████ will be eligible to receive a regular High School Diploma.

Upon social graduation, the student will defer their regular high school diploma to participate in transition programming until;

- The IEP determines the student has met their IEP goals and may be exited from special education services,
- The Parent/guardian revokes special education services,
- Or the student will age out of transition services after completing the semester in which they turned 21 years old.

Note: the following is required in the planned course of study

Upon social graduation, the student will defer their regular high school diploma to participate in transition programming until;

- *The IEP determines the student has met their IEP goals and may be exited from special education services,*
- *The Parent/guardian revokes special education services,*
- *Or the student will age out of transition services after completing the semester in which they turn 21 years old.*

Attendance Policy

The regular school day runs varies from site to site, but roughly extends from 7:30-3pm Monday through Thursday. The Transition Program follows the Jeffco Public Schools calendar. This includes all non-attendance days, early dismissals, and any alternate schedules. Jeffco Transition Services School will provide notice of any change to the schedule.

The District's educational program is built on the premise that regular attendance is vital to a student's success in school. The District expects parents, guardians, and students to make every effort to ensure regular attendance. With that in mind, it is also important to realize that students should be prepared to spend the day out in the community and participating in activities.

If your child is not feeling well and not prepared to be out in the community please have the student stay at home. Should your student need to be excused for an absence or tardy, please have them call 303-982-6690 by 8:20 am on the day of the absence. If preferred, you may also email your teacher to notify of your absence. Excessive tardiness or absenteeism will result in the convening of a meeting to discuss its impact on IEP goals and objectives or unenrollment.

Behavior Policy

Jeffco Transition Program students are expected and required to behave in accordance with [Jeffco's Student Code of Conduct](#). Students are subject to appropriate disciplinary measures for unlawful or improper conduct and, upon demonstration of gross disobedience or misconduct, may be suspended in accordance with school district rules and regulations and other applicable law.

Natural Consequences

To make instruction and the learning experience more meaningful, students experience natural consequences in our program. Students get to use their opportunities of choice-making in real life environments where they will be required to use functional life skills. They learn that not all choices are appropriate, and poor choices have consequences.

Examples of Natural Consequences:

- Student misses transportation to their job then has to problem solve how to get a ride to work.
- Student overspends their budget on the weekly activities and there is no money left for Thursday's lunch out.
- Student forgets to take purse to bowling alley. Natural consequence is to sit and watch because she has no money to play
- Student forgets to bring recreation center club membership card. Do they sit in the lobby while the others work out or do they ask permission at the front desk to exercise?

Sample Schedule

	Monday Gold Crown/ Black Eye Pea	Tuesday Arc +Coffee Shop	Wednesday Gold Crown/ Black Eye Pea	Thursday Arc +Swap
Date	11/29	11/30	12/1	12/2
7:45-8:45	Morning Meeting			
8:45-9:20	Lesson			
9:20-9:50	Current events - Internships			
10:00-11:00	Exercise/ Social Group			
11:00 - 11:45	Lunch			
11:45-12:30	Reading and recording bill info	Identifying money Digital activity +Counting money Digital activity +Vending Machine activity	Whats in my wallet ULS +problem solving	Where to put money + budgeting
12:40-1:30	Social Trivia +problem solving game	Rights and Responsibilities scenarios +Time management	Job Interest surveys Applications +Interviews	Applications+ interviews + work Attitudes
1:30-1:50	Classroom Jobs			
1:50-2:00	Pack up go home			

Roles and Responsibilities

Students with significant support needs are provided with a wide range of supports and services through a collaborative, problem solving community. District employees who provide support and services to students do so from a student centered, confidential, and professional approach.

