

TITUSVILLE AREA SCHOOL DISTRICT 2026-2027

Transition Program Parent Handbook



INTRODUCTION

Welcome to the Titusville Area School District Transition Programs Handbook. This guide offers a comprehensive overview of our Transition Programs and aims to clarify the goals and objectives set for our students. We believe that effective communication is crucial for student success, and we hope this handbook will enhance that communication, foster improved student behavior and achievement, and ensure consistency across all grades, K-12. While this handbook is a valuable resource, it is not a substitute for direct discussions among school staff, parents, students, and school board members. Should you have any questions about the program, please do not hesitate to reach out to us.

Titusville Transition Department <i>Superintendent</i> Stephanie Keebler <i>Assistant Superintendent</i> Mike McGaughey <i>Director of Special Education</i> Tracy Delmonaco	
Hydetown Elementary	Titusville High School
Lucas Zimmerman	Paul Crider Angela Wyant
Teacher Kristie Baldwin Robbie DeLaO	Teacher Bethann Schantz-Hamilton
Program Aide Bonnie Hubert Jennifer Edwards	Program Aide Bryan Baldwin
<i>Administrative Support</i> Jessica Millard Shawn Fink Lucas Zimmerman Stephanie Beck	Additional Teachers: Brent Morris, Jearetta Proper, Julie Daugherty, ROC online Campus

PHILOSOPHY

At the Titusville Area School District, our Transition Programs are grounded in the belief that every child has the ability to learn, grow, and achieve success. While some students may thrive with minimal challenges, others might encounter obstacles that make learning and personal adjustment more difficult. Our program is dedicated to supporting these students by helping them develop the skills needed for greater success both at home and in the community, and ultimately in a traditional school setting. We take pride in offering a supportive alternative educational

experience that promotes emotional, social, and academic development. Our primary goal is to identify and address skill deficits, provide targeted remediation, and facilitate a smooth transition back to the traditional school environment as soon as possible.

Titusville Area School District Transition Programs Contact Information

Title	Name	Phone	Email
Director of Special Education	Tracy Delmonaco	814-827-2715 Ext. 3476	tdelmonaco@gorockets.org
Special Education Secretary	Jayna Barber	814-827-2715 Ext. 3480	jbarber@gorockets.org
Assistant Superintendent	Mike McGaughey	814-827-0534 Cell- 814-758-4350	mmcgaughey@gorockets.org
Director of Student Services	Kevin Roberts	814-827-2715 Ext. 3420	kroberts@gorockets.org

Elementary Transition Program (Grades k-5)- Hydetown Elementary School

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Program Teacher/ Coordinator	Kristie Baldwin	Extension 4400	kbaldwin@gorockets.org
Program Aides	Bonnie Hubert Jennifer Edwards	Extension 4400	bhubert@gorockets.org jedwards@gorockets.org

Secondary Transition Program (Grades 9-12)

Title	Name	Phone	Email
Building Principal (Main Contact)	Paul Crider	814-827-2715 Ext. 1410	pcrider@gorockets.org
Program Administration	Paul Crider Angela Wyant	814-827-2715 Ext. 1410 Ext. 1411	pcrider@gorockets.org awyant@gorockets.org

Program Coordinator/Teacher	Bethann Schantz-Hamilton (English)	814-827-2715 Ext. 2405	bhamilton@gorockets.org
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Program Aide	Bryan Baldwin	814-827-2715 Ext. 2406	bbaldwin@gorockets.org

All Titusville Area School District Transition Programs are specialized services offered by the district's Student Assistance Programs. Each program aims to provide short-term interventions for children facing behavioral, personal, academic, or social challenges that hinder their success in school. After traditional Student Assistance Program services have been exhausted, the programs implement highly structured, rigorous, and individualized academic and behavioral plans tailored to each student's needs. This approach helps students develop academically, socially, and behaviorally, creating opportunities for academic success.

The program fosters personal growth and independence by encouraging students to participate in problem-solving, and to express their thoughts, feelings, and concerns within a structured behavior management and counseling framework. As students make sufficient progress, a plan is developed to facilitate their successful reintegration into the traditional classroom. Collaboration between home and school is emphasized throughout the service period to maximize student success. This partnership between program staff and families enhances communication about grades, attendance, and behavioral progress, which is crucial for achieving positive outcomes.

