



THE GOALS OF THE MONTICELLO TRANSITION CENTER ARE...

- to provide the student with a comprehensive program that provides instruction on life and vocational skills allowing him/her the greatest level of independence possible in adulthood.
- to allow for meaningful and authentic interactions and experiences within the community and the workplace.
- to promote self-advocacy and self-determination which includes self-monitoring, self-reflection, problem solving and goal setting.
- to give the student experience in recreation and leisure options that might be available to adults in the community and surrounding areas.
- to respect the student's right to make choices involving his/her future.



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The Monticello **Transition** Center



The butterfly's life is symbolic of growth, change and transformation.

Realize your potential and your dreams. Apply to the Monticello Transition Center to spread your wings and fly!





The Monticello Transition Center (MTC)

is located within the community of Monticello. The MTC is in a location that provides classroom space, restrooms, kitchen and laundry facilities; and is in close proximity to community resources.

Through the MTC, students will be acquiring work skills within the community of Monticello. An effort is made to place students in work positions to learn skills that will transfer to their resident community job of interest.

Placement at the Monticello Transition Center must be recommended by the student's IEP team prior to application. Applications can be obtained through the student's current special education teacher. All applications are contingent upon acceptance of student by the Monticello Community School District.

The Monticello Transition Center will serve students who have some or all of the following characteristics. Students who:

- have received specially designed instruction for much of their K-12 school day.
- have completed at least four years of high school and are pursuing a fifth and/or sixth year educational program.
- require a considerable amount of accommodations and modifications to participate in general education and community settings.
- need instructional support, multiple trials, and considerable practice in order to learn and generalize tasks.
- have the ability to integrate into the community setting for 50% or more of the school day.
- may need social skill instruction.
- may require job coaching or other intensive supports to learn specific job tasks.



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