

A decorative graphic featuring three concentric blue circles of varying sizes. One large circle is in the top right, a medium one is in the center, and a large one is in the bottom right. Thin blue lines intersect these circles and extend across the page.

Transition Services

Akron Public Schools

Listing of services offered by Akron Public Schools to support student transitions into postsecondary opportunities

09/01/2010

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Transition Planning Flow Chart

FUTURE PLANNING

(based on input from student, parent and IEP team and age-appropriate assessments)

TRANSITION SERVICES NEEDS STATEMENT

(based on student's needs, strengths, preferences AND focuses on student's course of study)

Measurable Postsecondary Goal

(in education/training and employment; independent living as needed)

Course(s) of Study

(college prep, career/tech, or functional/independent academics)

Transition Services/Activities

(at least two activities/services per postsecondary goal in one of the IDEA areas
(instruction, community experiences, etc...))

Annual IEP Goal and Objectives

(at least one IEP goal per postsecondary goal – should relate to a transition activity or service)

Attendance at IEP

(representatives were invited from adult services, career education, postsecondary education if appropriate)

AGE APPROPRIATE **ASSESSMENTS**

ASSESSMENTS INCLUDED IN THIS MANUAL:

- 1.3 Student Transition Needs and Preference Survey**
- 1.4 Post-secondary Survey**
- 1.5 Which Type of Employment is right for me?**
- 1.6 10TH Grade Interview (completed by Transition Coach & Student)**
- 1.7 Survey of Interests (given during 10th grade presentation)**
- 1.8 8th Grade Survey (given during 8th grade presentation)**
- 1.9 CHOOSE AND TAKE ACTION instruction sheet
 (MD Assessment Tool)**
- 1.10 Career Assessment—description**
- 1.11 Career Assessment—Parental Consent Form**

Examples of Age Appropriate Transition Assessments

FORMAL:

- **Attendance** (absences/tardies)
- **Employability Skills Assessment**—administered to 11th and 12th graders in career education programs.
- **Review student's most recent ETR:**
 - Adaptive Behavior Scales
 - Social Emotional Scales
 - Vocational/Occupational Assessment
 - Achievement Scores
 - General Intelligence Tests
- **Student transcripts**
- **ACT** –includes interest inventory component
- **ACT EXPLORE**—given in 8th grade; includes a career interest inventory
- **Career Assessment** –administered by Career Assessment Specialists
- **OAA**—Ohio Achievement Assessment
- **OGT**--Ohio Graduation Test

INFORMAL:

- **Parent and student input**
- **Transition Documentation Form**
- **Employer Evaluations**--gathered by Job Training Coordinators
- **Interest Surveys & Interviews** (e.g., student transition needs/preference survey)
- **Choose & Take** (geared towards MD population)
- **Ohio Career Information System(OCIS)**—Obtain user name and password from your building counselor

ASSESSMENTS CURRENTLY IN USE AT APS

8th Grade

Career Education:

- ✓ COIN JR. assessment
- ✓ The ACT EXPLORE is now given to all 8th graders. It has a Career Interest Survey that can be used to develop transition goals.

Special Education:

- ✓ 8th Grade Presentations: Presentation on Career Planning by Transition Coach for 8th grade students with IEPs. Completed at all middle schools in April/May.
- ✓ Career Interest Survey: Completed by all 8th grade students during Career Planning presentation. Original filed in student's Transition Folder and used for transition planning on IEP. Copy kept by Transition Coach for use during 10th grade Career Planning interviews.

9th Grade

Career Education:

- ✓ Career Game (interest survey) given to all students in Freshmen Connection. Prints out 3 pages of career outcomes.
- ✓ Learning Inventory Survey completed by students to determine individual learning styles.
- ✓ Career Passports: Portfolio of student's career planning process. Planning begins in 9th grade English classes and continues until completed in 12th grade English classes. All students must complete this as a graduation requirement.

Special Education:

- ✓ Student Transition Needs and Preferences Survey: updated on a regular basis (9th – 12th) to facilitate postsecondary planning.

10th Grade

Career Education:

- ✓ Personality/Interest survey given in Career Cluster Classes. This information is usually kept in a *career folder and used again to develop Career Passports in 12th grade.
 - Career Ed has provided file cabinets for career info, however, schools vary as to where these files are stored.
- ✓ Career Assessments: formal career assessments given to a select group of students at each high school (priority—10th grade students interested in Career Ed programs)

Special Education:

- ✓ Career Presentation: Transition Coach presents information on transition activities offered by the APS. This includes viewing Career Education Programs video and learning about APS internship programs.
- ✓ Career Planning Interviews: Transition Coach interviews each student with an IEP. Focus is developing career paths. Intervention Specialists assist 10th graders in completing or updating a Student Transition Needs and Preferences Survey prior to the interview to be used to guide the conversation.
- ✓ Choose and Take Action: Computerized assessment tool to be used with students participating in Alternate Assessment. On-going throughout HS career.

11TH AND 12TH GRADE

Career Education:

- Career Passport: continue adding/revising until complete

Special Education:

- On-going formal & informal assessments to guide IEP transition services.

STUDENT TRANSITION NEEDS AND PREFERENCES SURVEY

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This survey is designed to help the school determine what type of education will be needed to help you achieve your goals for life after graduation. It will be used to develop a long-range plan (or a plan for transition) that will be discussed at your yearly IEP meeting.

YOUR NAME:	
YOUR AGE:	TODAY'S DATE:

1. WHAT KIND OF WORK OR EDUCATION DO YOU HOPE TO SEE YOURSELF IN AFTER GRADUATION FROM HIGH SCHOOL? (CHECK ALL THAT APPLY)

Full-Time	Part-Time	
		University or College – academically oriented four-year program
		Community/Technical Colleges – technical/paraprofessional training
		Adult Vocational Education - advanced job training (e.g., secretary)
		Competitive Employment – a job trained by employer or job coach (community-based/independent)
		Supported Employment – a job with training then support from job coach (community-based/ semi-independent)
		Military Service – Army, Navy, Air Force, Coast Guard, etc...
		Run Own Business
		Other:

2. WOULD YOU BE WILLING TO POSTPONE LEAVING HIGH SCHOOL TO GET ADDITIONAL EDUCATION OR TRAINING?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> DON'T KNOW
------------------------------	-----------------------------	-------------------------------------

3. IS THERE A PARTICULAR KIND OF WORK, EDUCATION, OR CAREER THAT YOU ARE CURRENTLY INTERESTED IN? IF SO, SPECIFY:

--

NAME: _____

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4. WHERE DO YOU HOPE TO ULTIMATELY LIVE AS AN ADULT?