The program staff, along with Student Assistance Program teams, regularly evaluate each student's progress to determine the appropriate time to transition from the structured Transition Program back to the traditional school setting. This transition phase is critical to student success. During this period, additional support is provided, including a social and academic coach who assists the student as they reintegrate into the traditional school environment.

Student Identification:

The Titusville Area School District's Transition Program operates as an outreach initiative of the Student Assistance Program within each school building. To be considered for admission, students must first be part of the Student Assistance Program. This requirement means that students have

already undergone less restrictive interventions, been assessed by both mental health and drug/alcohol counselors, and exhausted all traditional methods for enhancing their success in the regular school environment.

Once the Student Assistance Program process is complete and the team recommends a student for the Transition Program, the recommendation is forwarded to the TASD Special Education Director. The Special Education Director reviews the process to ensure that all necessary steps within the Student Assistance Program have been taken. If the process has been completed without success, the Special Education Director then evaluates the student based on the following criteria:

- (1) disregard for school authority, including persistent violation of school policy and rules;
- (2) display of or use of controlled substances on school property or during school-affiliated activities;
- (3) violent or threatening behavior on school property or during school-related activities;
- (4) possession of a weapon on school property, as defined under 18 Pa. C.S. Section 912 (relating to possession of weapon on school property);
- (5) commission of a criminal act on school property;
- (6) misconduct that would merit suspension or expulsion under school policy; and
- (7) habitual truancy.
- (8) Used as a diagnostic period for behavioral/academic interventions that impact academic progression.

Once a student is identified for the Transition Program, the administration communicates with the Special Education Director and refers the case back to the Student Assistance Program team at the student's school. The team conducts a final review of the student's behavior, academic performance, and attendance in the traditional school setting. If the student is deemed suitable, they will be referred to the Transition Program Teacher/Coordinator for admission and a formal intake.

Intake Process:

All students entering the Transition Program undergo an intake process, which includes the following steps:

The building Principal assesses the recommended student to ensure eligibility for the program by verifying that all less restrictive interventions have been attempted and that the student has been fully involved in the Student Assistance Program. This recommendation is then submitted to the Special Education Director.

The Special Education Director, in collaboration with the administrative team, finalizes the admission decision and confirms that the process has been properly followed. Additional recommendations may be made, or approval to proceed may be granted.

The Transition Program Teacher/Coordinator meets with the parent and student to complete the intake packet before the student's official admission into the program.

Behavioral Assessment and Modification System:

The Transition Program addresses specific behaviors that led to the student's transfer by implementing a structured behavior assessment and modification system. Each student must have an individualized behavior plan based on an empirical assessment with clear and measurable goals. The program includes:

Developing a personalized behavior and academic plan for each student to address the behaviors that led to their transfer.

1. Creating behavior plans based on data collected through empirical assessments.
2. Conducting behavioral assessments immediately after the transfer and reviewing them at regular intervals, every four weeks, with reports discussed in monthly administrative meetings.
3. Implementing a progressive behavior management system for monitoring and evaluating student behavior, focusing on decision-making, responsibility, and accountability.

Key components of the behavior management system include:

- a. Social skills training through individual meetings with school counselors and/or social workers, the program coordinator, and a required group social skills course.
- b. Clear, written conduct expectations communicated to all program members, with these expectations prominently displayed within the building.
- c. A system of graduated consequences designed to promote responsibility, including daily and periodic behavior scoring to target behaviors and triggers.
- d. Regular communication with parents or guardians about behavior and progress, facilitated by the program coordinator.
- e. Regular reviews of student progress at the end of each semester.
- f. Individual and group incentive systems managed by the program coordinator and building principals.

Behavior Management:

The behavior management system in the Transition Program is designed to help students manage and improve their behavior through structured routines and activities that foster independence. Students are given opportunities to make successful choices, with staff providing immediate assistance when students struggle with behavior or emotions.

A behavior modification level system is used to monitor student progress, with increased expectations and privileges as students advance through the levels. In cases where students have difficulty maintaining control, they may be temporarily removed from activities to regain composure. "Down time" allows students to manage their frustration independently, and if further support is needed, they may be directed to separate themselves briefly. If a student remains highly agitated, they are assigned a "Time Out," which involves removal from the classroom to an alternative area for reflection. Once the student regains control, they discuss their behavior with staff and develop strategies for handling similar situations in the future. Extreme cases will follow established school policies for consequences, and parents will be promptly informed of any incidents leading to additional consequences.

