**CIRCLES TRAINING INSTITUTE (CTI)**

**ACTION PLAN (for new incoming districts)**

**PART 1:**

**Membership:**

**Identify Potential Team Members: Identify the interagency members and the intra-agency members.**

**Community Level Team:**

**Vision/Values/Mission**

**Vision:** What are the goals for this team? What would you like to see in a perfect world?

**Values:** What values do you share as team member? What values drive your vision?

**Mission:** What will your shared mission be? How will you know if your team is functioning appropriately or not?

**Goals:**

**Roles:**

**Process:**

**Part 2:**

**Resource Assessment**

**Identify community resources in all post-secondary domains.**

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| **Domain** | **Agency** | **Contact Person** | **Responsible Party?** |
| Postsecondary Education or Vocational Training |  |  |  |
| Employment |  |  |  |
| Independent Living |  |  |  |
| Community  Participation |  |  |  |

**Role Clarification:**

**Clarify desired roles of service providers** (Both the role of the *agencies* and the *individuals*  represented on the team in the provision of transition services of the actual “front line” {e.g. case manager, VR counselor, etc.})

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| **Domain** | **Agency/Individual** | **Role** |
| Postsecondary Education or Vocational Training |  |  |
| Employment |  |  |
| Independent Living |  |  |
| Community  Participation |  |  |

**Interagency Agreements:**

**Make plans for interagency agreements: list potential contacts, create drafts (see sample interagency agreement in Sample Documents), ask questions of project staff, etc.**

**Important points:**

**Plan initial organizational meeting:**

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| --- | --- | --- |
| **Meeting** | **Date** | **Location** |
| Community Level Team |  |  |
| School Level Team |  |  |

**Tentative agenda:**

**Community Level Team:**

**Part 3:**

**Resource Management:**

Identify sources of additional funding (or ways in which funding can be blended, overlapped, etc.). *List Potential Sources of Funding or ideas for blending/overlapping:*

*Also need to look at resources (other than funding) that can be blended, shared, etc.:*

**Standard Operating Procedure:**

**Please indicate plans for each of the below mentioned items and who is responsible:**

Orientation Activities:

Frequency, time & Length of Meetings:

Meeting Reminders:

Member Absences:

Agenda:

Celebration?

**Networking:**

Identify community needs in the area of employment and other related adult services:

Coordinate community awareness activities.

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| **Potential Activity** | **Purpose** | **Audience** | **Involved Agencies** | **Responsible Party/Timeline** |
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Job Development:

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| Activity | Agency | Coordination Activities |
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Job Placement:

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| Activity | Agency | Coordination Activities |
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Part 4:

**Membership:**

**School Level Team Members:**

**Structure:**

How will your school level team be structured? How many schools will it serve? Where will it meet? How often?

**Student and Family Involvement:**

**List some steps you may take to increase and enhance Student Involvement:**

**Parent Involvement:**

**Barriers:**

Develop strategies and generate solutions for overcoming barriers to service delivery. This activity should be done AGAIN with your Community Level and School Level Teams, but let’s get started – what are some potential barriers that you know exist?

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| **Potential Barriers** | **Potential Solutions** | **Policies/Procedures involved** |
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**Part 5:**

**Pre-Planning:**

**Standard Operating Procedures:**

**Consider how your team will handle each of the following:**

* **Participant Training**
* **Frequency, time, and length of meetings**
* **Environmental arrangements**
* **Breaks and refreshments**
* **Meeting reminders**
* **Member absences**
* **Agenda development**
* **Documentation**
* **Team member roles and behavior**
* **Celebration**

**Part 6:**

**Student-Led IEP meetings:**

**List below strategies to develop student-led IEP meetings that would work for your school:**

Coordinate job development and job placements among service providers:

**Information only – NOT part of Action Plan:**

**General team Responsibilities for School-Level Team**

1. Develop orientation process for new team members.

2. Assist in post-school follow-up on students and provide this information to team members.

3. Assist in analyzing post-school data to increase effectiveness of the delivery of transition services.

4. Assist in the evaluation of transition team planning.

5. Ensure smooth transfer of case management from public schools to other adult service providers.

6. Ensure open communication between school personnel and adult service providers outside of School Level Team meetings.

**NOTES**:

**School Level Team Meeting Preparation Checklist**

*You may find it useful to designate a responsible party for each of these tasks.*

