



monroe one  
EDUCATIONAL SERVICES

# Transition & Employment Programs



2024-2025



# Welcome

Welcome to the Monroe One Transition Programs. This brochure is a snapshot of the unique programs and services that we offer to our post-secondary students. As we help our students transition into adulthood, we refer to them as interns. Monroe One has five classrooms for interns in our transition program; one located at the National Museum of Play, the University of Rochester, Wegmans, and two Project LIFE locations.

All classrooms include personalized instruction to prepare students for employment and to help them gain life skills in a supportive environment that builds their independence.

## Mission:

Transition classes are designed for post-secondary school experiences, typically for students 18-21 years old. They provide students with a combination of work experience and classroom instruction. The goal is to prepare students for both supported and competitive employment.

## Student to staff ratio:

All transition classrooms are designed for small-group instruction. Instructional groups of 12 students are supported by one special education teacher and one associate teacher. When participating in employment experiences, interns typically work in a 3:1 or 4:1 ratio of students per skills coach. All related services are provided as noted on each student's Individualized Education Program (IEP).

## Parent/Guardian Involvement:

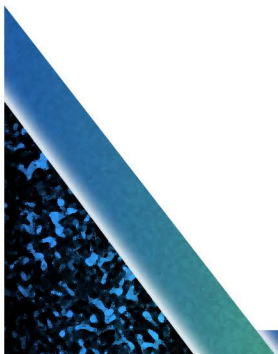
Strong community, family connection, and communication ensure that students thrive in our transition programs.

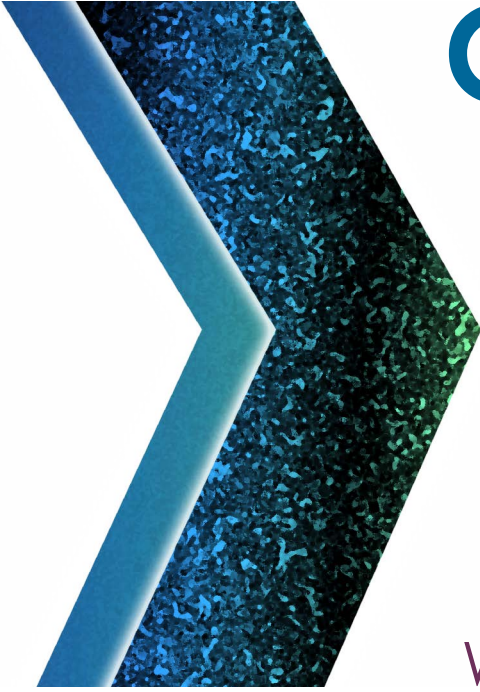
Parents and guardians receive regular classroom and student updates, including quarterly benchmarks and report cards (3 to 4 times per year depending on the program). Our transition teams work closely with families throughout the school year, at parent-teacher conferences, and at Committee on Special Education (CSE) meetings.

## Referrals:

Transition programs must be approved by the Committee on Special Education in the student's home district.

When a school district refers a student, the admission's department at Monroe One schedules an intake meeting with the transition team to meet the prospective intern and recommend the appropriate classroom placement. The intake team's decision considers the intern's skills, strengths, needs, and goals. For more information on the referral process, please contact the Monroe One BOCES Student Admissions Department at (585) 249-7237.

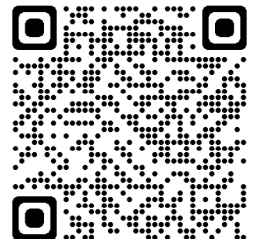




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This publication is printed at the beginning of the school year and provides descriptions of our programs for the following school year. The information provided in this brochure might be updated during that time. For the most up-to-date information on our programs and offerings, please visit our webpage at [www.monroe.edu/transition](http://www.monroe.edu/transition).







# Project LIFE

Project LIFE is a pre-vocational program with classes located in both Fairport and Brighton. Students entering the program will participate in three 12-week internships. The Project LIFE curriculum consists of eight units; each unit is assessed two times a year to determine progress. Academics are focused on employability skills, life skills, and community skills. Students regularly participate in activities such as cooking, grocery shopping, accessing the RTS bus, pedestrian skills, accessing the YMCA, and much more.

