

BOARD UPDATE · 2025-26

# Transition Plus: Building Futures Beyond High School

Saint Louis Park Public Schools · ISD 283

Model adapted in partnership with Hopkins Public Schools



# What Transition Plus Is

Transition Plus prepares students ages 18 to 22 for employment, independent living, and community participation through individualized, real-world programming.

## Community-Based Learning

Learn in the real world

### Students may:

Students access community settings to practice skills including public transportation, banking, shopping, and job sites.

Students move between tracks as they grow

## Center-Based Learning

Build a strong foundation

### Students may:

Students develop daily living, employment, communication, and social skills through direct instruction and structured routines.

Students move between tracks as they grow

## Independent Pathway

Lead. Plan. Succeed.

### Students may:

Students take ownership of goal-setting, task completion, budgeting, and preparation for employment and adult living.

Students move between tracks as they grow

# Enrollment and Staffing

57

Students Enrolled

Ages 18 to 22

18

Total Staff

Teachers, Paras

6:1

Student:Staff Ratio

Per program track

100%

On Track

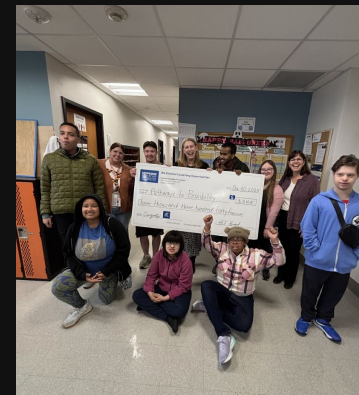
IEP goal attainment

## Staffing structure

- Licensed special education teachers providing IEP-aligned life skills
- Paraprofessionals supporting skill practice across all three tracks

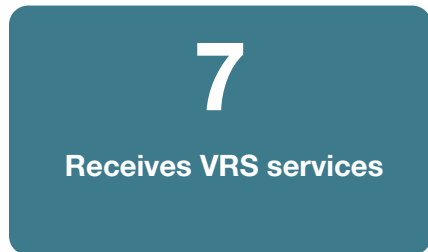
## Course Areas

- Employment Skills
- Independent Living
- Financial Literacy
- Community Engagement
- Self-Advocacy
- Health and Wellness
- Work-Based Learning / CTE

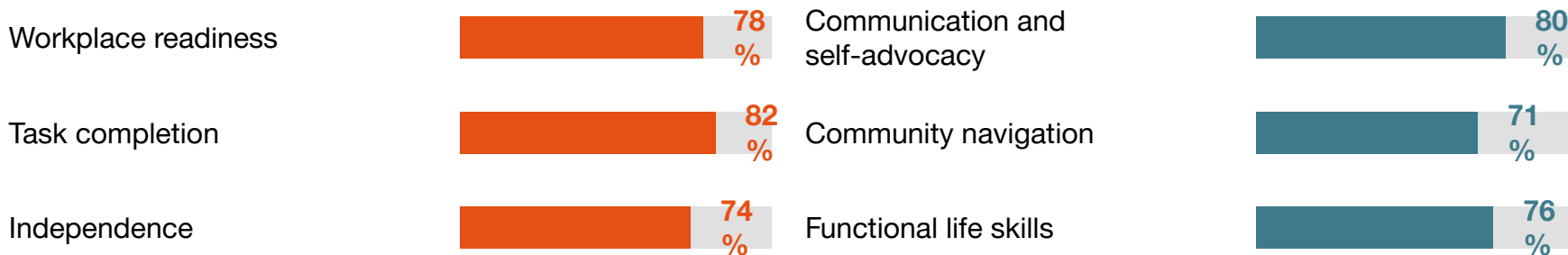


# What Students Achieved This Year

These outcomes reflect the direct impact of Transition Plus programming on students' readiness for adult life.