Parent Involvement:

Parents and guardians are crucial members of the T ASD Transition Program team. They have invaluable insights into their children and are deeply invested in their success. Understanding the challenges of parenting, especially when children face difficulties, the program aims to involve parents in all aspects of their child's school experience, offering various supports.

Parent involvement begins before admission with the intake interview, and the program makes every effort to facilitate this communication. During the program, families receive a "Weekly Parent Report" detailing their child's progress and areas needing improvement. Parents are encouraged to provide feedback, share their observations, and communicate frequently with the program staff via phone or visits.

Regular meetings with program staff are scheduled at least once per semester to review progress and address concerns. The staff accommodates parents' schedules and requests that cancellations be communicated in advance. Open communication between staff and parents is essential for student success, and the program staff is committed to resolving any issues and maintaining effective dialogue.

Transition:

The primary goal of the Transition Program is to help students return successfully to the traditional school setting. As students progress, they are assigned more responsibilities and privileges. Those who achieve advanced levels in the behavior management system are eligible for “transition classroom status” to prepare for their return to a traditional classroom.

Transition plans are individualized but generally begin when students maintain a Level III status. The transition starts with a meeting involving the Student Assistance Program team at the secondary level and school counselor at the elementary level, family, and student to discuss progress and set expectations. The student gradually starts with one or two traditional classes while remaining in the Transition Program for the rest of their time. Students at the secondary level are introduced to traditional school staff and assigned an Academic/Social Coach from the Student Assistance Team for additional support. At the elementary level they are assigned to a school counselor for additional support. The transition is closely monitored, with regular assessments and adjustments made as needed.

The Academic/Social Coach or School Counselor evaluates the student’s performance weekly and reports to the Student Assistance Program team or Elementary Team. Progress in behavior, homework, class work, grades, and peer interactions is considered to determine the pace of the transition and the final discharge from the program. If the transition is unsuccessful, the student may return to the program full-time upon review.

Parents and students should be aware that if a student is repeatedly unsuccessful in transition or cannot demonstrate progress in the program over a period of time, other settings or interventions must be considered.

Post-Transition Support:

Students who successfully transition out of the program will continue to receive support from the Academic/Social Coach at the secondary level and the building school counselor at the elementary level, and the team for the remainder of the school year or until their needs are appropriately addressed.

Discipline Procedures:

The following outlines disciplinary procedures for students who do not meet program expectations. These actions are in addition to the responses detailed in the Titusville Area School District Student and Parent Handbook. It is important to note that some students may require individualized approaches that deviate from this outline. Students in time out, reassignment, or

extended time out will not earn points on the level system and will be considered "off program."

Time Out:

Time out involves the student sitting quietly in an assigned area for three to ten minutes (based upon the student's age/developmental level). If the student refuses to begin the time out within one minute, it will be extended additional minutes. Time out will be assigned for behaviors including, but not limited to:

- Not following instructions
- Instigating (bothering or teasing peers)
- Not staying in the designated area
- Disrespectful comments or actions
- Refusal to complete work
- Leaving an area without permission

Note: More than six time outs per day or a total of 30 minutes may result in an automatic referral to program administration. Physical aggression towards teachers, staff, or administration will result in an automatic 10-minute time out and a referral to administration for further consequences.

In-Program Extended Time Out (10 minutes):

An in-program extended time out is used when a student cannot complete a standard time out. The Program Teacher will escort the student to the time out area and record the duration of the incident. The student will remain "off program" and will not earn points during this period. The student must discuss the situation with the Program Teacher or staff to their satisfaction before returning to the program. In-program extended time outs are issued at the discretion of the Program Teacher and building Administrator.

Immediate Referral to Administration for Further Actions:

Immediate referral to administration will occur for:

- Inability to complete or handle time out
- Swearing
- Defacing property (vandalism charges may apply)
- Throwing harmful or potentially dangerous objects (any broken items will be billed to the student's parent)
- Walking out of the building or class without permission
- Physical aggression towards teachers, staff, or administration

Extended Time Out:

For extended time outs, parents are notified, and the student is temporarily removed from the program. Administrative consultation will determine the duration of this removal, which may result in loss of privileges, a demotion in level status, or complete removal from the program.

Serious Incidents:

Behaviors deemed serious will lead to administrative consultation and/or a team meeting to determine additional disciplinary actions. All consequences will adhere to the Titusville Area School District policies and procedures outlined in the student handbook. In crisis situations, the TASD District Response Team should be contacted.