1. Prepare the list of students to be presented at the team meeting no later than one month in advance.

2. Prepare written invitations to the planning meeting for students and their parent(s)/guardian no later than one month in advance. (clarify for parents – this is NOT the Invitation to Conference for IEP meetings)

3. Make needed transportation and daycare arrangements for students and their parent(s)/guardian in order to ensure their attendance at the meeting.

4. Notify core team members of the students scheduled for presentation to the School Level Transition Team, ensuring parent or student (if over18) permission to involve outside agencies.

5. School-specific team members of the students scheduled for presentation to the School Level Transition Team. (School staff don’t necessarily “present” at the meetings)

6. Send written invitations to student-specific members.

7. Follow-up with telephone calls to ensure their attendance.

8. Review with students the purpose of and the format for the meeting.

9. Obtain input from the student regarding agenda items and suggestions for individuals to invite other than the ones previously determined.

10. Update the Student Dream Sheet (or other student input document/informal transition planning survey) annually.

11. Provide student with an opportunity to practice for his or her meeting. This can involve viewing videotapes of previous meetings, role-playing, or discussing the process with an upperclassman. Students should understand that they are expected to take a lead role in their meeting. Teachers should assist students in what information needs to be shared with the team, how to state their post-school goals, how to request for services, appropriate questions to ask, and how to negotiate/compromise. This process should be related to the objectives in the Occupational Preparation courses in the Occupational Course of Study.

12. Assist student in organizing a Career Portfolio for presentation to the team members. (exit meeting only)

13. Send parents information regarding the School Level Transition Team process. Provide them with an opportunity to ask questions regarding the team meeting and give additional input regarding their child’s future goals (update the Student Mapping Form – this should be done annually).

14. Finalize the agendas for each student meeting.

15. Complete the School Level Transition Team Information Form.

16. Make copies of this form for all team members.

17. Have student educational records available at the meeting for reference as needed

18. Set up the environment for the meeting and made arrangements to ensure the smooth entrance and exit of students and their parent(s)/guardian.

**School Level Team Meeting Procedures Checklist**

1. Each student and their transition EC teacher or Transition Coordinator co-chair the meeting unless the student has acquired the skills to chair their meeting independently (which is the goal for all students).

2. Each team member receives a copy of the School Level Transition Team Information Form.

3. The meeting begins with introductions.

4. Following introductions, the student and/or teacher states the purpose of the meeting.

5. Post-school outcome goals for each of the three domains (employment, education/training, independent living skills) will be indicated by the student and/or teacher.

6. These goals will be stated one at a time followed by an update on the student’s progress in each area. The focus question is “How are we going to get from where we are now to where we need to be by graduation?”

7. During this discussion, team members provide suggestions for transition activities related to the student’s future goals.

8. Team members provide information regarding their role in these activities.

9. At the conclusion of the meeting, the student and/or teacher will summarize the discussion; clarified recommendations, assignments of responsibility, and timelines.

10. The process for follow-up will addressed.

11. Prior to the student and his or her parents leaving the transition meeting, all team members will sign the Transition Team Signature sheet.

**EC Coordinator in Preparation for School Level Meeting Checklist**

1. Establish meeting times for individual students within the timeframe allotted for the whole meeting.

2. Obtain a location with the high school for the meeting and arranging the environment to make it as welcoming as possible.

3. Ensure that parents and students have transportation to the meeting and arrange for daycare if needed to facilitate student and parent to attendance.

4. Introduce team members.

5. Explain the absence of team members from meetings and make arrangements for absent team members to receive information from the meeting.

6. Assist the student in leading his or her meeting and provide the student with support during discussions.

7. Appoint a team member to serve as recorder for the meetings

8. Provide copies of meeting minutes to all team members who were assigned specific tasks.