



## Bridges to Community Readiness – Post High Program

**Draft 1**

Date of Last Change:

Authorized By: Utah State Board of Education

### **1. Purpose**

- 1.1. This policy establishes the purpose, structure, and operational expectations for the Bridges to Community Readiness (BCR) Post High Program at the Utah Schools for the Deaf and the Blind (USDB) – School for the Blind.
- 1.2. The Post High Program is an education-focused launchpad designed for students who have completed high school with an alternate diploma or certificate of completion. Students who have graduated with a standard diploma, may apply for participation in this program. These students require intensive, individualized instruction to close critical skill gaps, specifically related to their vision loss, before transitioning to adulthood.
- 1.3. The BCR Post High Program prepares students for their next step: college, technical education, workforce, or community life, through a blend of:
  - 1.3.1. Expanded Core Curriculum (ECC) instruction
  - 1.3.2. Reading and numeracy intervention
  - 1.3.3. Community-based instruction
  - 1.3.4. Individualized coaching
  - 1.3.5. Competency-based skill development
- 1.4. This program is NOT an extension of high school and does not replicate high-school coursework. It is a designated transition program rooted in personalized, competency-based learning (PCBL) and Universal Design for Learning (UDL).

### **2. Definitions**

- 2.1. Bridges to Community Readiness (BCR) – USDB's post-high programming aligned to preparing students with vision impairments for adulthood through ECC, academic intervention, and individualized transition pathways.

- 2.2. Post High Program – A structured, education-based transition program (typically 1–3 years) that fills skill gaps in ECC, life-ready academics, and employability skills.
- 2.3. Personalized, Competency-Based Learning (PCBL) – A Utah State Board of Education–aligned model where students progress by demonstrating mastery of skills through authentic tasks, receive flexible instruction, and build agency over their learning.
- 2.4. Universal Design for Learning (UDL) – An instructional framework ensuring accessibility, flexible engagement, and multiple means of representation and action for all learners.
- 2.5. Expanded Core Curriculum (ECC) – The specialized set of skills students with visual impairments need for independence, including compensatory access, O&M, sensory efficiency, assistive technology, social interaction, recreation, career education, and independent living.
- 2.6. Pathway Model – A flexible Bridges structure offering a variety of personalized pathway options (such as orientation & mobility, assistive technology, personalized support, and residential life) that act as building blocks for student success, empowering informed choices and growth rather than serving as fixed tracking systems.
- 2.7. Intensive Vision Services – Instruction totaling 120–180 minutes per day focused on ECC and vision-access needs, as outlined in the [Entrance Guidance Packet](#).
- 2.8. Next Step Plan – A futures-oriented transition plan developed and refined during the Post High experience that prepares students for life after Bridges.
- 2.9. Alternate Diploma as defined by Board rule [R277-705](#)
- 2.10. Standard Diploma as defined by Board rule [R277-700](#)

### **3. Eligibility and Entrance Criteria**

- 3.1. Entrance considerations for the Post High Program include:
  - 3.1.1. An IEP team determined that USDB is the Least Restrictive Environment (LRE) for the student.
  - 3.1.2. Graduation with an alternate diploma.
  - 3.1.3. A demonstrated need for intensive instruction to achieve ECC competency.
  - 3.1.4. Vision-related needs constitute the primary educational barrier to accessing curriculum or meeting transition goals.
  - 3.1.5. Required service level consistent with 120–180 minutes/day of vision services.
  - 3.1.6. Student voluntary participation and readiness for a coaching-based learning environment.
- 3.2. Additional readiness factors include:
  - 3.2.1. Ability to follow schedules and complete tasks with minimal/moderate support.

- 3.2.2. Ability to live in a communal or semi-independent setting (if participating in residential life).
- 3.2.3. Safety, mental health readiness, and independence in personal self-care routines.

#### 4. **Program Overview**

- 4.1. BCR is an education-based, person-centered transition program, not a care-based or custodial program.
- 4.2. Program length varies according to student need, not to exceed the age of 22.
- 4.3. Students engage in individualized, meaningful experiences that elevate agency, independence, and real-world skill application across all ECC domains.
- 4.4. The Post High Program includes:
  - 4.4.1. Community-based instruction
  - 4.4.2. Coaching and mentoring
  - 4.4.3. Targeted interventions in ECC, reading, and numeracy
  - 4.4.4. Social-emotional development
  - 4.4.5. Workplace readiness and prevocational experiences
  - 4.4.6. Pathway-based selection of academic, vocational, or college-prep options and orientation & mobility, assistive technology, and personalized support.
- 4.5. The program supports students in developing the knowledge, skills, and confidence needed for their chosen adult life path.