	Independently renting a home or apartment
	Independently in wheelchair accessible housing
	Independently owning a home or apartment
	In a supported living home
	In a spouse's home
	With parents or relatives
	In a friend's home
	Other: _____

5. IS THERE A PARTICULAR NEIGHBORHOOD, CITY, OR LOCALITY YOU HOPE TO LIVE IN AS AN ADULT? IF SO, SPECIFY:

6. WHAT TYPES OF COMMUNITY PARTICIPATION DO YOU HOPE WILL BE AVAILABLE TO YOU AS AN ADULT? (CHECK ALL THAT APPLY).

	Membership in civic organizations and clubs. Specify if possible: _____
	Community recreational activities and memberships. Specify if possible: _____
	Religious activities and/or affiliation. Specify if possible: _____
	Use of transportation. Specify type: _____
	Participation in continuing education programs. Specify if possible: _____
	Political participation or voting. Specify types of participation if possible _____
	Other _____

NAME: _____

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7. CHECK ANY OF THE FOLLOWING SERVICES THAT YOU FEEL WOULD BE HELPFUL TO YOU IN ACHIEVING YOUR GOALS.

A. CAREER PLANNING			
	Computer Career Information (OCIS)		Technical School Visit
	Meet with Employers		College Visit
	Job or Career Shadowing		Other _____
B. ACADEMIC INSTRUCTION			
	English/Language Arts		Social Studies
	Mathematics		Science
	College Entrance Exams		Other _____
C. VOCATIONAL INSTRUCTION			
	Occupational Work Adjustment		Technical School
	Occupational Work Experience		Marketing Education
	Business Education		Other _____
D. WORK AND COMMUNITY EXPERIENCES			
	In-School Work Experience		Summer Job
	Paid Community Work Experience		Volunteer Work
	Use of Public Transportation		Other _____
E. OTHER TRANSITION SERVICES			
	Functional Vocational Evaluation		Referral to MR/DD
	Referral to Rehabilitation Services		Job Placement Services
	Development of Daily Living Skills		Other _____

Permission to reproduce from: "Transition Planning for Secondary Students w/Disabilities"
Kent State University

Post-Secondary Survey

STUDENT & FAMILY INTERVIEW

(Education and training after high school)

Student Name: _____ Grade: _____ Date: _____

SUGGESTED TRANSITION ACTIVITIES: Post-secondary & Life Long Learning

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE: 1Consider for this year
2Already in progress
3Already addressed and completed

Suggested Grade

8 9 10 11 12

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3	Identify personal learning styles.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3	Become aware of career interests and options.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3	Become aware of post-secondary enrollment options.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3	Check courses and credits toward high school graduation.
<input type="checkbox"/> <input type="checkbox"/>	1 2 3	Visit post-secondary institutions.
<input type="checkbox"/> <input type="checkbox"/>	1 2 3	Register and take college entrance exams.
<input type="checkbox"/> <input type="checkbox"/>	1 2 3	Develop a resume and request letters of recommendation.
<input type="checkbox"/> <input type="checkbox"/>	1 2 3	Identify and apply to post-secondary institutions.
<input type="checkbox"/> <input type="checkbox"/>	1 2 3	Identify supports needed at post-secondary sites.
<input type="checkbox"/> <input type="checkbox"/>	1 2 3	Identify and check eligibility requirements for adult support.
<input type="checkbox"/> <input type="checkbox"/>	1 2 3	Apply for financial aid, scholarships, etc.
<input type="checkbox"/> <input type="checkbox"/>	1 2 3	Arrange for transportation and housing, if necessary.

Which Type of Employment is Right for Me?

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Name:				Date:		
	Column A	Column B	Column C	Column D		
Stamina (working without breaks):	Works 4 Hours <input type="checkbox"/>	Works 3 – 4 Hours <input type="checkbox"/>	Works 2 -3 Hours <input type="checkbox"/>	Works less than 2 Hours <input type="checkbox"/>		
Time Spent Alone (refers to your level of supervision):	Works 5 Hours or More <input type="checkbox"/>	Works 3 – 5 Hours <input type="checkbox"/>	Works 1 -2 Hours <input type="checkbox"/>	Never Alone <input type="checkbox"/>		
Works Well with Others:	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Rarely <input type="checkbox"/>	Never <input type="checkbox"/>		
Navigating Environment (without supervision):	Building and Grounds <input type="checkbox"/>	Building <input type="checkbox"/>	Several Rooms <input type="checkbox"/>	Small Area (one room) <input type="checkbox"/>		
Independent Work Rate:	Continual Fast Pace <input type="checkbox"/>	<i>Usually Fast Pace</i> <input type="checkbox"/>	Steady Pace <input type="checkbox"/>	Slow Pace <input type="checkbox"/>		
Respectfully Initiates and Responds to Social Interaction:	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Rarely <input type="checkbox"/>	Never <input type="checkbox"/>		
Behavioral Conduct:	No Intervention Required <input type="checkbox"/>	Weekly Intervention Sufficient <input type="checkbox"/>	Daily Intervention Sufficient <input type="checkbox"/>	Behavioral Plan Identified <input type="checkbox"/>		
Attention to Task and Details:	No Prompts Required <input type="checkbox"/>	Infrequent Prompts Required <input type="checkbox"/>	Frequent Prompts Required (Daily) <input type="checkbox"/>	Continuous Prompts Required <input type="checkbox"/>		
1.5						

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	Column A	Column B	Column C	Column D
Initiative/Motivation:	Always Seeks Work <input type="checkbox"/>	Usually Seeks Work <input type="checkbox"/>	Waits for Directions <input type="checkbox"/>	Avoids Next Task <input type="checkbox"/>
Adapting to Change:	Adapts to Change <input type="checkbox"/>	Adapts to Change with Some Difficulty <input type="checkbox"/>	Adapts to Change with Great Difficulty <input type="checkbox"/>	Rigid Routine Required <input type="checkbox"/>
Reinforcement Needs:	Pay Check Sufficient <input type="checkbox"/>	Infrequent (Weekly) Sufficient <input type="checkbox"/>	Intermittent (Daily) Sufficient <input type="checkbox"/>	Frequent Required <input type="checkbox"/>
Discrimination Skills:	Distinguishes Between Work Supplies (without cues) <input type="checkbox"/>	Distinguishes Between Work Supplies with External Cues (charts) <input type="checkbox"/>	Distinguishes Between Work Supplies with Verbal Cues <input type="checkbox"/>	Cannot Distinguish Between Work Supplies <input type="checkbox"/>
Appropriately Handles Constructive Criticism:	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Rarely <input type="checkbox"/>	Often <input type="checkbox"/>
Acts or Speaks Aggressively:	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Usually <input type="checkbox"/>	Often <input type="checkbox"/>
Staff to Consumer Ratio Needs:	Independently <input type="checkbox"/>	Large Group Size (1:10) <input type="checkbox"/>	Medium Group Size (1:5) <input type="checkbox"/>	Small Group Size (1:3) <input type="checkbox"/>

Add up your totals from each column:

A _____ **B** _____ **C** _____ **D** _____

If the majority of your answers are **A**, you should make a referral to BVR.

If the majority of your answers are **B**, you should make a referral to both BVR & the DD Board.