## Examples of Skills Taught:

### Teamwork

- Working together
- Communication skills
- Listening skills

### Workplace Safety

- Identifying safe/unsafe situations
- Problem solving unsafe situations
- Identifying community signs

### Social Skills & Communication

- Reciprocal conversations
- Following directions
- Self-Advocacy
- Problem solving

### Personal Finance Literacy

- Identifying/Counting money
- Wants vs. Needs (income, expense, balance)
- Financial literacy vocabulary
- Working within a budget
- More/Less
- Sales price/Comparison shopping

### Technology

- Basic computer functions
- Emails
- Basic data entry

### Preparing for Employment

- Personal information
- Filling out job applications
- Mock interviews
- Realistic job goals

### Maintaining Employment

- Punctuality and attendance
- Attitude, effort, and behavior
- Accepting feedback
- Social communication
- Self-Advocacy
- Sick calls
- Time/Elapsed time
- Sequencing
- Quality vs. Quantity

### Life Skills

- Cooking
- Laundry
- Grocery shopping
- Cleaning
- Grooming and appearance
- Transportation



## Internships:

Students can participate in three 12-week internships per year. The program is based in the community, at businesses and organizations like Core Life Eatery, Savers, Monroe One BOCES, and Unistel. Depending upon placement, students complete 8–15 hours at their internships each week. We maintain a small student to staff ratio to personalize the needs of our interns.

## Expectations:

Interns must:

- have a desire to build employability skills and want to work.
- follow the Project LIFE dress code and have appropriate hygiene.
- follow all Monroe One protocols.
- be active participants in lessons, their internships, and activities throughout the year.
- be able to be left alone for 5–10 minutes (10–20 minutes or more when able) when in their internship (we work up to this).
- have the ability to complete multiple hands-on tasks.
- always demonstrate appropriate work behaviors.
- be independent in their self-care needs.
- demonstrate safe behaviors in the community.
- navigate the building independently.

## Community outings:

- Weekly community trips
- YMCA to promote physical activity and social skills learning
- Monthly grocery shopping

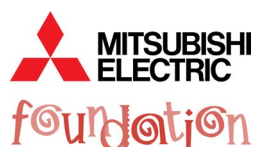
## Transportation/Mobility:

Students are transported to and from Project LIFE by school district buses.

- Skills practiced on a weekly basis:
  - Walking in a group
  - Using sidewalks
  - Navigating parking lots
  - Safety awareness
  - Understanding community signs
  - Access RTS buses for community trips

## Support available:

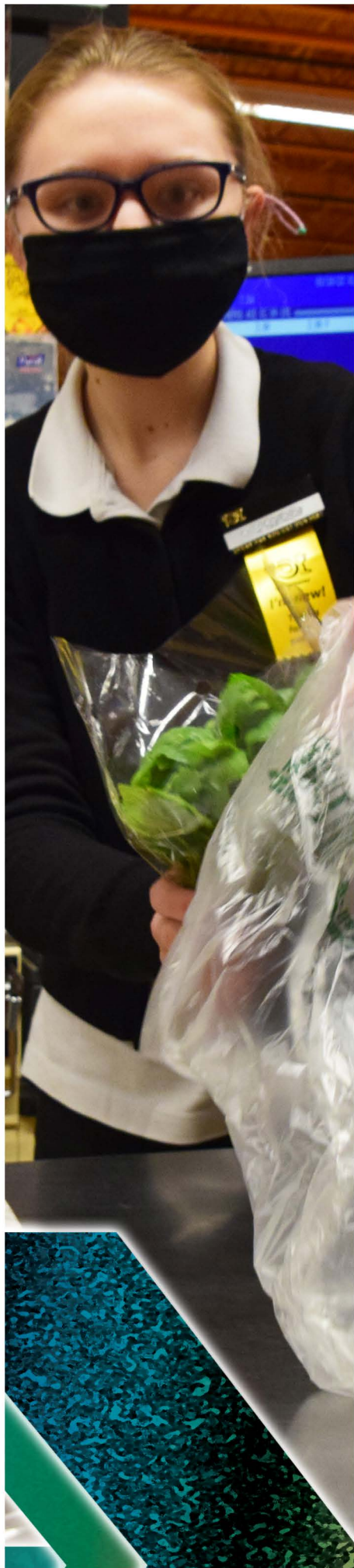
- Special Education Teacher
- Transition Specialist and Work Based Learning Teacher
- Associate Teachers support Project LIFE students at internships and in the classroom
- All related in-school services as stated on their IEP
- Social workers support community-building activities and Healthy Relationships Curriculum