Special Education Teachers/Transition Teacher

- Serve as case manager for students, complete necessary documentation, and communicate with all team members
- Conduct assessments to provide information about present levels of functioning that drive support and instruction
- Use person first language (e.g., student with cerebral palsy instead of CP student)
- Develop and implement standards-based IEPs that meet the individual educational needs of students
- Participate in collaborative planning, teaching, and development of instructional materials and programming with community partners
- Advocate for students
- Collaborate with community partners to build curriculum and provide accommodations to meet student's IEP goals and objectives and to ensure access to a transition instruction in the community environment
- Develop/implement behavior support plans and provide training to all relevant staff
- Assist administration to hire, supervise, train, support, and evaluate paraprofessionals
- Ensure that the health, physical, and safety needs of students are met in all environments
- Coordinate schedules for students, paraprofessionals, itinerant service providers, and volunteers
- Collect data and monitor progress in order to drive instruction
- Develop collaborative relationships with families and community service providers
- Facilitate and model best practices of inclusive education and ability awareness
- Provide direct standards based instruction in academics and vocational skills
- Teach peers about students' strengths and how to best support them in the community
- Provide families with information to plan for the future
- Supervise and mentor college/university interns, practicum students, and student teachers
- Participate in collaborative planning, co-teaching, and development of instructional materials and programming
- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications

Speech Language Pathologists

- Support functional communication needs of students to access all environments through direct service and consultation
- Conduct assessments to provide information about present levels of functioning that drive support and instruction
- Work collaboratively with special education team, general education teachers, and paraprofessionals
- Support the implementation of assistive technology
- Serve as a resource to problem-solve speech/communication barriers

- Communicate with parents and private service providers
- Develop, monitor and maintain communication plans including assistive technology, picture schedules, and other visual materials
- Provide initial, re-evaluations, and on-going evaluation of students communication needs
- Supervise SLPA's when appropriate and delegate responsibilities
- Participate in progress monitoring, data collection, maintenance of special education records, and referrals to Assistive Technology (ATAT)
- Support students who have ELL needs
- Provide support and resources for school staff, parents, peers, and administrators for individual communication needs and strategies
- Be an active member at IEP meetings to assure communication needs are being addressed in all components related to that IEP
- Self-advocate personal schedule to communicate availability at multiple sites
- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications

Occupational Therapists

- Collaborate with team members in supporting student achievement of learning goals across school and community-based educational settings
- Conduct environmental assessments and serve as a resource to problem-solve sensory/motor based barriers that might limit a student's participation in learning
- Help improve student performance through reasonable accommodations, and modifications when indicated
- Provide equipment, tools and assistive technology needed for students to access their educational environments and move toward goal attainment
- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications
- Support students with successful transitions into appropriate vocational, educational, and independent living pursuits
- Maintain communication with parents and other relevant providers
- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications

Physical Therapists

- Collaborate with team members in supporting student achievement of goals across school and community-based educational settings
- Conduct environmental assessments and serve as a resource to problem-solve motor based barriers that might limit a student's participation in learning
- Help improve student participation through reasonable accommodations and modifications
- Collaborate with and train staff in ways to safely support students' physical needs and access to their educational environment
- Provide equipment and training for students to access their educational environments and move toward goal attainment

- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications
- Maintain communication with parents and other relevant providers

Nurses

- Participate in developing and maintain students' Health Care Action Plans
- Train and delegate staff for all healthcare related and medical needs (i.e. medication administration, tube feeding, personal care)
- Conduct alternate hearing/vision screenings
- Consult with staff to understand health care needs of a student and how to best accommodate in the classroom environment and school community
- Possess knowledge of available community resources
- Serve as a liaison between school team and medical professionals
- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications

Mental Health Providers

- Conduct assessments to provide information about present levels of functioning that drive support and instruction
- Support teachers and paraprofessionals with behavioral support strategies and resources
- Develop an awareness of appropriate assessments for students with significant support needs
- Communicate with parents and team members using language that focuses on students' strengths
- Collaborate with teachers and support staff on behavior support strategies, Functional Behavior Assessments, and Behavior Intervention Plans
- Collaborate with community resources when appropriate to facilitate a successful transition to post-secondary settings
- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications

Teacher of the Visually Impaired/Orientation and Mobility Specialist

- Provide direct services to students with vision impairments
- Consult with staff to meet vision needs of students in the classroom and school environments
- Consult with team to understand the student's visual impairment and functional vision needs
- Provide equipment, tools, and technology to support visual access as stated in IEP
- Serve as a resource to problem solve orientation and mobility issues
- Work directly with and serve as a resource for outside agencies / resources
- Produce Braille, tactile, and large print materials for student use in the classroom and community
- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications

Para-educators

- Hold students to high expectations, promotes independence and problem-solving
- Under the direction of certified SSN staff, paraprofessionals:

