



# DOTS/Bridge Collaborative Best Practices

Collaborative Best Practices between the DOTS teacher, Bridge Coordinator and/or Special Education Coordinator

## 1. Ways DOTS teachers can connect with the Bridge or Special Education (SPED) Coordinator(s):

- Become a member of the MCD team
- Make an appointment with Bridge or SPED Coordinator(s)
- Request that the Transition Coordinator, the Program Specialist, and/or LRE Specialist from the local Support Unit attend meeting

## 2. Things DOTS teachers can discuss with the Bridge Coordinator or SPED Coordinator(s):

The District Office of Transition Services staff is committed to support the MCD Outcomes by working on the following Benchmarks:

### *Outcome 9: ITP Compliance*

- Requires that effective transition plans support students with disabilities in completing their high school programs and graduating with a diploma or certificate of completion.
- This benchmark requires that once every two months ITPs are randomly selected: two from each high school and one from each middle school.
- The selected ITPs are reviewed by the DOTS teacher(s) using the ITP Rubric to ensure that the ITPs are written according to the guidelines.

### *Outcome 9: IEP/ITP Compliance*

- This benchmark addresses the alignment of the ITP using the information on the SIS ID99 and the Welligent ITP Listing report.
- The DOTS teacher is required to run the SIS ID99 and the Welligent ITP Listing report once every two months and cross-reference the number of completed ITPs on Welligent to the "yes" and "no"s on SIS ensuring that SIS is up to date.

### *Outcome 3&4: Graduation, Completion, and Dropout Rate*

- This benchmark addresses the identification of at-risk students with disabilities including grades and attendance.
- The DOTS teacher identifies five 9<sup>th</sup> grade students to mentor, focusing on increasing the number of students with disabilities who complete school and decreasing the drop out rate.

## 3. Ways that the DOTS teacher can provide support at the school site:

- ITP Compliance: Provide a list of the updated "yes" and "no" changes. The Bridge Coordinator will make the change in SIS.
- IEP/ITP Compliance: Ask the Bridge Coordinator to help identify teachers who are having difficulty writing compliant ITPs in order to provide ongoing ITP training.
- Drop-Out Data: Provide ongoing information on the progress of grades and attendance (of the 5 at-risk students) to teachers to provide information that would be valuable on the IEP.
- Welligent/SIS Reconciliation Report: Provide research on the errors identified on Welligent/SIS Reconciliation Report. The Bridge Coordinator or SPED Coordinator will make the necessary changes on the SIS or Welligent.