Monroe One's replication of the Project Life program was made possible, in part, by funding received by The Friends of Butler Tech Foundation from the Mitsubishi Electric America Foundation, a non-profit foundation jointly funded by Mitsubishi Electric Corporation of Japan and its US affiliates, working to make changes for the better by empowering youth with disabilities to lead productive lives.







# Project SEARCH

**This program is a partnership with Wegmans, Monroe One BOCES, Lifetime Assistance Inc. (LAI), ACCES-VR, and OPWDD.**

Project SEARCH is a transition-to-work program with the goal of competitive employment for students with significant intellectual and developmental disabilities. To reach this goal, the program provides students with real-life work experience and independent-living skills to help students make a successful transition to a productive adult life. Project SEARCH is a year-long program with two major components. The first component is instruction in a classroom with a Special Education Teacher and an Associate Teacher using a specific employment skills curriculum. The second component consists of three internships within Wegmans; students are trained by program teachers from BOCES and Wegmans staff. Support is significant at the beginning of each internship and is slowly removed so that the student demonstrates abilities independently.

## Examples of Skills Taught:

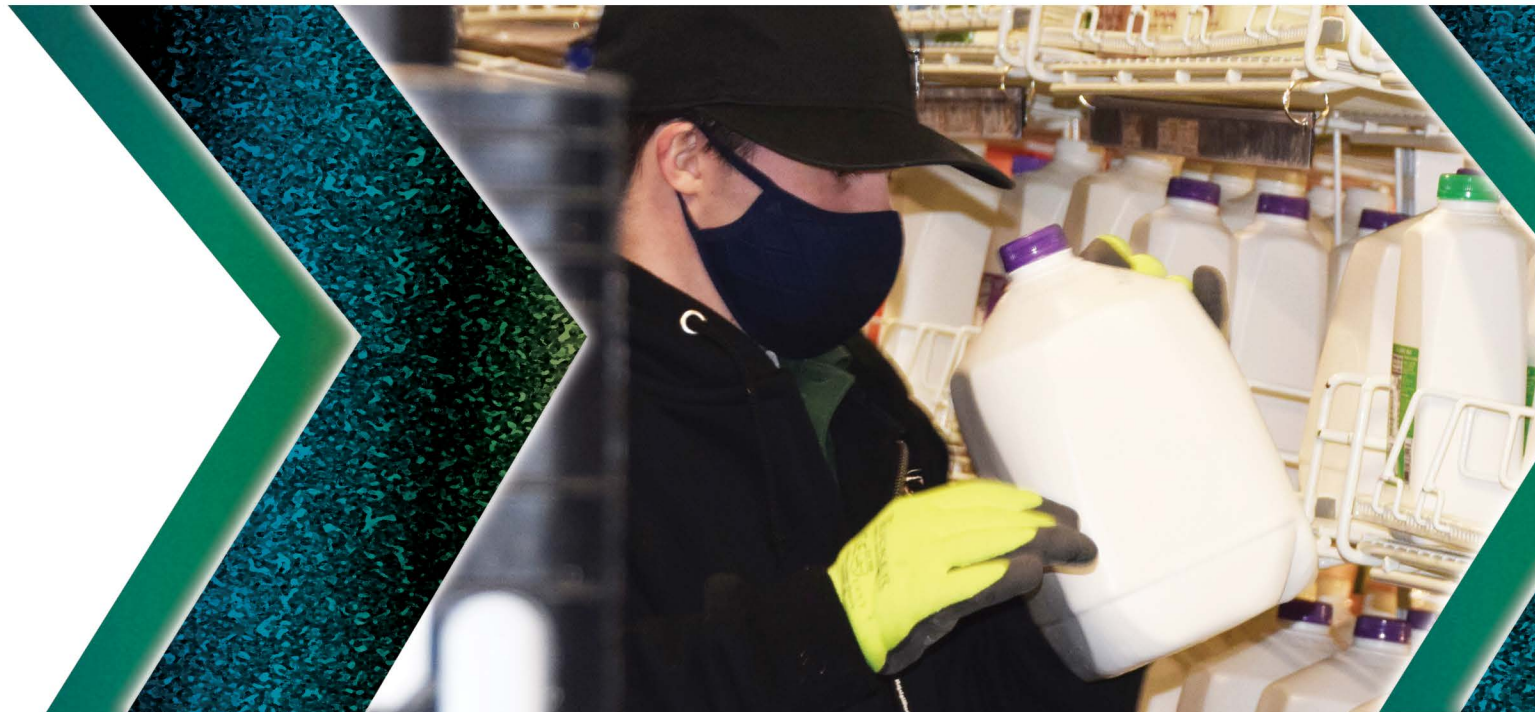
- Interview skills
- Customer service
- Problem solving
- Communication skills
- Team building
- Self-advocacy skills
- Employability skills
- Independent life skills
- Financial literacy skills
- Time management
- Workplace safety
- Preparing for employment
- Maintaining employment