- Support students with significant needs in all environments
- Implement teacher directed lessons and activities
- Provide direct instruction to students in order to meet IEP goals and objectives
- Implement behavioral support plan strategies and interventions
- Provide for the health, physical, and safety needs of students in all environments
- Conduct data collection and progress monitoring
- Provide positive behavior support and reinforcement to all students
- Facilitate and encourage positive social relationships with peers
- Communicate with special education and general education teachers
- Maintain respect and confidentiality in all communications regarding students
- Participate in professional development opportunities

Families/Guardians

- Assist in creating consistent support and learning opportunities across environments by aligning home and school goals
- Develop collaborative relationships to foster open communication between school and home to best meet students' needs
- Maintain responsibility for students' health and welfare; communicate with school staff about health and welfare
- Participate in creative problem solving
- Become involved with multiple aspects of the school community (i.e. serve on general education committees, school-wide events, etc.)
- Be an active member at the IEP and conferences by being prepared (i.e. knowing what the prior IEP currently says, how child is doing in school, and what possible next steps may be)
- Advocate for individual strengths and needs
- Seek out information and share resources and strategies

Building Administrators

Building Administrators

- Foster a school climate of acceptance and membership for all students and model this attitude to staff, students, families, and the community
- Use person first language (i.e student with cerebral palsy instead of CP student)
- Provide training to ensure that staff is trained in inclusionary practices
- Recruit and hire new staff who are committed to adopting best practices of inclusion
- Possess a strong foundational knowledge of inclusive practices and special education
- Actively support teachers and staff through equitable allocation of resources
- Work collaboratively and cooperatively with SSN staff in order to support their management and leadership in the SSN program
- Support special education staff in student behavioral management by being aware of student behavior plans and interventions, which may include physical interventions
- Serve as a liaison and advocate for the SSN program among district level staff, parents, and community
- Understanding of the unique needs of an SSN program
- Knowledge of EEO and the connection to grade level standards

- Supervise and evaluate staff based upon specific knowledge of the program and individual roles
- Participate in IEP meetings, as requested, and/or ensure participation of critical staff

District Administrator

- Ensure that teachers and service providers are implementing best practices and complying with district, state, and federal regulations
- Actively support teachers and staff
- Facilitate collaboration among service providers throughout the district
- Guide, support and inform building administrators about district policies, guidelines, and expectations
- Communicate about available resources and advocate for equitable allocation of resources
- Remain aware of specific student and family needs that impact the student's education and/or programming needs
- Provide opportunities for professional development that addresses current and diverse programming needs
- Facilitate support from Parent Liaison when appropriate

Other School Personnel and Volunteers

(Counselor, Cook, Custodian, Office Manager, School Resource Officer, etc.)

- Provide opportunities for students to develop and generalize skills in the school environment
- Ensure safety and security for all students
- Support growth and progress in communication and social skills
- Help students be an active part of the school community
- Assist students doing school jobs

Community agencies

- Inform students, families and school staff about services and supports available
- Participate in IEP meetings for students of transition age, or as requested
- Remain informed about individual students receiving services from their organization
- Serve as a resource to the school team, as appropriate

Transportation

- Be familiar with students' individual needs and Individual Transportation Plans (ITP)
- Provide support to students during transportation to/from school
- Follow protocols of IEP Behavior Support Plans and Health Care Action Plans
- Communicate with school staff and parents
- Organize and schedule bus routes to meet students' needs
- Develop rapport with students and parents
- Participate in the IEP meeting, as necessary

Case Management

Anyone on the team can be the case manager (“Team Lead” in Enrich language). The Case Manager is the point of contact for the family, organizes and facilitates IEP meetings, and maintains the paperwork procedures. Each team shares this responsibility differently.

Types of meetings

In a SSN program you can expect to participate in annual IEP meetings, Re-evaluation meetings, transition meetings, and problem-solving/re-entry meetings.