If the majority of your answers are **C** or **D**, you should make a referral to the DD Board.

10TH GRADE INTERVIEW

Completed by Transition Coach & Student

Name _____

Date _____

School _____

1) What do you want to be doing **one year after graduation**?

2) Have you ever **worked**? YES____ NO____ If so, where? _____

3) How would you rate **YOURSELF**: (circle one answer for each subject)

ATTENDANCE: *GREAT* *AVERAGE* *NEEDS IMPROVEMENT*

ATTITUDE: *GREAT* *AVERAGE* *NEEDS IMPROVEMENT*

GRADES: *GREAT* *AVERAGE* *NEEDS IMPROVEMENT*

4) Are you interested in any **Career Education programs**? (please list your choices)

5) Are you interested in learning a skill in an **unpaid internship**? YES____ NO____
Please check one that you are interested in or rank in order (#1 being first choice)

____ **Rockynol (nursing home)**

____ **Fastenal (manufacturing)**

____ **University of Akron** (variety of jobs: bookstore, library, maintenance, food service)

6) Are you interested in the **Military**? ____ If yes, what are you doing to prepare for this?

7) Are you interested in **College**? ____ If yes, what are you doing to prepare for this?

8) Do you know how to follow a bus schedule and ride METRO? YES____ NO____

SURVEY OF INTERESTS (completed by student during 10th grade presentations)

Student Name: _____

School: _____

Interviewer: _____

Date: _____

AS YOU READ THESE DESCRIPTIONS, CIRCLE THE ONES THAT DESCRIBE YOU:

Working in groups	Being challenged
Working alone	Having the same job every day
Working with tools	Having a variety of jobs every day
Working with computers	Being my own boss
Working daytime hours	Getting my hands dirty
Working evening hours	Doing physical labor
Working outdoors	Doing jobs that require reading
Working indoors	Doing jobs that require math
Helping others	Making a list (organized)
Leading group discussions	Making music
Needing close supervision	Making art
Starting work without being asked	Selling things
Working in loud places	Feeling needed
Working in quiet places	Having others view my work as important
Standing for long periods of time	Needing frequent reminders
Sitting for long periods of time	Wearing my own clothes to work
Meeting new people	Wearing a uniform to work
Teaching others how to do things	Building things

Others: _____

Write the top three choices that describe you best (from the items you circled):

LIST A CAREER (OR CAREERS) YOU WOULD LIKE TO EXPLORE:

ARE YOU INTERESTED IN A CAREER EDUCATION PROGRAM? YES ____ NO ____

WHICH ONE? _____

WHY? _____

ARE YOU INTERESTED IN AN INTERNSHIP PROGRAM? YES ____ NO ____

WHICH ONE? (Rockynol, Fastenal, U of Akron) _____

ARE YOU INTERESTED IN VISITING AN INTERNSHIP PROGRAM? YES ____ NO ____

8th GRADE SURVEY (completed during 8th grade presentations)

	YES	NO
1) I prefer to stay home and read	—	—
2) I like to be out with my friends	—	—
3) I like to work in large groups	—	—
4) I like to work in small groups	—	—
5) I have good ideas	—	—
6) I like to work with young children	—	—
7) I like to participate in team sports	—	—
8) I am a good artist	—	—
9) I enjoy music	—	—
10) My friends say that I'm good at _____		
11) I think I'm good at _____		
12) I enjoy listening to my friend's problems	—	—
13) I would rather talk than listen to others	—	—
14) I want to go to college	—	—
15) I get along well with people	—	—

MY 3 TOP CAREER CHOICES ARE:

CHOOSE AND TAKE ACTION

MD ASSESSMENT TOOL

- The software is loaded on all computers in the MD classrooms.
- 1 manual is provided to each high school, located in an MD classroom.

SOME GENERAL GUIDELINES/INFORMATION:

1. According to the authors, students need to complete the assessment numerous times in order for accurate data to be collected. The recommended *minimum* number of student opportunities for participation is five.
2. The assessment contains 31 video clips, lasting up to 20 seconds each, which are randomly shown. The instructor can limit the number of clips a student will view in one session.
3. There are 12 job characteristics, each shown at least four times in the 31 clips.
4. The job categories represent entry-level jobs listed in the Dept. of Labor's Occupational Outlook Handbook.
5. When students are finished, a copy of their job preferences can be printed. This should be used as a guide for developing and providing transition activities to meet student needs.

User Tips:

- If the "pyramid" icon says, "wait for the teacher"-- You will need to press CTRL key and mouse at the same time in order for the program to continue.
- You can adjust the volume control and the # of video clips the students will hear and see.

**ANY STUDENT WHO PARTICIPATES IN ALTERNATE ASSESSMENT WILL ACCESS
"CHOOSE AND TAKE ACTION" UNLESS OTHERWISE DECIDED ON BY THE
FOUR-PERSON TRANSITION TEAM:
JOB TRAINING COORDINATOR, TRANSITION COACH, INTERVENTION
SPECIALIST & CAREER ASSESSMENT SPECIALIST.**

CAREER ASSESSMENT

PURPOSE:

A Career Assessment is available in the Akron Public Schools. The purpose is to determine a student's aptitudes, job interests, and to assist the student in selecting the most appropriate career goal.

The time needed to complete the Career Assessment varies from two to four hours and students complete the assessment in their home school. Situational assessments are used in order to assess specific working skills at a job location.

A comprehensive written report is provided after the assessment. The report is shared with students, parents and school personnel.

ANY STUDENT IS ELIGIBLE FOR A CAREER ASSESSMENT

PRIORITY IS GIVEN TO:

- 10th grade students
- Has an interest in Career Education programs or Internship Site
- Referrals made by IEP team, job training coordinators, teachers, counselors, parents

BENEFITS:

- Development of a career plan in order to make appropriate decisions concerning career education or internship
- Identification of career aptitudes and job preferences
- Identification of community support services
- Comprehensive written report to use in transition planning

**CAREER ASSESSMENT
PARENTAL CONSENT FORM**

STUDENT NAME: _____ **BIRTHDATE:** _____

ADDRESS: _____

CITY, STATE, ZIP: _____

TELEPHONE: _____

SCHOOL: _____ **PROGRAM:** Career Assessment

TEACHER: _____

_____ I give permission for _____ to participate in
a Career Assessment.

_____ I do not give permission for _____ to participate in
a Career Assessment.

Student Signature (18 years or older)

Date

Parent/Guardian Signature

Date

***If you have any questions, please contact North High School (761-2665 Ext 235).
Career Assessment is provided by the Career Education Department.**

IEP SECTIONS 4 & 5: **TRANSITION PLAN** **INFORMATION**

TRANSITION PLAN **SAMPLES**

- 2.1 Sample Statements of Transition Service Needs w/Course of Study**
- 2.2 Sample Post Secondary Goals EDUCATION/TRAINING**
- 2.3 Sample Post Secondary Goals EMPLOYMENT**
- 2.4 Sample Post Secondary Goals INDEPENDENT LIVING**
- 2.5 Sample Post Secondary Services/Activities
EDUCATION/TRAINING**
- 2.6 Sample Post Secondary Services/Activities EMPLOYMENT**
- 2.7 Sample Post Secondary Services/Activities INDEPENDENT LIVING**