## Internships:

Students have three targeted unpaid internships in three different departments at Wegmans locations. Interns will acquire competitive, marketable, and transferable skills to enable them to apply for related positions.

Internship possibilities include:

- Grocery
- Health and Wellness
- Dairy
- Frozen
- Seafood
- Deli
- Bakery
- Produce
- Prepared Foods
- Pizza Shop
- Sub Shops
- Helping Hands
- Front End/Cashier



## Expectations:

Interns must:

- demonstrate the ability to follow directions in a timely and accurate manner.
- be able to communicate appropriately with staff, peers, coworkers, and customers.
- demonstrate enough stamina to actively participate in job-training for 4-hour time periods daily.
- demonstrate a willingness to participate in the program and a desire for future competitive employment.
- demonstrate basic independence skills and have the capabilities to be left unsupervised for extended periods of time.
- consistently demonstrate appropriate behaviors and follow all Monroe One BOCES and Wegmans protocols.
- follow the Wegmans dress code and demonstrate appropriate hygiene.
- be active participants in lessons, their internships, and activities throughout the year.
- be flexible with change.
- have a knowledge of basic computer skills.

## Transportation/Mobility:

Interns will participate in becoming travel trained. This is collaboratively decided on with the intern, family, and district support. When training is complete, district transportation will be removed, and students will use RTS to travel to and from school each day.

## Support available:

- Special Educator
- Associate Teacher
- Transition Specialist
- Lifetime Assistance (LAI) Employability and Training Specialist Support
- Travel Training
- ACCES VR Support
- Employment planning meetings
- Wegmans liaison
- Wegmans departmental mentors/coaches



Project | SEARCH®





# SELF

**This program is a partnership with The Strong National Museum of Play, Monroe One BOCES, and Arc of Monroe.**

SELF is housed at The Strong. Monroe One and Arc of Monroe each have eight interns that work on employability and life skills throughout their day. Interns spend about half of their day in an internship at the museum and the other half of the day in a classroom setting. Interns participate in three internships in a calendar school year.

