

# Community Transition Programs

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SALEM-KEIZER SCHOOL DISTRICT

# COMMUNITY TRANSITION PROGRAMS

Community Transition Programs are specifically designed to meet the needs of adult students with disabilities who have completed high school with a Modified Diploma, Extended Diploma or Certificate of Attainment.

CTPs focus on preparing students to transition into the community as adults through instruction in four key areas: 1) transition skills 2) vocational training 3) independent living skills 4) functional academics.

When a student reaches age of majority program planning becomes primarily student directed, although parents continue to be a vital member of the IEP team. A key component of IEP development includes coordinated and measurable annual Post-Secondary Goals based on individual student preferences, interests, needs and strengths. These goals and objectives are the foundation for each student's IEP, driving their instructional activities in the CTP.

Students spend a considerable amount of time outside of the classroom setting learning how to access and navigate the community. As part of this process, CTP staff work with students to identify and connect them with adult support services available through community and state agencies.

Job experience is a vital part of the CTP curriculum. Students are able to gain skills by participating in a variety of vocational opportunities. At program completion, vocational experiences are summarized in a portfolio the student can use in their search for gainful employment in the community.

*The Community Transition Program, in partnership with the community, provides instruction for each student to gain the essential knowledge and skills to be a lifelong learner, a contributing citizen, and a productive employee in a changing and increasingly diverse world.*

### **Student Services Mission**

*Our team is dedicated to providing professional and efficient support services that contribute to the success of our students, staff and community.*



The Salem-Keizer Public Schools 24J does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. This policy implements state and federal laws (including Title IX); inquiries about the non-discrimination policies should be directed to the Compliance Officer, Assistant Superintendent  
Human Resources, 2450 Lancaster Dr. NE, Salem, OR 97305  
phone: 503-399-3061.

LEARNING FOR A LIFETIME

# COMMUNITY TRANSITION PROGRAMS

## How CTPs Are Different Than High School

- State and District achievement standards no longer apply.
- Student performance is measured solely by progress on IEP goals and objectives. There are no report cards, credits or transcripts generated.
- There are not school based extra-curricular activities.
- Instruction and activities are related to the individual transition plan to include functional academics, independent living skills, community transition skills and vocational skills.
- Students spend limited amount of time in the classroom, receiving much of their instruction in various community and vocational settings.
- Inclusion is determined by time spent in the community and vocational settings, not in general education classes.
- Students are fully engaged in both planning the direction of their program, as well as with the assessment of their own progress.

## Community Transition Programs and Sites

**The Independent Living Skills Programs (ILP 1 and 2)** are located in a combination of a community based classroom, a district leased apartment and various community work sites. Students learn adult living skills in all environments and need minimal staff support to navigate throughout their instructional day. Students spend the bulk of their time in the community gaining work experience. Students from ILP can be expected to seek employment and live independently.

**The Micah CTP** is specifically designed to support students with behaviors that may act as barriers in the work place or in the community. Students are engaged in a thoughtful progression of problem solving exercises and activities within the context of instruction. Students from the Micah CTP can be expected to seek competitive and/or supported employment opportunities.

## Community Transition Programs and Sites

**The Chemeketa CTP** program is specifically designed for students who need moderate support in the educational and community environments. The program is housed on the Chemeketa campus and allows for unique student opportunities. Students spend the bulk of their time on campus and in the community gaining work experience. Students from the Chemeketa CTP can be expected to seek competitive and/or supported employment opportunities.

**The Riverfront Learning Center CTP** programs are specifically designed to support students who learn best in the most supported educational environments. The curriculum and strategies are designed to address the functional aspects of transition. Some students will move into competitive employment, but the majority will be seeking supported employment once they have completed the program.

Students are not required to attend a CTP. Students who remain eligible to receive special education services may enroll in a CTP at any time through the school year in which they turn 21 years of age.

The district selects the CTP site based on current placement and educational needs. Adult students should receive a letter with a CTP site assignment in the spring of their senior year.

Enrollment packets are mailed to students in early summer and must be turned into the Student Services Department no later than August 1st to ensure a timely start in the fall.