Program Details:**Elementary Transition Program (Grades k-5)****Daily Activity and Academic Schedule**

Grades k-5 Students at Hydetown	
Time	Course
8:00-8:15	Homeroom/Morning Meeting
8:15-8:55	ELA Intervention
8:55-9:35	Math Intervention
9:35-10:55	ELA
10:55-11:35	Special
11:35-12:05	Lunch
12:05-12:35	Math Intro
12:35-1:05	Intervention/WIN
1:05-1:35	Math Cont.
1:35-2:05	Recess
2:05-2:44	SEL/Science/SS
2:45-3:00	Dismissal

Elementary Transition Programs Classroom Level Systems - A rating form or level card is used to rate the efforts of each student. These efforts are rated in the form of “positive” or “negative.” These evaluations are used to assign points and give verbal praise to the students in recognition of appropriate behavior. The cards provide a daily record of the skills being displayed. Daily and weekly averages are calculated from these daily records. The cards also serve as a teaching tool by providing students with expectations and frequent feedback about their performances.

LEVELS:

The level system is divided into three (3) main categories:

1. Level I
2. Level II
3. Level III

Behavioral Expectations or Goals increase and become more individualized as the student progresses through the levels. All students will remain under the direct supervision of staff at all times. As the student displays appropriate behavioral choices, advancement in the program will occur. The number of traditional classes and reinforcements increase as one moves through the levels to motivate the student to achieve progress and behave responsibly.

LEVEL I: The goals/ expectations for this level are as follows:

1. Follow first instruction
2. Keep hands, feet, and objects to yourself
3. Be Respectful
4. Complete work

The student will enter the program on level one and remain on this level until they earn at least 85% of the available points for ten (10) days to be promoted to a level two status. Each day the student will also have opportunities to earn incentives based on the number of “positive” marks on his/her point cards.

LEVEL II: The goals/ expectations for this level are as follows:

1. Follow first instruction
2. Keep hands, feet, and objects to yourself
3. Be Respectful
4. One personal goal

The student working on level two will begin to have their point card individualized. General basic expectations will remain, but one (1) personal individualized goal will be evaluated. The level two student will remain on level two until they earn at least 85% of the available points for ten (10) consecutive days to be promoted to a top level three status.

LEVEL III (Transitions Begin): The goals/ expectations for this level are as follows:

1. Follow first instruction

2. Be Respectful
3. Personal goal
4. Personal goal

The student working on level three will increase the amount of individualization on their point card with two personal goals. General basic expectations will remain, but two (2) personal (individualized) goals will be evaluated. At level three the student will begin to participate in traditional classes. During that time the point card will continue to be marked for incentives after they attend the classes.

During any level, students who are unable to meet the expectations for a given level or are involved in a serious disciplinary incident will be considered for level demotion.

Level demotion occurs if a student does not maintain a minimum weekly average of seventy percent (70%) during any level. This minimum standard may also be individualized during the program if approved by administration.

Secondary Transition Program (Grades 9-12)

Daily Activity and Academic Schedule

Opening Exercises:

The students will arrive at Allen Street by reporting directly to the Secondary Transition Program. No student should arrive prior to 7:45 a.m. and all students will be considered tardy at 8:00 a.m.

2026-2027 Secondary Transition Program Schedule

Period	Time	Course	Instructor
1	8:00 A.M. – 8:15 AM 8:15 A.M. –9:00 AM	Breakfast STP English/Language Arts	Mrs. Schantz-Hamilton
2	9:00 A.M. – 9:45 AM	Basic Skills Review	Mrs. Schantz-Hamilton
3	9:45 AM – 10:30 A.M.	STP Social Studies	TMS Teacher
4	10:30 A.M. -11:10 A.M.	STP Social Studies	Mrs. Schantz-Hamilton
5	11:10 AM – 11:55 AM	STP Reading	Mrs. Schantz-Hamilton/Mr. Baldwin Lunch
6	11:55 AM – 12:25 PM	Lunch	Mrs. Schantz-Hamilton/Mr. Baldwin
7	12:25 PM – 1:15 PM	STP Group Social Skills/ STP Skills Streaming/ ART Programming	Contracted Counseling Services Mrs. Schantz-Hamilton /Mr. Baldwin
8	1:15 PM – 1:45 PM	STP WIN Period/ Movement/SSR	Mrs. Schantz-Hamilton/Mr. Baldwin
9	1:45 P.M. – 2:15 P.M.	STP Math	Mr. Morris Mrs. Schantz-Hamilton Lunch
10	2:15 P.M. -3:02 P.M.	STP Science	Mr. Morris

*Rockets Online Campus will provide Biology and Wellness to STP students

Dismissal: Bus Students 3:02 p.m. & Walkers 3:10 p.m.