## Examples of Skills Taught:

- Independence
- Advocacy
- Self-assessment
- Individual work goals
- Time management
- Communication
- Social skills
- Accepting and applying constructive criticism
- Problem solving
- Expected behaviors
- Teamwork
- Persevering through non-preferred tasks
- Daily living math skills
- Healthy relationships
- Connections with others
- Endurance while working
- Following directions (verbally and written)

## Internships:

All internships take place at The Strong. Programs are designed to provide multiple experiences within the museum:

- **Coffee cart**—stock coffee cart, travel to coffee stations around the museum, restock, clean, take inventory, send weekly inventory email
- **Dishwasher with manipulatives**—collect manipulatives around the museum, run them through the dishwasher, dry and place back in appropriate area of the museum
- **Exhibits cleaning crew**—clean throughout the museum
- **Food service**—support the food service area with food prep, organizing, refilling, cleaning the food court, etc.
- **Host in Super Kids Market**—answer questions from guests, sanitize high-touch points, organize, complete tasks during busy and quiet times
- **Laundry**—collect dirty laundry around the museum, wash, dry, fold, and put away laundry, refill cleaning supplies, etc.
- **Public Programming Assistant**—support Public Programming with hands-on activities like organizing crafts, story time, unwrapping prizes, cleaning toys, etc.





## Expectations:

Interns must:

- have a desire to build employability skills and want to work.
- follow SELF dress code and appropriate hygiene.
- follow all Monroe One and museum protocols.
- be able to independently navigate the museum safely (we work up to this).
- be active participants in lessons, their internships, and activities throughout the year.
- be able to be left alone for 20+ minutes when in their internship (we work up to this).
- self-administer and carry required medication.
- be able to tolerate loud noises, guests, and children.
- be flexible with change.
- have knowledge of basic computer skills.
- have the ability to complete multiple hands-on tasks.

## Community outings:

Interns volunteer at ROC Holiday Village once a week in December when the event is closed. We walk over to Martin Luther King Jr. Memorial Park to help reset from the busy weekend and cleanup to prepare for the events to come.

SELF goes to the YMCA twice a week and we ride on Monroe One buses.

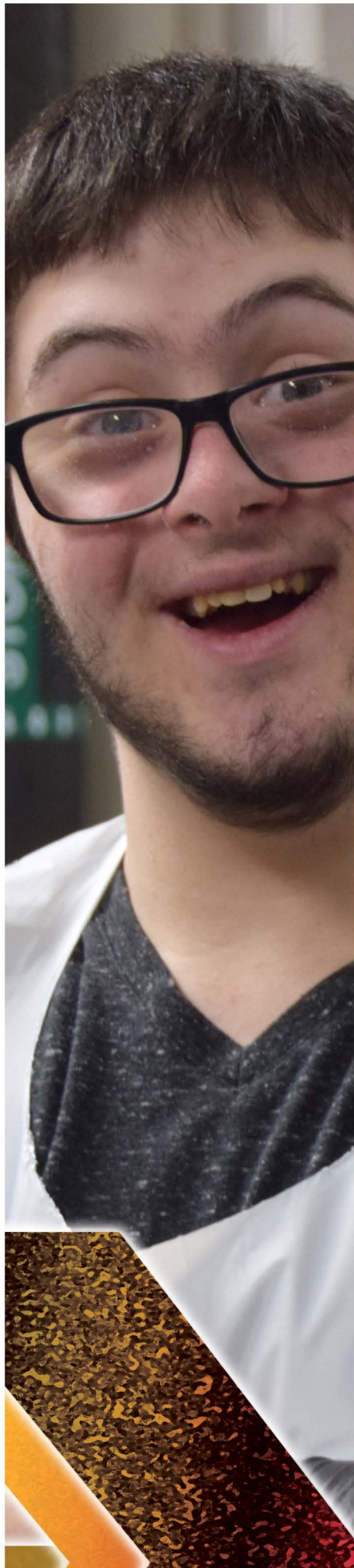
## Transportation/Mobility:

Interns come to SELF on a bus provided by their district or Monroe One. Students must be able to navigate the museum safely and have a knowledge of their own personal space.

