



BRIDGE

Moving On...

Program Updates 2021-2022



Transition Defined



IDEA Defines Transition as:

A coordinated set of activities for a child with a disability that—

- Is designed to be within a results-oriented process
- that is focused on improving the academic and functional achievement of the child with a disability
- to facilitate the child's movement from school to post-school activities

Typically we think
of transition in two
ways:



For Students Earning a Certificate of Achievement:

After High School



After 4 more years



Changes in Regulations



Competitive Integrated Employment Blueprint Says

State's "Employment First" policy and other laws to make employment in an integrated setting, at competitive wage, for individuals with Intellectual Disability and Developmental Disabilities (ID/DD) its highest priority.

The California Competitive Integrated Employment (CIE) Blueprint is the combined effort of the CDE, DOR and DDS in partnership with a wide range of stakeholders, including [Disability Rights California \(DRC\)](#) with leadership provided by the California Health and Human Services Agency (CHHSA).

The purpose of the Blueprint is to increase opportunities for Californians with ID/DD to prepare for and participate in CIE



The BIG NEWS

An LEA **shall** exempt an individual with exceptional needs who satisfies the eligibility criteria from all coursework and other requirements adopted by the governing board of the LEA that are additional to the statewide coursework requirements and shall award the pupil a diploma of graduation from high school,

The award of a diploma of graduation from high school pursuant to this subdivision does not change a local educational agency's obligation to provide a free appropriate public education or otherwise constitute a change in placement.



Who is this for?

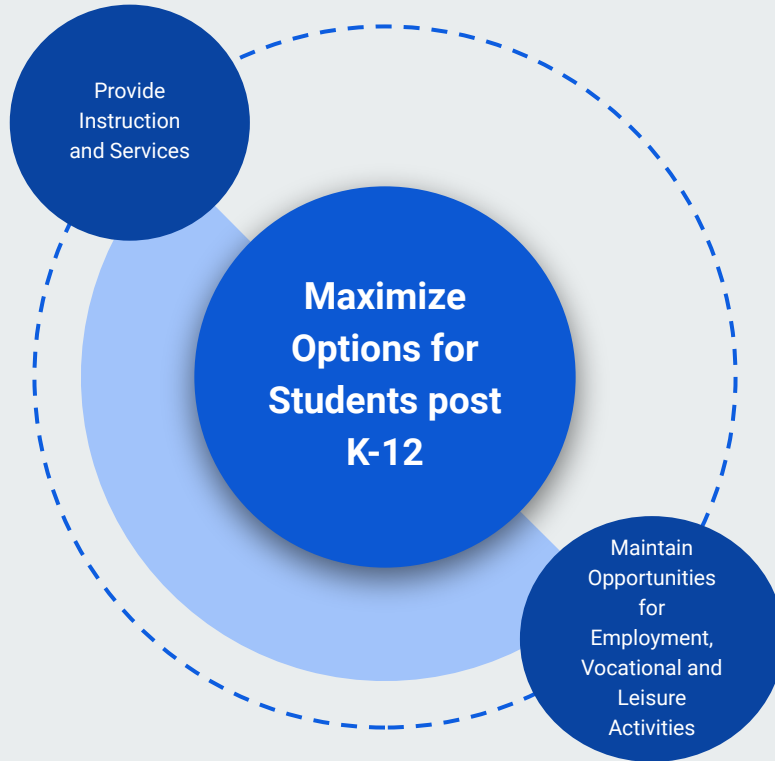
An individual with exceptional needs shall be eligible for the exemption and award if their individualized education program provides for all of the following:

(1) The pupil is required to take the alternate assessment aligned to alternate achievement standards in grade 11,

(2) The pupil is required to complete state standards aligned coursework to meet the statewide coursework requirements

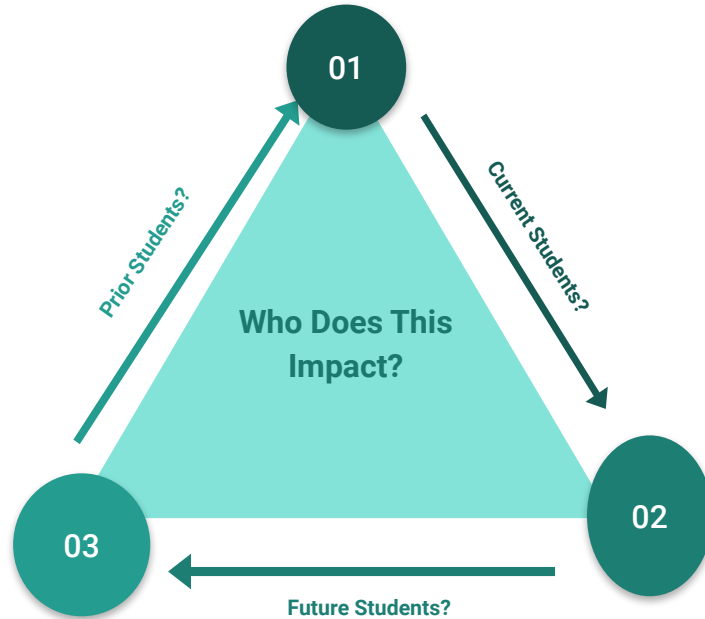
(c) Before a pupil commences grade 10, the pupil's individualized education program team shall determine and notify the parent or guardian of the pupil of whether the pupil may be eligible to graduate pursuant to the exemption described in this section.