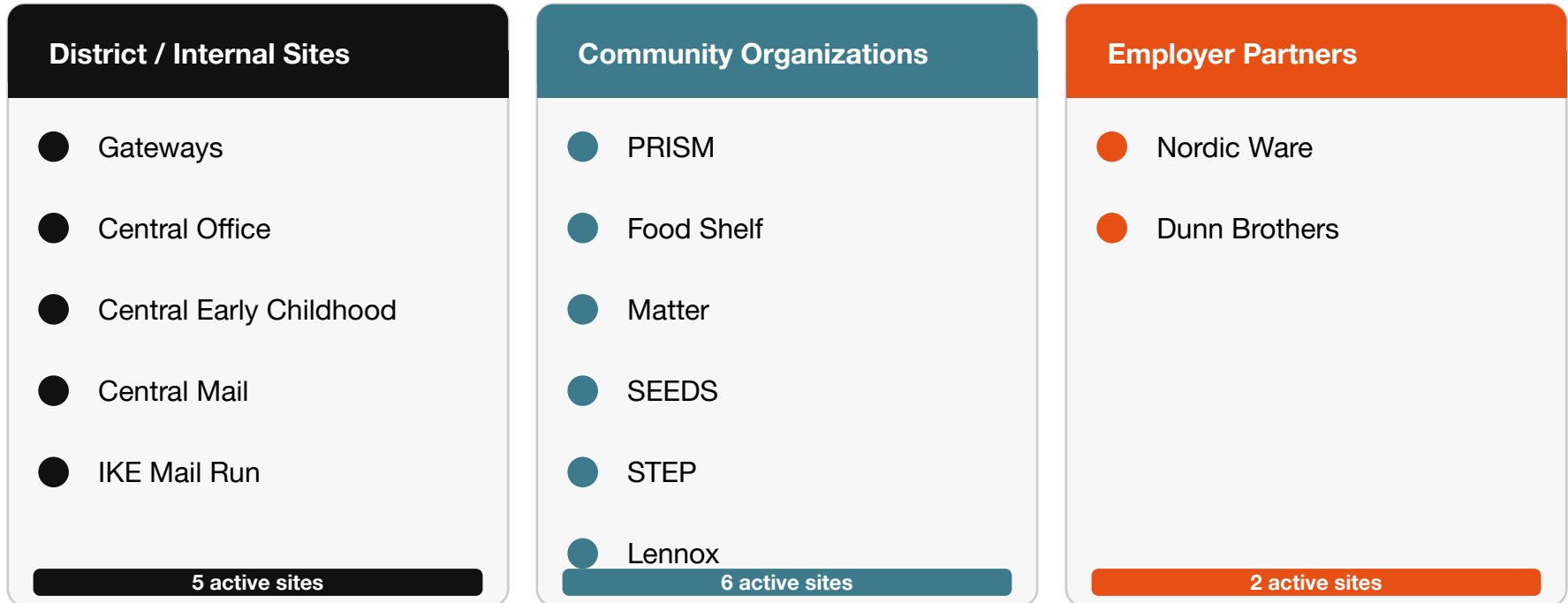


## Skills being tracked On (1=Not Yet, 4=Proficient)



# Community and Employer Sites Active This Year

These partnerships provide students with real-world employment and community access experiences aligned to each student's IEP transition goals.



**Total: 13 active community and employer partner sites across the Twin Cities metro**

# New Progress Tracking System SY 2025–26

## New Data Tracking and Progress Monitoring

### New Data Tracking System Across:

- Classes
- Work-Based Learning

### Skills Being Tracked:

- Independence
- Task completion
- Workplace readiness
- Communication/self-advocacy
- Community navigation
- Functional life skills