- **Annual IEP meetings:** The IEP for every student is updated & re-written for each student yearly.
- **Re-evaluation meetings:** All eligibility criteria must be addressed through re-eval. For academic testing, you can complete a KTEA but other measures like the ABLLS-R may measure growth and progress more effectively. You can use the AFLS (Assessment of Functional Life Skills) for adaptive skills. Update information from the teachers and family regarding the student’s response to programming and needs that will be addressed in the IEP.
- **Transition meetings:** These meetings are held when a student is placed into the SSN program and when they leave the SSN program to a more or less restrictive setting. There are not IDEA mandated participants for a transition meeting. It is helpful if the administrator attends when the student is transitioning into the SSN program. Please document these in Enrich as “Additional Meetings” so meeting minutes can be captured.
- **Problem Solving meetings:** These are casual meetings where adults come together to talk through concerns. Parents often request these meetings as “IEP meetings” when what they want is to meet with the IEP team to problem solve. Notes from the meeting can be captured in an “additional meeting” in Enrich.

Leaves/Absences/Subs

The district does not have a pool of teachers to cover leaves. If a teacher is out, they follow the same process as a building Learning Specialist. If there is an MHP vacancy, we utilize retired MHPs and MHPs who are on the district assessment team to cover services and evaluations. Substitutes are not provided for MHPs who are out sick or are taking personal days. If a para is going to be out for 3 days or more, the team can [request a float/sub](#). Floats are assigned based on availability with prioritization given to students with medical needs. Programs that aren’t assigned a float are almost always approved for a para sub, however these postings are seldom picked up. Programs should create a “one man down” schedule.

District Resources

Your **Sped Assistant Director (AD)** is available to answer programming questions, problem solve student needs, attend IEP/parent meetings as needed, assist with staff evaluations, consult on legal situations and any other needs that bubbles up beyond the building level. ADs also attend team meetings as needed and district level threat assessments. If a student is struggling in the program or if there are questions regarding other options for supporting a student, ADs greatly appreciate being included in conversations as soon as possible. ADs are who allocate the district resources of a center program, specialized transportation, 1:1 adult support (ISP), or an out of district placement. If a team is considering any of these resources, the AD will need to be involved.

BAs and Sped Coaches

Behavior Analysts (BAs) and Sped Coaches are a limited resource in the district. Their roles are consultation and modeling for student behavior and instruction. The AD allocates these resources after conducting an observation of the student and problem solving with the team. Once a team works with a coach or BA, that experience should be applied to other situations (as opposed to requesting a BA again). If a coach or BA is dispatched, the Partner will send an email connecting the team with the [guidelines for working with coaches and BAs](#) attached.

Special Education Newsletter

The newsletter is sent out monthly and frequently contains updates and information specific to center-based programming. There are also links to important forms and documents such as the request for center para subs. Please ensure that in addition to reading the newsletter individually it is also reviewed at team meetings.

Professional Learning

SSN program staff are encouraged to participate in academic (Unique) training, adaptive skills and social/emotional training made available in the district. In addition, through Schoology, self-paced online classes focusing on students with complex needs and students with Autism are also available. It is also recommended that teams go through CPI training. Teams are encouraged to self-reflect on the needs of their program and determine what professional learning opportunities to join.

Quality Indicators

The Quality Indicators offer guidance to educators and administrators when developing, implementing and evaluating quality programs and services for students with the most significant needs. The guides below identify ten components to consider for effective programs: Inclusive Culture, Progress Monitoring, Instruction, Positive Behavior Support, Communication, Self Determination, Health and Safety, Transition, and Paraeducators. These guidelines alone cannot be interpreted as policy or regulation, but as a tool designed to assist those who are educating students with significant support needs. Each quality indicator has a list of research/evidence based practices for providing a rich school experience with the goal of improving post school outcomes for all students.

General

Federal law requires students have a written transition plan included in their IEP by the age of 16. Keep in mind that here in Colorado, it's required by age 15. This plan must define their areas of interest and

life goals as well as the skills they need to achieve those goals after high school. When a student turns 15, the Individualized Education Program process begins to include discussions about life after high school. These transition components of the IEP focus on the development of three post-secondary outcomes: education and training, career and employment, and all other aspects of adult independent living.