## Support available:

- Special Education Teacher
- Transition Specialist
- Work Based Learning Teacher
- Three Associate Teachers support SELF students at internships and in the classroom.
- If an intern has related services on their IEP, they receive their services at the museum.
- Monroe One works closely with Arc of Monroe. Staff from Arc support students as needed. Interns receive support and information from museum staff throughout their day. At times, the intern reports directly to the museum supervisor/staff.
- Monthly group lessons with our liaison from the museum have a focus on human resources within a company, finding a job, interviewing, keeping a job, etc. The liaison supports our interns regularly.





# TOUR

The Transition Opportunities at University of Rochester (TOUR) program is an inclusive college experience for students with disabilities located on the University of Rochester campus. Students have the opportunity to participate in a college course (non-credit status) once per year, with the support of a U of R peer mentor. TOUR students and their peer mentors meet weekly to create learning goals for the semester and provide support with U of R coursework. They also get to enjoy social activities and experiences that come with college life. As part of their day, TOUR students participate in a work study experience either on or off-campus to receive hands-on training in the development of skills that will help them prepare for competitive employment. Students rotate through at least two different work study experiences each year to continue developing transferable skills that can be used across a variety of vocational settings. TOUR students work with certified BOCES staff in a classroom setting on campus to continue developing the skills necessary for employment and independent living.

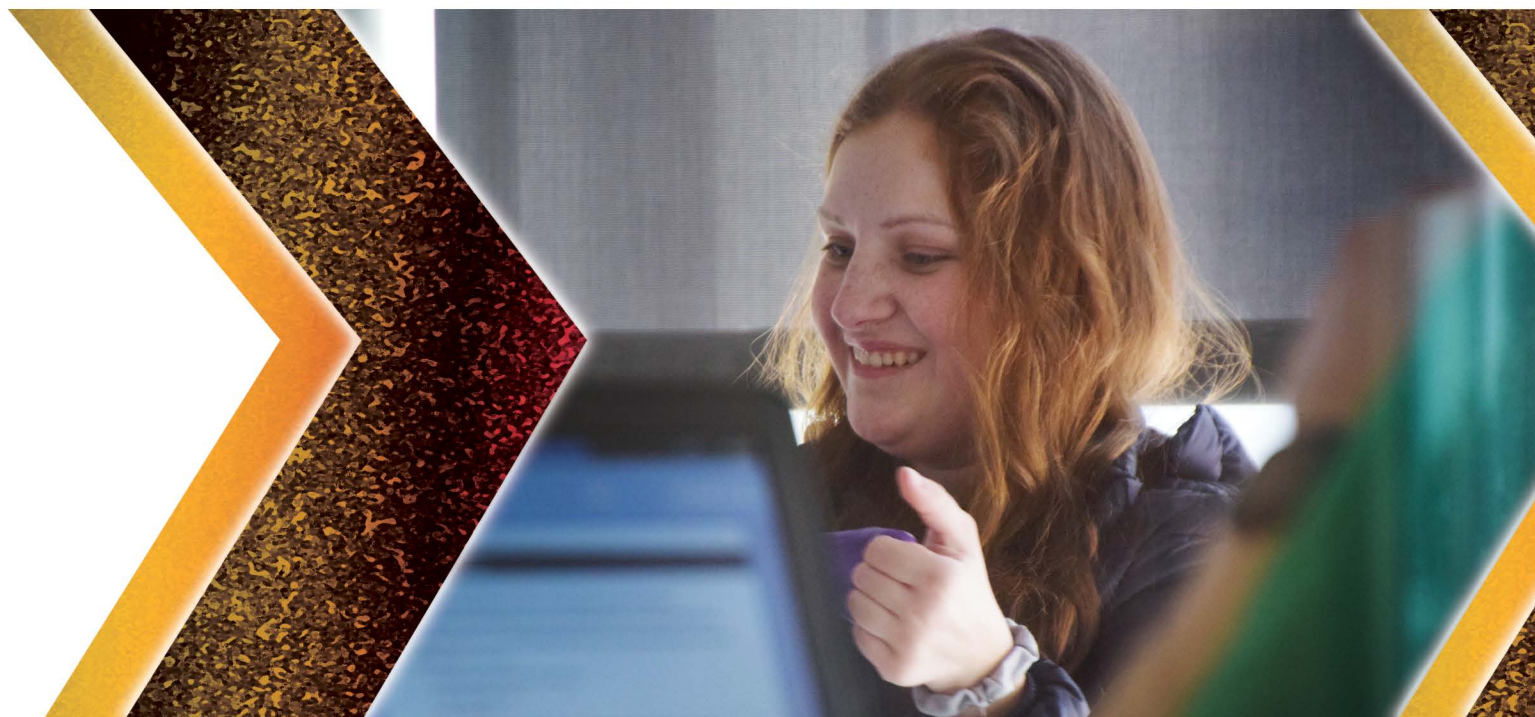
## Examples of Skills Taught:

