

## **Transition Program**

Transition services are mandated for all classified students 14 years of age and older to ensure that all students receive the support and assistance required as they transition from high school to young adult life. The overarching goal of our Transition Program is to prepare our students to be self-advocates and to empower them with the skills and strategies they will need to meet the post-high school world with confidence and ambition. To accomplish this, classified students participate in transition classes during all four years of high school, as well as field trip experiences, attendance at conferences, guest speakers and parent workshops.

### **Transition Coordinator responsibilities :**

- Disability awareness
- Classification
- the IEP process
- student rights and responsibilities
- Self-advocacy
- Career awareness
- Post-secondary education
- Job preparation

### **Contact Numbers**

#### **Dr. Jane Kachmar-Desonne**

Director of Special Services

908-273-6658 ext 3600

#### **Mary Beth Reardon**

Supervisor 9-12

908 -273-1494 ext 5602

#### **Nancy Areson**

School Social Worker

908- 273-1494 ext 5464

#### **Bob Lamparello**

School Psychologist

908-273-1494 ext 5478

#### **Marge Solomon**

LD-TC

(Learning Disabilities Teacher Consultant)

908-273-1494 ext 5473

#### **Pat Walsh**

Transition Coordinator

908-273-1494 ext 5475



# **SUMMIT HIGH SCHOOL**

## **Special Education Services**





The Special Education Department at the High School provides a skilled balance of expectation and support to assist your new high-schooler in adjusting to and thriving in their school environment.

Special Education teachers at Summit High function in varying roles to deliver the optimum services for your adolescent...



### Contact Teacher responsibilities:

- Confer regularly with classified students
- Establish effective lines of communication to the home
- Confer with teachers, case managers and guidance counselors regularly to promote student success in all aspects of school life
- Confirm that appropriate accommodations outline in the IEP are continually provided
- Provide resources to the general education teachers as needed
- Encourage participation in school community by building social and self-advocacy skills

### In-Class-Support Teacher responsibilities:

- Collaborate with general education teacher to differentiate instruction and assessment
- Oversee implementation of modifications and accommodations
- Implement unique instructional strategies, techniques and methods

### Study Skills Teacher responsibilities:

- Promote development of organizational, note-taking, test taking and listening skills (and more) through mini-lessons and one-on-one instruction
- Partners with the Contact Teachers, Transition Coordinator and case managers to assess academic progress

### Replacement Teacher responsibilities:

- Provide parallel content area instruction in a smaller setting based on IEP goals and objectives
- Utilize IEP to drive highly individualized, differentiated instruction