Sample Statements of Transition Service Needs that Focuses on the Child's Course of Study

1.	Suzie needs a course of study that will support her post-school goal of working in supported employment in an environment that interests her. Proposed courses will include functional and adaptive coursework including community-based instruction focusing on independent living, community participation and employability skills.
2.	John will participate in a course of study leading to his post-school goal of attending college after high school. Proposed courses will include core academics in the general education setting, foreign language and electives related to his field of interest, supported by adult service linkages.
3.	Cindy needs a course of study that will support her post-school goal of working in her father's auto-body-shop. Proposed courses include resource and general academics with inclusion support that are prerequisites for the Auto Body Program at the Lorain County JVS, and will include job-shadowing experiences and work-study services.
4.	Freddy will need a course of study to support his postsecondary goal of attending a 4 year university. This will include college preparatory classes and other courses needed for a high school diploma. He will follow the university career path course of study outlined by high school registration guide.
5.	Ted will need a course of study to support his postsecondary goal of attending Terra Community College and becoming a networking technician. This will include taking core academics in inclusion and general ed setting as well as Networking 101 class offered to juniors at Generic High School.
6.	Jimmy will need a course of study to support his post school goal of being employed as a carpenter. This will include career-technical training at the Career Center as well as inclusion academics needed for his high school diploma.
7.	Casey will need a course of study to support his post secondary goal of entry level employment. This will include inclusion classes for science and social studies and health and specially designed instruction in reading and math.
8.	Sara will need a course of study to support her postsecondary goal of supported employment in a grocery store. This will include participating in an adapted and functional curriculum which will focus on employability skills and independent living skills.

Post Secondary Goals: Education/Training **(adapted from goals taken from www.nsttac.org)**

Goal has to have 3 components:

- 1. Participation in education or training is focus of statement***
- 2. The outcome is explicit and can be observed/measured***
- 3. The goal occurs after graduation from high school***

Note that there will likely be less specificity in the post secondary goals of younger students. Specificity should increase as the student gets closer to graduation.

1. Upon completion of high school, John will enroll in courses at Lorain County Community College. (It is not necessary to specify the student's major for the goal to be measurable.)
2. After high school, Allison will obtain a four-year degree from a liberal arts college with a major in Child Development.
3. Upon graduation from high school, Jamarreo will successfully complete welding courses at Terra Community College to obtain the Entry Level Welding Certificate.
4. After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.
5. This fall after high school, Jodi will enroll in courses (non-degree) at Lorain County Community College.
6. After high school, Alex will take a business math class at LCCC.
7. After graduation from high school, Lissette will complete the non-degree program at Firelands College.
8. After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center based adult program (MRDD program.)
9. After graduation, Paulo will participate in training to improve his work skills in his job at a grocery store.
10. Immediately after graduation, Kevin will participate in habilitative and functional skill training through Erie County Board of MRDD and attend courses designed to provide specialized academic, functional and occupational preparation for individuals with disabilities 2x per week at the community college.

Post Secondary Goals: Employment **(adapted from goals taken from www.nsttac.org)**

Goal has to have 3 components:

- 1. Obtaining employment is focus of statement***
- 2. The outcome is explicit and can be observed/measured***
- 3. The goal occurs after graduation from high school***

Note that there will likely be less specificity in the post secondary goals of younger students. Specificity should increase as the student gets closer to graduation.

1. After high school, John will work in an on-campus part-time job.
2. After college, Allison will have a career in the field of early childhood education.
3. After high school, Jamarreo will be self-employed as a welder.
4. After graduation, Rolanda will receive job development services from vocational rehabilitation and will participate in supported employment or volunteer work within one year of graduation.
5. The summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.
6. After finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Service Agency for employment support services.
7. After graduation, through the assistance of BVR and the staff of the non-degree program, Lisette will obtain part-time employment on campus at LCCC that does not interfere with the schedule for her program there.
8. After graduation, Jeremy will be employed part-time in the community with supports.
9. After graduation, Paulo will get a job at a grocery store, where he enjoyed a job shadowing experience during high school.
10. Within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.
11. After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history/education, to become a high school social studies teacher. **(This is an example of a goal that includes employment AND education/training.)**
12. The summer after leaving high school. Stephanie will independently ride the bus each work day to her job with Marriott Food Services, where she will participate in classes each year, as offered by her employer, to advance in industrial kitchen skills. **(This is an example of a goal that includes all 3 domains—education/training, employment and independent living.)**

Post Secondary Goals: Independent Living **(adapted from goals taken from www.nsttac.org)**

Goal has to have 3 components:

1. Participation in independent living skill development is the focus of statement

2. The outcome is explicit and can be observed/measured

3. The instruction to reach this goal occurs after graduation from high school

Note that there will likely be less specificity in the post secondary goals of younger students. Specificity should increase as the student gets closer to graduation.

1. Upon completion of high school, Lissette will learn to utilize public transportation.
2. Upon completion of high school, Jeremy will independently prepare for work each day including dressing, making his bed, making his lunch and accessing transportation.
3. Upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.
4. Upon completion of high school, Rolanda will participate in community-integrated recreational/leisure activities related to music, movies and art at the local recreation center.
5. Upon completion of high school, William will effectively utilize an augmentative communication device at home and in the community.
6. After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.
7. Immediately following graduation, Judy will participate in 1-2 age appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals and music.
8. After graduation, Annie will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with regarding needs, wants, and desires.
9. After graduation, Heather will turn her paystubs into Social Security so her SSI check can be adjusted properly.
10. After graduation, Amy will participate in the Special Olympics bowling league on Friday nights.
11. After graduation, Billy will learn how to budget his monthly income so that his income covers his expenses.
12. After graduating from high school, Justin will use a calendar to keep track of his college assignments and personal appointments.