- Independence
- Social skills
- Communication
- Self-Advocacy
- Self-Determination
- Decision making
- Time management
- Problem-Solving
- Self-Assessment
- Teamwork
- Cooking
- Functional reading & writing
- Daily living math skills
- Money management
- Healthy relationships
- Task completion and initiation
- Accepting and using constructive criticism

## Internships:

There are two internship rotations per year, 3-5 days per week depending on U of R class participation. TOUR students work at least two hours at a time in the morning or the afternoon at on-campus and community-based work sites. The program operates at a 3:1 ratio of students per skills coach.





## Expectations:

Interns must:

- have a desire to build employability skills and want to work.
- be able to follow their individual schedule and be on time and prepared for daily activities.
- have appropriate hygiene.
- wear appropriate work uniforms.
- follow all Monroe One and University of Rochester protocols.
- be able to independently navigate the college campus safely (we work up to this).
- be able and willing to work a 2-hour minimum shift.
- be able and willing to communicate with TOUR staff using a cell phone.
- actively participate in lessons, their internships, and activities throughout the year.
- self-administer and carry required medication.
- be flexible with changes in schedule and/or daily activities.
- have basic computer skills.

## Community outings:

- **College Town** (1x/month)—  
Event shopping, shopping scavenger hunts, lunch
- **Java's** (2x/year)—  
Social café time
- **Lilac Festival** (1x/year)—  
Social skills, community navigation

## Transportation/Mobility:

- U of R campus bus—use of U of R student IDs to go to College Town, Java's, etc.

## Support available:

- Skills Coach (worksite)
- Transition Specialist
- Work Based Learning Teacher
- Group Counseling (Healthy Relationships Curriculum)
- Individual Counseling
- Speech (group and individual)



TRANSITION OPPORTUNITIES  
*at the*  
UNIVERSITY OF ROCHESTER

A vertical photograph on the left side of the page shows a student from the side, wearing glasses and a white t-shirt with a black pattern. They are working on a yellow bicycle. In the background, another student is visible, and a laptop is on a desk. The floor is covered with a dark, patterned carpet.

# Transition Services & Work Based Learning

Transition planning requires careful coordination of services and support to ensure our students have the skills and experience in place to transition out of school. Our Transition Specialists work alongside other educators, families, and community agencies as a family's guide between two very separate worlds—school and the adult-services world. The Transition Specialists help bridge the gap between services in the community such as ACCES–VR, OPWDD, and other entities/agencies in the community that can assist students and families.

## Examples of Skills Taught:

### Employability Skills:

- Receptiveness
- Communication
- Politeness
- Teamwork
- Reliability
- Attentiveness
- Perseverance
- Self-management
- Safety consciousness

### Transferable Skills:

Developed through experience while on the job and in the classroom, these are skills a student can go on to use in any professional setting. Transferable skills are what every worker gains from each career experience; including volunteering, internships, and more.







# MONROE ONE

## MISSION STATEMENT

To cooperatively meet the evolving needs of all learners, educators, and district partners.

## VISION STATEMENT

As an educational organization, Monroe One actively engages in fostering an equitable, diverse, and inclusive culture that will empower every student, family, and staff to grow and thrive.

## FOUR PILLARS

**Collaboration**

**Community**

**Compassion**

**Commitment**

**MONROE.EDU/EQUITY**









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