**How to Use This Tracking Form**

1. Open the correct class tab - each tab represents a T+ class (e.g., Financial Literacy, Independent Living, Healthy Living, Community-Based Learning). Use only the tab that matches the classes you are teaching.
2. Review the skill and subskill structure on the left (Skills/Concepts are shown as grouped, merged headers; Subskills/Subconcepts are listed underneath each skill). These are pre-aligned to the Transition Plus curriculum framework.
3. Locate the IEP Goal row for each skill area (under the last subskill, you will see a row labeled "IEP Goal"). This row is where data is summarized for progress monitoring.
4. Enter the student's IEP goal. In the IEP Goal row, type the specific IEP goal that aligns with the skills/subskills listed above it.
5. Collect data using the Date columns. Use the Date columns (Date 1, Date 2, etc.) to record performance over time.
6. Enter a rating (1-4) based on student performance for that instructional period. Use the rating scale consistently (see below for more info on rating).
7. Allow the spreadsheet to calculate the average. The Avg Rating column automatically calculates the average of the ratings entered for that IEP goal. No manual calculation is needed.
8. Review the automatically generated descriptor. The Descriptor column auto-populates based on the average rating. This provides an at-a-glance description of current skill performance.
9. Review the class summary at the bottom of the tab. At the bottom of each class tab, you'll see an overall average rating and descriptor. This summarizes progress across all IEP goals in that class.
10. Use the data for progress monitoring and IEP reporting. Data can be referenced during IEP progress reporting, team meetings, and instructional planning.

**\*NOTE:** Ratings should reflect observed performance across settings and time, not a single data point.

Rating Scale		
Rating	Descriptor	Definition
1	Not Yet (0-20%)	Student rarely demonstrates the skill; requires adult prompting most of the time.
2	Emerging (20-40% of the time)	Student shows the skill inconsistently; requires occasional prompting; developing understanding but not independent.
3	Consistent (50-70% of the time)	Student demonstrates the skill independently in most familiar situations; occasional support needed during stress or novelty.
4	Proficient (80-100% of the time)	Student demonstrates the skill independently, flexibly, and across settings; uses strategy generalization and self-monitoring.

### Nordic Ware 25-26 Evaluation Form

The purpose of this form is to provide students with a rating depending on the demonstration of the skills listed below within a given placement site.

#### How To Document Ratings:

1. Go to the appropriate student's section (you may need to hit "next" until you find the student).
2. Look at each skill for this placement.
3. Add a rating (1-4) for the student's demonstration of that skill.

#### Rating Scale:

- 1 - **Not Yet (0-20%):** Student rarely demonstrates the skill; requires adult prompting most of the time.
- 2 - **Emerging (20-40% of the time):** Student shows the skill inconsistently; requires occasional prompting; developing understanding but not independent.
- 3 - **Consistent (50-70% of the time):** Student demonstrates the skill independently in most familiar situations; occasional support needed during stress or novelty.
- 4 - **Proficient (80-100% of the time):** Student demonstrates the skill independently, flexibly, and across settings; uses strategy generalization and self-monitoring.

# What This Program Produces In Students' Own Lives

- Independent transportation
- Schedule and routine management
- Paid employment
- Self-advocacy
- Workplace task completion
- Adult services connection



# SY 2026–27: Transition to Independent SLP Programming

Beginning SY 2026–27, Saint Louis Park will operate its own independent Transition Plus program. Hopkins Public Schools will continue their program at their site. Students from both districts will continue to see each other at shared job sites and joint community functions throughout the school year.

## What Changes

- 21 SLP students served in SY 2026–27
- SLP T+ program operates at the SLP Transition Plus site
- 3 licensed special education staff (SLP staff only)
- 5 paraprofessionals (SLP staff only)
- Hopkins operates independently at their own site
- No shared staffing between the two districts

## What Stays the Same

- Three program tracks remain: Community, Center, Independent
- All community and employer partnerships remain active
- Students from both districts share job sites and community functions
- IEP compliance and IDEA transition requirements unchanged
- Data tracking and progress monitoring continues
- Student-centered, individualized pathway model

# Where We Are Going Next

## Continuing to Expand

- New employer partnerships across the Twin Cities metro
- Student leadership opportunities within the program
- Additional postsecondary education connections
- Expanded work-based learning site agreements

## Continuing to Strengthen

- Real-time data system reporting to IEP teams
- Family engagement and transition planning support
- Individualized pathway refinement for each student
- Alignment with adult services providers and DHS

## Board Oversight Opportunities

- Quarterly enrollment and outcome updates to the board
- Annual program review tied to MDE transition data
- Budget report as SLP stands up independent program
- Community partnership report at end of SY 2026–27

# "Does this student have what they need to live the life they want after leave us?"

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That is the question Transition Plus answers one student at a time.

Thank you!

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