Examples of Post Secondary Education and Post Secondary Training Transition Activities/Services

<input type="checkbox"/> Study Skills Training
<input type="checkbox"/> Explore NSTTAC website to find out key differences between high school & college
<input type="checkbox"/> Visit college campuses
<input type="checkbox"/> Research colleges to find out what support they offer for students w/disabilities
<input type="checkbox"/> Receive academic support in science, English and or Math
<input type="checkbox"/> Verify that the current course of study matches college requirements
<input type="checkbox"/> Research college scholarship opportunities
<input type="checkbox"/> Participation in college entrance exams with appropriate accommodations
<input type="checkbox"/> Meet regularly with high school counselor about necessary coursework for college
<input type="checkbox"/> develop social stories
<input type="checkbox"/> job shadowing
<input type="checkbox"/> plan with disability services at college
<input type="checkbox"/> college/disability services visits
<input type="checkbox"/> Postsecondary Options Program (college classes while in high school)
<input type="checkbox"/> referral to BVR and postsecondary options
<input type="checkbox"/> Linkages to adult services
<input type="checkbox"/> ACT/SAT Prep Course
<input type="checkbox"/> Submit FAFSA form
<input type="checkbox"/> Complete a Career Assessment
<input type="checkbox"/> Explore continuing education classes in area
<input type="checkbox"/> Practice self-advocacy (ask for preferential seating, guided notes, etc)
<input type="checkbox"/> Research Americans with Disabilities Act
<input type="checkbox"/> Audio tape text
<input type="checkbox"/> Extended time on tests
<input type="checkbox"/> Interview an adult in his/her field of interest
<input type="checkbox"/> Participation in functional curriculum
<input type="checkbox"/> Self advocacy/Disability Awareness Training
<input type="checkbox"/> Instruction on use of picture schedule
<input type="checkbox"/> Use of agenda/technology (cell phone, laptop etc) to keep track of assignments and appointments
<input type="checkbox"/> Instruction related to the development of writing, reading and communication skills
<input type="checkbox"/> Interview an adult in field of interest
<input type="checkbox"/> Meet with job coach
<input type="checkbox"/> Instruction in utilizing the home school's career path guidance system (e.g., OCIS)

(examples from www.nsttac.org)

Examples of Post Secondary Employment Transition Activities/Services

<input type="checkbox"/> Paid Community Work Experience (e.g., luncheon helper)
<input type="checkbox"/> Volunteer Community Work Experience (e.g., internship)
<input type="checkbox"/> Interest Inventories (e.g. Student Needs and Preference Surveys)
<input type="checkbox"/> Give student information on One-Stop Job Center
<input type="checkbox"/> Social Skills Development
<input type="checkbox"/> Part-time job
<input type="checkbox"/> Instruction in using the OCIS website (obtain password from h.s. counselors)
<input type="checkbox"/> Travel instruction—explore city/county transportation options
<input type="checkbox"/> Instruction related to hygiene and grooming
<input type="checkbox"/> Personal banking instruction or money management skills
<input type="checkbox"/> Instruction related to functional _____ skill (fill in blank with Math, English, Social Studies, etc)
<input type="checkbox"/> Computer skills instruction
<input type="checkbox"/> Enrollment in a career education class or program
<input type="checkbox"/> Information on obtaining a state ID or driver's license
<input type="checkbox"/> Work with a Job Training Coordinator on employability skills
<input type="checkbox"/> Occupational Therapy (OT) to improve fine motor skills and daily living skills
<input type="checkbox"/> Speech Language services to increase fluency and communication skills
<input type="checkbox"/> Mock interviews
<input type="checkbox"/> Practice filling out Job applications
<input type="checkbox"/> Resume writing activities
<input type="checkbox"/> Referral to DD (Developmental Disabilities)
<input type="checkbox"/> Referral to BVR (Bureau of Vocational Rehabilitation)
<input type="checkbox"/> Investigate 2-year or community colleges that offer career of interest
<input type="checkbox"/> Complete a Career Assessment
<input type="checkbox"/> Use of agenda/technology (cell phone, laptop etc) to keep track of assignments and appointments
<input type="checkbox"/> Interview an adult in career field of interest
<input type="checkbox"/> Visit O*Net website and research your career choice and report the training requirements and current "hiring/marketing" trends
<input type="checkbox"/> Tour career education program/interview a student in the career ed. program.
<input type="checkbox"/> Meet with military recruiters
<input type="checkbox"/> Verify that current course of study matches requirements of chosen field
<input type="checkbox"/> Learn about Americans with Disabilities Act
<input type="checkbox"/> Memorize Social Security #, Phone # and Address

(examples from www.nsttac.org)

Examples of Independent Living Transition Activities/Services

<input type="checkbox"/> Instruction in availability of clubs or groups that meet and talk about a common interest/hobby (for example, computer clubs, service clubs, photography club, hiking club etc)
<input type="checkbox"/> Instruction in availability of community recreation and social activities (for example YMCA, bowling league, recreation dept. sports teams, fitness classes, etc)
<input type="checkbox"/> Instruction in availability of public transportation available for work and leisure activities
<input type="checkbox"/> Instruction in availability of continuing education classes in our area
<input type="checkbox"/> Instruction in community safety skills
<input type="checkbox"/> Math instruction related to money usage
<input type="checkbox"/> Literacy instruction related to sight word identification
<input type="checkbox"/> Math instruction related to telling time
<input type="checkbox"/> Instruction in personal grooming and hygiene
<input type="checkbox"/> Instruction in purchasing a meal in a restaurant
<input type="checkbox"/> Instruction in purchasing groceries for meal planning activities
<input type="checkbox"/> Social Skills Training
<input type="checkbox"/> Self-Advocacy Skills Training
<input type="checkbox"/> Use of agenda/technology (cell phone, laptop etc) to keep track of leisure time activities, personal appointments, and/or medication management.
<input type="checkbox"/> Instruction on use of a picture schedule
<input type="checkbox"/> Use of video modeling to teach appropriate work skills/attitudes/behaviors/personal relationships
<input type="checkbox"/> Instruction related to making of simple meals
<input type="checkbox"/> Instruction in developing a personal budget and money management
<input type="checkbox"/> Instruction related to first aid
<input type="checkbox"/> Instruction in process related to obtaining a drivers license

(examples from www.nsttac.org)

APS PROGRAMS

OVERVIEW

**AKRON PUBLIC SCHOOLS OFFERS THE FOLLOWING
POST SECONDARY/TRANSITION PROGRAMS:**

- Advanced Placement/College Prep Courses
- Career Education Programs
- Supervised Work Experiences (JTC)
- Community Internship Sites
- Fastenal MD
- Lunch/Feeder Program
- STEP 22
- 12 PLUS
- Linkages to Adult Services
- Internship Application/Instructions

TRANSITION SITE VISITS

Career Education Student Exchange Visits

- I. All 10th grade students are invited to a Career Education Assembly
- II. Students are given information regarding ALL career education programs offered by Akron Public Schools
- III. Students are given an opportunity to visit these programs and meet the teachers in January
- IV. High School counselors and the Office of Career Education coordinate this activity

Internship Site Visits

- I. JTC's and Invention Specialists prioritize Students for Spring visits
 - a. Students identified in 10th Grade Interviews by Transition Coach
 - b. Career-Assessed Students
 - c. 11th grade students (currently not enrolled in career education)
 - d. 10th grade students
- II. Special Ed Teachers to accompany Students
 - a. JTC's will e-mail or pony list of students and teachers from respective buildings to Special Education High School Coordinator
 - b. Priority will be on new staff and teachers who did not participate previously

College/University Visits

Coordinated by high school counselors. Offered two ways:

1. Students visit post-secondary settings
2. Post-secondary representatives visit high schools providing interactive presentations for students.