Classroom Level Systems

The Classroom Level System uses a rating form or level card to assess each student's effort. Efforts are categorized as "super effort," "average effort," or "no effort." These evaluations help assign points and provide verbal praise, recognizing appropriate behavior. The cards also serve as a daily record of skills, with daily and weekly averages calculated from these records. Additionally, the cards act as a teaching tool, setting clear expectations and offering frequent feedback about student performance.

Levels:

The system is divided into five main levels:

- Orientation Level: Orange Card
- Level I: White Card
- Level II: Blue Card
- Level III: Purple Card
- Level IV: Gold Card

As students advance through the levels, behavioral expectations or goals become more individualized. All students are under direct supervision and are expected to participate in all planned group activities. Appropriate behavior leads to advancement, and privileges increase as students progress through the levels, motivating them to achieve and behave responsibly.

Orientation Level:

Goals/Expectations for this level include:

1. Follow the first instruction given by an adult.
2. Keep hands, feet, and objects to yourself.
3. Be kind to others.
4. Remain on-task.
5. Complete work.

Students start at the Orientation Level and remain there until they earn at least 85% of the available points for five consecutive days. Upon promotion to Level I, students must orally discuss their improvement plan to achieve Level II status.

Level I:

Goals/Expectations for this level include:

1. Follow the first instruction given by an adult.
2. Keep hands, feet, and objects to yourself.
3. Be kind to others.
4. Remain on-task.
5. Complete work.

Students at Level I have similar expectations as at the Orientation Level but must earn at least 85% of the available points for ten consecutive days to move to Level II. During promotion, students must discuss their improvement plan in greater detail to achieve Level III status.

Level II:

Goals/Expectations for this level include:

1. Follow the first instruction given by an adult.
2. Keep hands, feet, and objects to yourself.
3. Be kind to others.
4. Complete work.
5. Achieve one personal goal.

At Level II, students begin to have their point cards individualized. While basic expectations remain, students will also work on one personal goal. They must earn at least 85% of the available points for ten consecutive days to advance to Level III. During promotion, students will discuss their improvement plan and explain how they will achieve Level IV status.

Level III (Transition Discussions Begin):

Goals/Expectations for this level include:

1. Follow the first instruction given by an adult.
2. Be kind to others and keep hands, feet, and objects to yourself.
3. Complete work and remain on-task.
4. Achieve one personal goal.
5. Achieve another personal goal.

Students at Level III will have further individualized point cards, with two personal goals evaluated in addition to general expectations. They must earn at least 90% of the available points for ten consecutive days to be promoted to Level IV. During promotion, students will discuss their continued improvement in detail and write a letter to the Secondary Transition Program team explaining why they should transition.

Level IV:

Goals/Expectations for this level include:

1. Model positive behavior.
2. Complete work and remain on-task.
3. Achieve one personal goal.
4. Achieve another personal goal.
5. Achieve a third personal goal.

Level IV students will have a highly individualized point card with three personal goals. They must earn at least 95% of the available points for five consecutive days to begin the transition to the traditional school environment. Students will rate themselves on the point cards, which will be checked by staff. During promotion, they must independently and openly discuss their plan for continued success with the Secondary Transition Program staff and/or team. This discussion will be reviewed during the transition meeting.

Level Demotion:

Students who fail to meet expectations or are involved in serious disciplinary incidents may be considered for level demotion. Demotion occurs if a student does not maintain a minimum weekly average of 70% during any level. This standard may be individualized with administrative approval.

Additional Department Details:

- Social and Emotional Learning (Group Social Skills)
 - K-8 Fly Five Social Emotional Learning Curriculum
 - 9-12 Skill Streaming and Aggression Replacement Training (ART)
- Assessments
 - Math- IXL
 - ELA- IXL
 - Behavior
- Parent involvement and communications
 - Daily and weekly parent communications
 - Communication delivery systems

Coordinated Counseling Program Component

The Titusville Area School District Transition Program is designed to offer a broad range of resources and services to address student needs and foster holistic, individualized development. The counseling component of the program is structured into three key areas:

- career counseling
- academic counseling
- behavior management counseling
- Mental health coaching - 15 minutes per week with a TASD Social Worker

This comprehensive approach aims to prepare students for employment, enhance their resilience, strengthen pro-social skills, build meaningful community and peer relationships, identify barriers to learning, and support participation in behavioral health services when necessary.