#### 5. **Instructional Framework (PCBL + UDL)**

- 5.1. BCR implements research-based, competency-focused instruction grounded in:
  - 5.1.1. Personalized learning
  - 5.1.2. Demonstrated mastery
  - 5.1.3. Authentic, real-world tasks
  - 5.1.4. Universal access principles
- 5.2. Instruction integrates UDL by providing:
  - 5.2.1. Multiple ways to engage
  - 5.2.2. Multiple ways to access content
  - 5.2.3. Multiple ways to demonstrate learning
- 5.3. Students are active decision-makers in their pathway, schedule, and demonstration of competency, supported by ongoing coaching and feedback.

#### 6. **Pathway Model**

- 6.1. The BCR Pathway Model provides flexible, interconnected pathway blocks that students may select, combine, or adjust as their goals evolve:
  - 6.1.1. Dual Enrollment (college, technical programs)
  - 6.1.2. Vocational Training (on/off campus)
  - 6.1.3. College Readiness
  - 6.1.4. College Aspiring
  - 6.1.5. Orientation & Mobility
  - 6.1.6. Personalized Support
  - 6.1.7. Residential Life (Living situation for life after Bridges)
- 6.2. Pathways are not tracking systems; they are tools for building a personalized main pathway aligned to postsecondary goals.
- 6.3. Faculty provide regular data, feedback, and coaching to help students adjust pathways as they progress.
- 6.4. Students personalize their learning tailored to their unique learning profiles, preferences, and post-secondary goals through pathway options.

## **7. Core Program Components**

- 7.1. Seminar Courses – All students participate in seminar-model courses promoting reflection, discussion, coaching, and increasing independence.
- 7.2. ECC Instruction – Targeted instruction across all ECC domains, guided by the ECC Competency Inventory.
- 7.3. Academic Interventions – Structured reading and numeracy interventions for students requiring foundational skill development.
- 7.4. Independent Living Skills – Daily living, home care, personal finance, meal preparation, and community participation.
- 7.5. Orientation & Mobility – Travel skills, route planning, intersection analysis, transportation options, and safety.
- 7.6. Assistive Technology – Tech access tools, screen readers/magnifiers, productivity platforms, digital literacy, and personal device management.
- 7.7. Employability Instruction – Workplace behaviors, career exploration, scheduling, team roles, and work-based learning.
- 7.8. Community-Based Instruction – Real-world application of ECC and academic skills in community environments.

## **8. The BCR Experience: Program Flow**

- 8.1. IEP Meetings

- 8.2. Futures Meetings – Collaborative goal-setting to identify ECC, academic, and personal skill gaps; determine program length; and design individualized pathways.
- 8.3. Custom Pathways – Student-selected combination of pathway blocks aligned with goals.
- 8.4. Progress Tracking – Regular measurement of competency using USDB rubrics, data-informed coaching, and pathway adjustments.
- 8.5. Next Steps Planning – Preparation for transition to college, employment, technical training, or adult service agencies, with an emphasis on independence and self-advocacy.
- 8.6. USBE Post Secondary guidelines

## **9. Residential Life (If Applicable)**

- 9.1. Residential Life provides structured practice in:
  - 9.1.1. Shared living
  - 9.1.2. Adaptive living skills
  - 9.1.3. Social interaction
  - 9.1.4. Recreation and leisure
  - 9.1.5. Independent daily routines
- 9.2. Students must demonstrate safety, emotional readiness, and ability to follow structured routines, as outlined in the [Entrance Guidance Packet](#)'s Readiness Factors.

## **10. Roles and Responsibilities**

- 10.1. USDB Staff Shall:
  - 10.1.1. Provide intensive, ECC-aligned instruction
  - 10.1.2. Implement PCBL and UDL-aligned teaching
  - 10.1.3. Collect and analyze competency data
  - 10.1.4. Coach students toward independence
  - 10.1.5. Support progress monitoring and Next Step planning
- 10.2. Students Shall:
  - 10.2.1. Actively engage in learning, coaching, and reflections
  - 10.2.2. Participate in Futures Meetings and pathway decisions
  - 10.2.3. Take increasing responsibility for daily routines and independence
- 10.3. Families/Guardians Shall:
  - 10.3.1. Engage in communication and transition planning
  - 10.3.2. Support generalization of skills at home and in the community

## **11. Transition and Exit Procedures**

- 11.1. Students exit the program when they demonstrate readiness for their Next Step Plan, as indicated by:

- 11.1.1. ECC Competency progression
- 11.1.2. Pathway skill achievement
- 11.1.3. Independence indicators
- 11.1.4. Team recommendations
- 11.2. Post-high exit destinations may include:
  - 11.2.1. College or technical education
  - 11.2.2. Inclusive postsecondary programs
  - 11.2.3. Competitive or supported employment
  - 11.2.4. District post-high programs
  - 11.2.5. Adult service agencies
- 11.3. An exit meeting will formalize the Next Step Plan and ensure a coordinated handoff.

12. **Program Review and Continuous Improvement**

- 12.1. Program refinements will be communicated to families, LEAs, USDB staff, and partner agencies.
- 12.2. An annual Post High Educational Benefit Review (PH-EBR) will be conducted to evaluate whether a student's educational experiences and supports are producing meaningful progress toward their goals.