CAREER EDUCATION PROGRAMS

Two-Year Programs: 11 th - 12 th	Buchtel	East	Ellet	Firestone	Garfield	Kenmore	North
Administrative Office Technology	•	•	•	•	•		•
Animal Management Technology			•				
Automotive YES (AYES)		•					
Automotive Collision					•		
Automotive Technology	•		•				
Business Finance				•	•	•	
Commercial Art		•					
Computer Aided Drafting & Design (CADD)					•		
Computer Aided Manufacturing					•	•	
Construction Technology			•			•	
Dental Assisting		•					
Early Childhood Education			•				•
Electrical Trades						•	
Electronics Engineering		•					
Fire Safety/Emergency Medical Technician	•						
Graphic Arts		•			•		
Heating, Ventilation & A/C							•
Marketing Education	•	•	•	•	•	•	•
Masonry		•					
Medical Assisting - Diagnostic					•		
Plumbing Technology	•						
Pre-nursing - Therapeutic	•						
Teacher Academy	•						
Welding		•					
Requires Open Enrollment: 11 th - 12 th							
Cosmetology*					•		
Hospitality & Tourism*		•	•				
Restaurant Management*	•				•	•	•

**FOR MORE INFORMATION CALL THE OFFICE OF CAREER
EDUCATION AT 330 761-3131
OR VISIT THEIR WEBSITE
www.apscareers.com**

JOB TRAINING COORDINATOR

TRANSITION TO WORK SERVICES

The Job Training Coordinator (JTC) oversees a school-to-work program for students who demonstrate a positive work ethic. The GOAL is to place students with IEP's into competitive employment before graduation.

The JTC develops job sites, matches students interests and abilities with available jobs, coordinates job coaching with other agencies, offers support in the workplace and works with the employer in monitoring student progress.

CRITERIA FOR PARTICIPATION:

- Be at least 16 years old.
- Have an IEP with transition plan indicating community-based employment as a reasonable outcome, with referral to this program.
- Be motivated to work.
- Have absences plus tardies at 15 occurrences or less during the previous school year.
- Demonstrate ability to maintain acceptable attendance as a participant.
- Have a positive attitude.
- Exhibit acceptable social skills.
- Be an 11th grader on target to graduate.
- Have evidence of parental support.
- Whenever possible, have a career assessment indicating community-based employment as a reasonable outcome to this program.
- Have approval of the four member building-level transition team, as needed. (The transition team consists of the IEP teacher, the building JTC, the special education transition coach, and the career assessment specialist.

BENEFITS TO STUDENTS:

- **No-cost job placement services, job coaching, performance evaluations and follow-along monitoring**
- **Credits toward graduation**
- **Movement by student toward his/her highest level of independence, self-esteem and productivity.**

INTERNSHIP SITES

Students intern in a variety of settings with an employee from the participating businesses. They follow a rotation schedule and experience several entry-level jobs throughout the course of the program. These internship experiences are used as a foundation for future program opportunities within the Akron Public Schools, local businesses and/or community agencies.

CONTACT: Job Training Coordinator, Transition Coach or High School Coordinator

All internships share the following criteria:

- Career Assessment prior to placement in the program preferred. If not, within the year.
- 11th grader on target to graduate
- Positive attitude
- A combination of absence plus tardies at 15 occurrences or less in previous year
- Stamina – able to be on feet for 2 hours
- Exhibits acceptable social behaviors with peers and teachers
- Able to follow verbal directions
- Able to navigate transportation system independently
- Motivated to work

Rockynol—a resident center offering various levels of supported living for senior citizens

- Office support
- Assisting with recreational activities
- Housekeeping duties
- Laundry
- Transporting residents
- Recreational activities
- Dining room set up and clean up

Desired Characteristics:

- Interested in working with the elderly
- Excellent personal hygiene & neat personal appearance

Fastenal Company—a distribution warehouse for industrial and construction supplies

- Packing
- Inventory
- Using scanners
- Custodial/maintenance
- Filing
- Material handling

Desired Characteristics:

- Ability to match and order numbers
- Willing to work in a warehouse environment

University of Akron—opportunities are available throughout various university departments

- Food service
- Mailroom
- Library services
- Custodial/maintenance
- Banquet room

Desired Characteristics:

- Excellent personal hygiene and neat personal appearance
- Able to function independently in the community
- Demonstrates safe pedestrian skills

FASTENAL MD

The Fastenal MD program provides High School MD students the opportunity to participate in community-based employment training activities. Fastenal is a community business that partners with Akron Public Schools to provide employment skill development opportunities for students.

This program is conducted by the Fastenal Job Training Coordinator and monitored by the High School MD classroom teachers. Students attend the program with their classmates. Session length is dependent on Fastenal availability and individual student needs.

CONTACT: High School Coordinator or Transition Coach

PARTICIPANT CRITERIA:

- minimal strength
- minimal stamina
- time on task should range between 10 to 15 minutes

STUDENT BENEFITS:

- improve team work skills
- develop problem solving skills
- understand quality control

BARRETT & CROUSE LUNCH/FEEDER PROGRAM

The Lunch Program offers high school students the opportunity to gain work experience by assisting teachers and educational assistants during the lunch hour at two elementary school buildings. Students receive pay for 2 hours of work per school day.

Students are selected based on student interest and IEP team recommendation. To be eligible, the student must complete an application packet that includes a work permit, copy of their social security card and birth certificate. The Board of Education makes all final hiring decisions as this is paid position.

The following high schools participate: Buchtel, East, Garfield, and Kenmore.

STUDENT CRITERIA:

- 11th or 12th grade student (whenever possible)
- Consult with the building Job Training Coordinator and IEP team
- Limit experience to one year
- Good attendance
- Good hygiene
- Good attending skills—*must have ability to attend to the elementary student's needs*
- Aware of general safety guidelines—*handling of hot food, watching for spills, etc.*
- Able to follow directions
- Accepts responsibility
- Able to follow a routine
- Able to have shortened lunch period at home school
- Must have a double block available during the lunch hour (*e.g. lunch/study hall scheduled together*)

STEP 22

Description:

STEP 22 focuses on functional independent living skills that will require progressive task analysis instruction. Depending on individual student abilities, instruction for skill development may include:

Cleaning, ironing, bed-making, meal planning, meal preparation, problem solving, cooperative living behaviors and shopping for household and personal items.

Skills are taught as indicated on each student's IEP.

Location:

- North High School. Student must open-enroll to North for participation in program.

Current staffing: 1 Intervention Specialist & 1 Educational Assistant

Student Criteria:

- Students are selected from the multiple disabilities and orthopedically impaired classrooms.
- Students ages 18-22 years of age who have completed all required Carnegie units for graduation.
- Based on data, the IEP team recommends the student remains in school to further develop independent and functional living skills.
- Students who participate in STEP 22 will graduate from North high school.