Pro-Social Skills Development and Behavior Improvement Strategies

Goal 1: Provide a variety of behavior modification programs to improve students' behavior and increase their success in school, home, and community settings.

Objective 1: Assist students in developing effective decision-making strategies.

Strategies for Implementation:

- Facilitate group discussions, role-playing scenarios, and other activities to provide structured decision-making practice.
- Offer individual counseling focused on proactive decision-making.
- Utilize written processes and models, such as "Stop, Think, Act," to enhance specific decision-making skills.
- Integrate Social and Emotional Learning (SEL) modules into daily group sessions, tailored to meet the needs of the students.

Objective 2: Help students develop both verbal and non-verbal pro-social skills, such as communication, handshaking, expressing opinions, and managing others' anger.

Strategies for Implementation:

1. Develop a planning session focused on pro-social skills development.
2. Train staff in delivering a pro-social skills curriculum.
3. Conduct daily classes, treating them as academic subjects with assessments on topics like "Handling Your Anger," "Managing Others' Anger," and "How to Make a Complaint," based

on curriculums like Skills Streaming for Adolescents and Aggression Replacement Training.

Objective 3: Support students in developing emotional skills, including stress and anger management.

Strategies for Implementation:

1. Train staff to help students recognize and manage stressful situations effectively.
2. Implement instructional and assessment practices in the classroom.
3. Provide individualized counseling for emotional support.
4. Offer outreach opportunities for parents and families to explore additional support if needed.

Goal 2: Establish and communicate expectations regarding student conduct and provide related counseling and support services.

Objective 1: Clearly communicate basic core expectations related to student conduct to students, parents, professional staff, and support staff.

Objective 2: Create individualized plans for students as they progress in the program, identifying their needs and setting goals for exiting the program. This plan will act as a transition plan for reintegration into the traditional school environment.

Objective 3: Offer appropriate counseling services tailored to each student's needs.

Strategies for Implementation:

1. Discuss behavioral expectations during the initial intake into the program.
2. List daily behavioral expectations on the student's point card, focusing on positive actions rather than prohibitions. Review and discuss these expectations with students multiple times daily.
3. Develop individualized plans to address unique behavioral needs, including counseling, behavioral intervention plans, and treatment programs.
4. Report individual student progress monthly to the Transition Program Supervision Team, who will collaborate with the Student Assistance Program teams to provide feedback and identify additional needs.

Career, Vocational, and Academic Counseling

Goal 1: Support students through career, vocational, and academic counseling services, focusing on practical skills needed for employment.

Objective 1: Help students explore and plan for career opportunities, local job markets, and necessary job skills.

Strategies for Implementation:

1. Provide students with components outlined in the Comprehensive School Counseling plan by the designated school counselor.

Objective 2: Monitor and assist students in their academic achievements.

Strategies for Implementation:

1. Schedule regular meetings with each student to review grades, attendance, and discuss interests.

Goal 2: Offer opportunities for students to explore career options and vocational education, including postsecondary education, business, industry, government careers, vocational training, and military options.

Objective: Implement a Coordinated School Counseling curriculum that covers vocational and postsecondary education opportunities and career exploration.

Strategies for Implementation:

1. Collaborate between school counselors and the Life Skills Teacher to provide a comprehensive career and vocational education curriculum for all students.

Student Assistance Programs

The gateway into and out of the Titusville Area School District Transition Program is through the Student Assistance Program teams. These teams, composed of school and community personnel trained to work with at-risk students, oversee the referral process. Students will have accessed community behavioral health agencies and exhausted in-school strategies before entering the program. The Student Assistance Program Support Team will monitor progress, offer suggestions, and guide Transition Program staff. A formal transition plan will be created when a student demonstrates sufficient progress.

Student Assistance Program Goal: Remove barriers to learning by identifying and addressing mental health, substance abuse issues, and connecting students to a variety of behavioral health resources.

Objective 1: Use the existing Student Assistance Program process and community liaisons for consultation and assessment.