Ca. Educ. Code § 51225.31





Next steps



Building Upon the Bridge Program

Bridge Program



- Serves students with disabilities aged 18-22
 - Moderate
 - Severe
- Academic Instruction
- Vocational Skills Instruction
- Life Skills Instruction
- School Based Businesses
- Community Experiences
- Workability



Skills Based Competency Certificates

Home Safety, Community Safety and Community Access

Bathing, Hygiene and Acts of Daily Living

Soft Skills and Pre-Job Skills Competency

Landscape and Building Maintenance Competency

Food Handling Competency

Office and Clerical Competency

Custodial and Janitorial Competency

[Access to full brochures for examples](#)



Examples of Skills: Landscape Competency



- Tighten and loosen bolts, washers and nuts
- Using tools
- Use a leaf blower
- Identify and articulate PPE needed for working outdoors
- Lift and move things in ergonomic position to minimize risk of injury
- Use a paint brush and paint
- Use a key to lock and unlock doors
- Read/follow assembly instructions
- Assemble and disassemble simple items
- Use a lawn mower...and more!

Competency Levels



There are 4 levels of Proficiency

Platinum: Student can perform all tasks in the domain at a proficient standard independently.

Gold: Student can perform 85% of tasks in the domain at a proficient standard independently.

Silver: Student can perform 70% tasks at a proficient standard independently and/or some with support.

Bronze: Student can perform more than half the tasks in the domain but only with visual supports, gestural supports, direct or indirect verbal supports, at satisfactory levels.



Provides work task boxes

Provides soft skills such as interviewing skills, resume wr etc.

Provides limited, short term employment internships for students

Work Ability I



Mt. Diablo Unified School District

Microenterprises



"Pop Shop"

What? POPCORN FOR SALE!
When? Every Friday, 1:30-2:15
Where? Room E4

Butter
 or
Cheese
 and the
Flavor of the Month
 (first Friday of each month)

Punch Card (10)	\$9.00
Butter or Cheese	\$1.00/bag
Flavor of the Month	\$2.00/bag



Tuesdays 9am-2pm
Room C1 Courtyard

Featured Menu Items

- **Coffee & Lattes**
- **Specialty & Seasonal Drinks**
- **Popcorn, cookies, ice cream sammies**



Dragons' Shop

Grand Opening: Thursday, August 25th!

Location: In front of D-1 classroom

Hours: 11:45-12:15; 1:45-2:15

- ❖ Shave Ice (like a fancy snow-cone):
 - ❖ Regular (Flavored Ice): \$2
 - ❖ Dragons' Milk (shave ice w/ condensed milk): \$3
 - ❖ Fire & Ice (Shave ice, condensed milk, and Hot Tamales): \$4
- Flavors: Blue Bubble Gum, Cherry, Grape, Lemon Lime, Orange, Pineapple, Watermelon
- ❖ Bottled Water: \$1
- ❖ Chips: \$1
- ❖ One of a kind bracelets by CoCo: \$1

Look out for the return of the
WATERLESS car wash



PAES lab

PAES® IS Performance Based Assessment

Curriculum-Embedded Assessment

Assessment and instructional tasks are indistinguishable

Reduces typical test-taking anxiety associated with paper pencil tests

Formative Assessment

Teachers interact with students

Identify immediate instructional needs

Adjust instruction accordingly

Authentic Assessment

Mimics actual workplace settings

Assesses based on real-world skills

Bridge Future plans

Increase Certificate
Opportunities

Increase Volunteer
Opportunities

Department of Rehabilitation

- We Can Work Grant
- 30 students- 100 hour internships



The Options are Open...

What is the equitable way to ensure students get what they need to succeed post K-12 school?

What ways could a SWD continue to work towards a diploma after their 4 year window “expires”?

Could post K-12 coursework be used for high school credits beyond the four years?

Could certificate based programs become more skills based towards areas of aptitude, interest and employability and credits?

