

# TASD Transition Programs

## Program Philosophy

The Titusville Area School District's Transition Programs are based on the philosophy that all children can learn, grow, and have the potential to succeed. While some students have little or no trouble learning and growing in school, other children may experience difficulties, which make learning and personal adjustment hard for them. The goal of our programs is to help children who experience such difficulties develop the skills necessary for greater success at home, in the community, and ultimately, in the traditional school. The program takes great pride in providing an alternative school experience, which fosters emotional, social, as well as academic growth. The purpose of the program is to identify skill deficits, remediate, and return the student to the traditional school as soon as possible.

## Program Description

### Secondary Alternative Education Transition Program

The Transition Program is a service provided by the Titusville Area School District's Student Assistance Programs. The goal of the program is to provide a short-term program designed to serve children who experience behavioral, personal, academic, and/or social difficulties, which interfere with their success in the school. The Program, after exhausting all other traditional Student Assistance Program services available to students will implement a highly structured, rigorous, and individualized academic program for each student. This approach enables each student to develop academically, socially, and behaviorally which provides opportunities for academic success. The program supports personal growth and independence by encouraging children to share in problem solving by identifying and expressing their thoughts, feelings, and concerns with a structured behavior management and counseling programs. When a student makes sufficient progress, a plan is developed to promote his or her successful return to the traditional classroom. Throughout the entire service period, home and school collaboration is stressed to increase the magnitude of student success. The program staff and the families working closely together in home or in school create this home and school collaboration. Increased home visitation, parent conferences on the phone or in the school and daily written communication between the program staff and family foster an open pathway of communication focused on students' needs. This open communication will also include grades, attendance, and student behavioral progress. The communication between the students, family members, and the school staff is considered essential and critical for a success. Frequently the program staff and the Student Assistance Program teams

evaluate each student's individual progress and identify the appropriate time to begin a transition from the highly structured program back to the traditional school environment. This transition is the most critical time for student success. Increased supports are provided to the student in transition and a social/academic coach is provided to the student in the traditional environment. This coach assists the student in their path back into the traditional school environment.

The Transition programs will implement a highly structured, supportive, and individualized academic program for each student. This approach enables each student to develop academically, socially, and behaviorally which provides opportunities for academic success.

The programs support personal growth and independence by encouraging children to share in problem solving by identifying and expressing their thoughts, feelings, and concerns within a structured supportive program. When a student makes sufficient progress, a plan is developed to promote his or her successful return to the traditional classroom. Throughout the entire service period, home and school collaboration is stressed to increase the magnitude of student success. The program staff and the families working closely together, in home or in school, create this home and school collaboration. Each student will be provided with an individual progress plan that focuses on preparing them to be safe and successful in school. Throughout the process we will identify the appropriate time to begin a transition from the highly structured Elementary Transition Program back to the traditional school environment. This transition is the most critical time for student success. Increased supports will be provided to the student as they transition back to the traditional environment.

#### Student Identification

All students being considered for admission into a transition program MUST go through the Transition Team process. This team will review all students to ensure that the student has received less restrictive interventions and have exhausted all traditional avenues for increasing the student's success in the traditional school environment. Once a student has been identified as a potential candidate for the program, the student placement will be reviewed and approved by the following team Transition Team:

Assistant Superintendent  
Special Education Director  
School Psychologists  
Principals  
School Counselors

## Behavioral Assessment and Modification System

The Transition Programs will systematically address the specific behaviors that led to the transfer to the program. Each student in the program must have an individual behavior plan, based on an empirical assessment, with clear and measurable goals. The behavior assessments and the modification system in the program will:

- Develop an individual academic plan for every student that is designed to address the specific academic deficits for that student.
- Develop the individual behavior plan(s) based on data and designed to address the specific behavior that led to the student's need for the program.
- Perform behavioral assessments immediately after transfer into the program and review at regular intervals of every 4 weeks thereafter. These student progress reports will then be discussed at the monthly administrative meetings.
- Provide a progressive behavior management system for the monitoring and evaluation of student behavior with a focus on helping students to develop good decision-making skills, take responsibility for their actions, and become accountable for their behavior.
- Provide social skill instruction that focuses on replacement behavior.

Key components of a program-wide progressive behavior management system include:

- Social skills training
- Individual and group student counseling/coaching
- Group social skills course based upon the "Skills Streaming Curriculum" and/or Aggressive Replacement Training topics
- A clear, concise written explanation of conduct expectations for students, and communication of behavior system to the student
- Explanations of consequences that are leveled and designed to promote increased acceptance of responsibility for the decisions students make. A system has been created in which students' behavior is scored on a by-period basis
- Regular communication with parent/guardian about behavior and progress toward goals will be provided
- A process for reviewing student progress at regular intervals
- Individual and group incentive systems, created and supported by the program teacher and building administrator

For more information regarding the T ASD Transition Programs, please contact:

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