Objective 2: Provide feedback from the Transition Program Support Teams to coordinate and identify appropriate supports, both in-school and in the community.

Objective 3: For students needing behavioral health resources, collaborate with local agencies to determine suitable services.

Strategies for Implementation:

1. Coordinate regularly with community agencies for consultation, student assessments, and service recommendations in collaboration with families.
2. Develop a re-entry plan for each student, focusing on individual needs and monitored by the Student Assistance Program Team.

Objective 4: Increased Parent Involvement. Parental participation is crucial. The programs are committed to ensuring parental involvement to enhance student progress through a strong partnership among students, families, schools, and the Transition Program team.

Strategies for Implementation:

1. Coordinate regularly scheduled parent communications and meetings.
2. Ensure that parents participate in an intake meeting to discuss the student's current situation at home and school, including strengths, needs, and program expectations by confirming attendance prior to the meeting.
3. Ensure that parents attend semester and end-of-year review meetings to discuss student progress, needs, and the transition plan.
4. Offer and engage parents in additional meetings as necessary, as determined by parents or staff.
5. Provide regular program communications to parents and reach out to parents that do not respond to the communications.

Additional Student Services

- Titusville Area School District School Counseling Department
- School Psychologists
- School-Based Mental Health Services
- Crawford County Children and Youth
- Juvenile Probation
- District Magistrate
- Youth Advocate Program (YAP)
- Other support services as they become available

For information on these programs or additional services, contact Dr. Tracy, Director of Special Education, at 827-2715, extension 3476

Titusville Area School District Secondary Transition Program Parent/ Student Contract

I agree with the Titusville Area School District Transition Program terms set forth as conditions:

- All students will continue to be actively involved in their home school's SAP team and complete and follow the SAP assessment recommendations. _____ **initial**
- Students will be randomly searched by administration to ensure that students will not have any illegal items (lighter/tobacco/drugs/weapons) _____ **initial**
- Comply with the behavioral expectations as defined in the program handbook and by the program faculty and staff. _____ **initial**
- Attend school with no illegal absences. Arrive on time for school daily. _____ **initial**
- Complete and return all assigned work that is directed by the faculty or staff of the program and participate in the Group Social Skills class and during the counseling sessions defined for individual progress and a successful return to traditional education. _____ **initial**
- I understand that The Titusville Area School District is dedicated to the safety of all entities. (e.g., a 30-minutes of time out and/or aggression towards others may result in removal from the building.) I further understand that any physical aggression shown by my child will result in immediate removal from the program and I agree to transport my student home. _____ **initial**
- (Grades 6-12) Pass voluntary/random drug testing - Drug testing only occurs with the parent/guardian present (Titusville Area School District covers all costs associated with the test) _____ **initial**

I agree to have my child attend the Titusville Area School District Transition Program. I have received a copy of the program handbook, reviewed the expectations of the program, and understand that these program guidelines are in addition to the traditional expectations outlined in the Titusville Area School District Student and Parent Handbook.

Parent/Guardian Signature

Date

Student Signature

Date

Administration Signature

Date

Titusville Area School District Elementary Transition Program Parent/ Student Contract

I agree with the Titusville Area School District Transition Program terms set forth as conditions:

- All students will continue to be actively involved in their home school's SAP team and complete and follow the SAP assessment recommendations. _____ **initial**
- Students will be randomly searched by administration to ensure that students will not have any illegal items (lighter/tobacco/drugs/weapons) _____ **initial**
- Comply with the behavioral expectations as defined in the program handbook and by the program faculty and staff. _____ **initial**
- Attend school with no illegal absences. Arrive on time for school daily. _____ **initial**
- Complete and return all assigned work that is directed by the faculty or staff of the program and participate in the Group Social Skills class and during the counseling sessions defined for individual progress and a successful return to traditional education. _____ **initial**
- I understand that The Titusville Area School District is dedicated to the safety of all entities. (e.g., a 30-minutes of time out and/or aggression towards others may result in removal from the building.) I further understand that any physical aggression shown by my child will result in immediate removal from the program and I agree to transport my student home. _____ **initial**

I agree to have my child attend the Titusville Area School District Transition Program. I have received a copy of the program handbook, reviewed the expectations of the program, and understand that these program guidelines are in addition to the traditional expectations outlined in the Titusville Area School District Student and Parent Handbook.

Parent/Guardian Signature

Date

Student Signature

Date

Administration Signature