Student Benefits:

- Improve social skills in a real-life setting
- Increase independence/stamina
- Practice and master functional daily living skills
- Concentrate on the employability/work behaviors that enable students become more independent
- Coordinated transition support into adult services programming

12 PLUS

Description:

The 12 PLUS program is an enhanced learning program that is designed to teach the necessary skills for students with disabilities to be able to work, live and participate in the community as independently as possible.

The 12 PLUS program provides career exploration and job training within the classroom and the community, along with developing the social skills necessary to be successful in the adult world.

Location:

- North High School. Student must open-enroll to North for participation in the program.

Current staffing: 1 Intervention Specialist and 1 Educational Assistant

Criteria:

- Students are selected from the multiple disabilities and orthopedically impaired classrooms.
- Students ages 18-22 years who have completed all required Carnegie Units for graduation.
- Based on data, the IEP team recommends the student remains in school to further develop employment and functional living skills.
- Students who participate in 12 PLUS graduate from North High School.

Benefits:

- Concentration on developing employability/work behaviors that increase student independence.
- Develop cooperative skills needed to work in competitive employment.
- Develop independent living skills in the areas of self-care, cleaning, cooking and leisure activities.
- Job exploration opportunities.
- Coordinated transition support into adult services programming

DEVELOPING A CLASSROOM INTERNSHIP SITE

Intervention Specialists teaching in MD classrooms have the ability to develop community-based internship sites for their students. This involves working with community employers and social service agencies to offer employment-skill development opportunities in a real-world setting.

To begin the process of Internship Site development, please adhere to the following procedures:

1. Contact the High School Special Ed Coordinator
2. Complete official APS Internship Site Application:
 - a. Bulletin #11: APS Office of Career Education website
<http://www.apscareers.com/forms/11Internships01-10.pdf>
3. Receive official approval from both:
 - a. APS Office of Special Education
 - b. APS Office of Career Education

Please consult with the High School Coordinator and the Transition Coach for support with this process. Job Training Coordinators are also excellent resources.

DOCUMENTATION **OF** **TRANSITION SERVICES**

4.1 Transition Activities Documentation Form

TRANSITION ACTIVITIES DOCUMENT

Student: _____

D.O.B. _____

List Name of School and year attended for each grade level:

9th _____

11th _____

10th _____

12th _____

12 + _____

Check appropriate boxes as applicable to student. Include additional information where needed.

	9 th	10 th	11 th	12 th	12+1	12+2	12+3	12+4
College Prep Curriculum								
Career Tech								
Classroom Emp. Skill Activity								
School Bldg. Emp. Skill Activity								
Internships:								
<u>U of Akron</u>								
<u>Fastenal</u>								
<u>Rockynol</u>								
<u>Fastenal MD</u>								
<u>Fastenal ED</u>								
Lunch/Feeder Program								
Community Employment								
12 PLUS								
STEP 22								

AGENCY SERVICES

Below is a **sample** of agencies/organizations that may help students with transition. Further information is located on their websites:

- AKRON METRO REGIONAL TRANSIT AUTHORITY
 - AKRON METROPOLITAN HOUSING AUTHORITY
 - JOB CENTER/NEXT STEP/Office of Jobs & Family Services
 - SOCIAL SECURITY ADMINISTRATION
-
- KENT STATE UNIVERSITY/OFFICE OF ACCESSIBILITY
 - UNIVERSITY OF AKRON/OFFICE OF ACCESSIBILITY
 - STARK STATE COLLEGE/OFFICE OF STUDENT SERVICES
-
- COUNTY OF SUMMIT/DEVELOPMENTAL DISABILITIES
 - REHABILITATION SERVICES COMMISSION/BUREAU OF VOCATIONAL REHABILITATION (RSC/BVR)
-
- GOODWILL INDUSTRIES OF AKRON
 - UNITED DISABILITIES SERVICES

AGENCY TIMELINE FOR PARENTS/STUDENTS

Age 16

- ❑ **Contact Summit County Developmental Disabilities Board (330-634-8674)** to make sure that your child is eligible for services. You must reapply for services when a child turns 16 even if they were found eligible in the past. (If found eligible in the past you will receive a letter from the Intake Department 90 days before eligibility lapses)

In 11th Grade (or Junior year)

- ❑ Take advantage of any vocational programs that are available through the high school. Consider applying for BVR/RSC (Bureau of Vocational Rehabilitation) services to help with your child's vocational goals.
- ❑ **Invite your Summit County DD Service Coordinator to your child's IEP meetings!**

Age 18

- ❑ Apply for SSI (Social Security). Social Security can take up to 6 months to make a decision! Call 1-800-772-1213 to make an appointment. You will need to gather documentation of your child's disability (IEP, ETR, assessments from doctors or psychologists, etc) for the appointment. A Summit DD Service Coordinator can help guide you through the process and attend the appointment by request.
- ❑ Apply for Medicaid health insurance. It is easier to apply for Medicaid after your child has been approved for SSI. Summit DD is **now requiring** that all students coming into our Adult Services programs (workshops, enclaves, etc) apply for Medicaid. A Summit DD Service Coordinator can help guide you through the process.
- ❑ Apply for legal guardianship through the probate court (if needed). An attorney is NOT needed to apply for guardianship. A Summit DD Service Coordinator can help guide you through the process.
- ❑ Call your Summit DD Service Coordinator if you need help!
- ❑ **Invite your Summit DD Service Coordinator to your child's IEP meetings!**

Graduation year

- ❑ Apply for SSI (if you haven't already done so). Social Security can take up to 6 months to make a decision! A Summit DD Service Coordinator can help guide you through the process.
- ❑ Apply for legal guardianship through the probate court (if you haven't already done so)
- ❑ Apply for Medicaid (if you haven't already done so). Summit DD is **now requiring** that all students coming into our Adult Services programs (workshops, enclaves, etc) apply for Medicaid. A Summit DD Service Coordinator can help guide you through the process.
- ❑ Make sure that you have your child's birth certificate and Social Security card. Summit DD will need a copy of both the birth certificate and Social Security card.
- ❑ Consider getting a State ID at the Bureau of Motor Vehicles. A State ID is sometimes needed for employment. Contact your Summit DD Service Coordinator if you have questions.
- ❑ **Invite your Summit DD Service Coordinator to your child's IEP meetings!**
- ❑ Work with your Summit DD Service Coordinator to ensure a smooth transition to Adult Services.

GUIDELINES FOR AGENCY REFERRALS

CSB/DD

County of Summit Board of Developmental Disabilities

Main Objective:

To assist students with a variety of services: e.g., community employment, supported living, sheltered workshops and ongoing vocational training.

When to invite DD to the IEP meeting?

Two years prior to graduation w/parent or guardian's permission

Who do they serve?