Secondary Case-Manager Requirements of Transition Aged Students:

- Initiate post-secondary transition planning early in school career
- Consider individual student needs, family goals, and future plans
- Utilize tools available to assist with this transition process
- Develop transitional IEPs when a student is 15 years old to address and develop post-secondary goals
- Administer and use transition assessments to develop post-secondary goals in the areas of education, career, and independent living
- Connect students and families to programs available to support students in vocational educational opportunities while in school including School to work Program (SWAP) and work study programs
- Identify appropriate 18-21 transition programming options available in Jeffco including JTS
- Coordinate and facilitate transition to adult support services including: discussion of guardianship, financial planning, Supplementing Security Income (SSI), Division of Vocational Rehabilitation, Medicaid, and living environment options
- Inform students and families about other resources in Jeffco
- [Quality Indicators for Transition Services for Students with SSN, Ages 18-21 \(XLS\)](#)

[Click Image for "How to" Video](#)



Graduation and IEPs

Any student with an IEP is entitled to the right to attempt the requirements for a high school diploma. Every student with an IEP must fulfill Jeffco's credit requirements and demonstrate readiness from [Jeffco's Menu of Graduation Options](#). IEP teams must consider whether the student requires accommodations and/or, but cannot fundamentally change the requirements for graduating with a regular diploma.

Students with Individualized Education Programs (IEP) are subject to the same standards as their peers. *"A student's IEP is a lens through which the individualized aspect of Graduation Options are to be construed for a student to meet rigorous requirements with accommodations, modifications and services as provided through the IEP."* Menu of Graduation requirements may not be waived, but IEP course modifications are allowable. IEP teams are not changing the finish line, rather they are supporting students in how they reach it.

First 30 days

Resources: [SSN Beginning of Year Tips](#)

[First Two Week Planning Checklist](#)

Licensed staff return- (before students return)

- Licensed Staff training (new or refresher)
 - 7 Unique Foundation Modules - office hours options
 - Enrich Schoology course- Introduction to JeffCo IEP Systems online training
 - <https://www.dlmpd.com/professional-development-packages/>
 - [Optional QI training](#)
 - Complete other Quality Indicator Aligned training as appropriate
- Environment
 - Visualize your classroom set up to support visual structures and student needs.
 - Identify Environmental Zones (visual schedules, large group instruction, small group instruction, independent work, backpacks/coats, teacher work area)
 - Begin to create materials and set up the environment. Utilize Paraeducators to complete environmental setup before student return
 - Partner with General Education teachers to establish environmental zones in their classroom
- IEP/Team Planning
 - Review the student's IEPs, needs and services and Behavior Intervention Plans.
 - Review Combined Quality Indicators and corresponding rubrics that are appropriate for the next school year.
 - Collaborate with other providers and Identify data collection methods for IEP goals
 - Collaborate with general education teachers to determine classroom schedules
 - Collaborate with gen ed and SPED providers to determine preliminary student schedules for instruction and meaningful inclusion opportunities
 - Collaborate with general education teachers, providers and paraeducators to review Behavior Intervention Plans and train as needed.
 - Establish a consistent meeting time for Center based staff

- Paraeducator return (before student return)
 - Review and acknowledge the policies outlined in the Para Handbook and SSN Handbook
 - Cut out and prepare materials as directed by licensed staff
 - Assist in environmental set up as directed by licensed staff
 - Attend district training as directed by licensed staff
 - Review student IEP needs, goals and data collection methods
 - Review Behavior Intervention Plans.
 - Seek training or clarity from licensed staff, as appropriate
 - Set meeting agenda and write out team norms

Student return-Days 1-15 (All staff)

- Pair paraeducators with students to ensure student independence and success
- Expect all staff are taking data on IEP goals and needs throughout the school day
- Schedule time to have daily debriefs for all center program staff, or licensed staff
- If a student is in crisis, make emergency plans, as appropriate
- Schedule data review session on or around Day 15 to determine potential shifts in programming

Student return- Days 16-30 (All staff)

- Implement any shifts in programming that were determined
- Continue taking data on IEP goals and needs throughout the day
- Schedule time to have debriefings with general education teachers
- Schedule data review sessions on or around Day 30
- Determine and make adjustments to programming, BIP's and schedules.

Post First 30 days and on-going

- Continued practice of taking data on IEP goals
- Continued practice of holding data review sessions every 2-3 weeks
- Continued practice of seeking out training to support new content or refreshed content as offered by the district.
- Continued monitoring of Quality Indicator Rubrics. Discuss any needs with your principal or with your Assistant Director.