Students with a documented, life-long disability and limitations in 3 out of 7 "life areas":

- 1) self-care; 2) receptive/expressive language; 3) mobility; 4) self-direction;*
- 5) independent living; 6) learning and 7) economic self-sufficiency.*

CONTACT INFORMATION FOR DD: (330) 634-8674

-

RSC/BVR

Rehabilitation Services Commission/Bureau of Vocational Rehabilitation

MAIN OBJECTIVE:

To assist students with employment by offering work-adjustment training and on-the-job follow-up services. Students usually receive job coaching for 90 days.

When to invite RSC/BVR to the IEP meeting?

Two years prior to graduation w/parent or guardian's permission

Who do they serve?

Students with a physical or mental impairment which constitutes or results in substantial impediment to employment, such as mobility; communication; work tolerance; self-care; self-direction; interpersonal skills; fatigue; speed and work skills.

CONTACT INFORMATION FOR BVR: (330) 762-9755

*Subject to change—updated August 2010

SUMMARY OF PERFORMANCE

For all 12th grade students graduating from high school

Includes:

- Prior Written Notice
- Parent Invitation
- Summary of Performance document (SOP)

Process:

- Hold SOP meeting with student and parent during last month of Senior year (or 1-30 days before graduation)
- Lock event in Encore when students has met all graduation requirements

Understanding the Summary of Performance

Why do the Summary of Performance?

- It is required under the reauthorization of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). The law came into effect on July 1, 2005. [Section 614,(c)(B)(ii)]

Who needs a Summary of Performance?

- Students with disabilities who will graduate this year with a regular high school diploma;
- Students with disabilities who have not graduated from high school but have exceeded the age eligibility for a free appropriate public education (22nd Birthday).

What is a Summary of Performance?

- Summary of the student's academic achievement;
- Summary of the student's functional performance;
- Recommendations on how to assist students in meeting their postsecondary goals.

What is the purpose of the Summary of Performance?

- To provide guidance so that the student knows what accommodations and supports might be helpful in postsecondary settings;*
- To assist students in transitioning from high school to post high school;
- To provide students with summative documentation that goes with the student when he/she leaves high school.

** The Summary of Performance does not automatically meet the requirements of documenting a student's disability under ADA for postsecondary institutions.*

** Accommodations written in the Summary of Performance are not guaranteed at the postsecondary level.*

When is a Summary of Performance completed?

- It is completed during the last year the student is in high school. The specific timing during that last year* is individually based on the student's postsecondary goal(s), so it may be different for all students.

** Best practice would suggest that the Summary of Performance be completed near the end of the student's education program.*

Notes:

- The Summary of Performance is individualized and driven by the student's postsecondary goal(s).
- The Summary of Performance does not require any additional assessment.
- The Summary of Performance is NOT a part of the Individualized Education Program (IEP); therefore, an IEP meeting does not have to be conducted to complete the Summary of Performance.
- Districts are currently meeting this requirement by:
 - o Utilizing the information in Step 2 of the IEP (Present Levels of Academic and Functional Performance) and adding recommendations on how to assist the student in meeting the student's postsecondary goals;
 - o Creating a separate form to meet this requirement.
- IDEIA does not require that a meeting or an IEP meeting be held to complete the Summary of Performance, but given the information needed to complete the Summary of Performance, members of the IEP team need to be involved. If a district involves these members by choosing to have an IEP meeting, required procedures must be followed in conducting the meeting.
- Districts should utilize existing records retention policies for the Summary of Performance, but would not be required to keep the Summary of Performance longer than two years for purposes of Due Process Compensatory Action.

**REPRODUCED FROM ODE*



Summary of Performance (SOP)

This student plans to graduate in Jun-08 pending a final credit check. If the student does not graduate, the IEP team will reconvene prior to the 06/07 school year to develop an IEP.

Student Name	DOB	Age	Gender	Language	Primary Disability	
Address:			City:		State: OH	Zip:
District/School:					Phone:	Graduation Date:
Case (IEP) Manager:					IEP Date:	MFE Date
Parent / Guardian:					Home Phone:	Other Phone:

Outline of Student's Academic Achievement and Functional Performance:

- * Please include the accommodations and/or modifications that have been successful for this student – including any assistive technology that may be helpful in the future.
- * Outcomes from participation in OGT.

Student's Post-Secondary Goal:

- * This information may be available in the IEP and/or Transition Planning
- * Please include goals related to higher education, career technical education, employment and/or independent living.

Student Perspective:

- * How has the disability affect school, work, relationships, activities, time on tests and /or mobility?
- * What aides, services or adaptive equipment helped him/her succeed?

☐ I have received a copy of my most recent MFE (please check box)

Student's Signature

Date

Participant's Signature

Date

Participant's Signature

Date

Original SOP and cover sheet to Office of Special Education

SUMMARY OF PERFORMANCE

STUDENT SURVEY

Name: _____

Date: _____

How do you think your disability affects your success in school, work, relationships, & activities?

Check challenges that you experience in the classroom, workplace, home, etc.

- ☐ Staying on task (*I cannot work without frequent breaks*)
- ☐ Turning in assignments (*I forget or don't turn in many assignments*)
- ☐ Being prepared for class/work (*I wait to the last minute to organize my clothes/assignments for the next day*)
- ☐ Keeping up with the class (*Sometimes I am one of the last ones to finish my work*)
- ☐ Taking Notes (*It's hard for me to take notes and listen at the same time*)
- ☐ Staying organized (*I sometimes lose my planner or do not use it at all*)
- ☐ Paying attention (*I daydream during class/work*)
- ☐ Reading (*I have difficulty reading*)
- ☐ Writing (*I often have difficulty with spelling and writing complete sentences*)
- ☐ Math (*I have difficulty with math*)
- ☐ Using computers or other technical tools (*I am not skilled in using computers*)
- ☐ Getting along with students/teachers/coworkers (*I sometimes have problems getting along with others*)
- ☐ Making decisions (*Sometimes I go along with peers and make poor decisions*)
- ☐ How to handle conflict (*When disagreements arise, I have problems considering other points of view*)
- ☐ Communicating your ideas (*I have problems asking questions or asking for help*)
- ☐ Listening to suggestions (*I have difficulty accepting advice or criticism from others*)
- ☐ Controlling your mood or temper (*I often have outbursts in class if things don't go my way*)
- ☐ _____
- ☐ _____

How have you learned to overcome these classroom challenges?

What aids, accommodations, modifications, services and or adaptive equipment helps you be successful in school?

- | | |
|---|---|
| <input type="checkbox"/> Copies of Notes | <input type="checkbox"/> Using an interpreter |
| <input type="checkbox"/> Using a tape recorder in class | <input type="checkbox"/> Preferential seating |
| <input type="checkbox"/> Written copy of assignments | <input type="checkbox"/> Elevator |
| <input type="checkbox"/> Extra time to finish assignments | <input type="checkbox"/> Handicap Accessible facilities (restrooms, parking, lunchrooms, etc) |
| <input type="checkbox"/> Extra time to finish tests | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Books on tape or CD or use Braille | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Individualized tutoring | |
| <input type="checkbox"/> Extra time to travel between classes | |