

ISD 832 - Passages Pathway to Graduation

Reflect information discussed in PWN's - IEP meetings.

*Passages representatives should be involved in the team earlier than the student's 12 grade year.
For use with teams when determining the appropriate graduation pathway for students.*

When considering Transition Programming beyond 12th grade,

- Does the student have ongoing transition needs as identified in their evaluation and reflected in the IEP?
- Does the student have the skills and resources to achieve their appropriate measurable transition goals?
- Has the student met credit requirements to earn a high school diploma?
- Does student have a current BIP/FBA?
- Does the student have an evaluation due before November of the 12th+1 year?
- What are the student's service minutes and support and federal setting?
- Provide a copy of the transition grid

Which of the following supports does the student have?

- County Case Management - Developmental Disabilities Services
- County Case Management - Coordinated Mental Health Services
- State Vocational Services - Vocational Rehabilitation Services
- Guardianship
- Other: _____

Does the student demonstrate need for continued supports in the area of behavior? Yes or No

Check and describe the areas that are of most concern:

- Maladaptive Behaviors: _____
- Social Skills: _____
- Emotional/Mental Health: _____
- Chemical Health: _____
- Probation: _____
- Other: _____

Independent Living Skills

- What is the student's appropriate measurable goal for independent living? _____
- Does the student have continued needs in the area of independent living skills as identified by the annual IEP? Yes or No
 - If yes, what are the indicators of continued need? (e.g. self-care, problem solving, socialization and daily living skills, including basic money management, utilizing transportation, recreation and leisure)
 - Does the student have any other supports/resources to meet these needs? (e.g. DD Social Worker, waived services, SSI benefits, family members, PCA, Metro Mobility, housing, Vocational Rehabilitation Services, medical insurance)

Employment

- What is the student's appropriate measurable employment goal? _____
- Has the student had work-related experiences? (Explain below)
- Non-Paid (list all): _____
- Paid (list all): _____
- Were these experiences successful? Yes or No
 - If yes, indicators of success (e.g. length of employment, work based learning, on-the-job training, employer performance evaluations, number of hours per week, integrated setting, competitive wage, school vs. community, vocational assessment, explain the support)
 - If no experience, do their skills and behaviors in the school setting appear consistent with successful employment? (e.g. attendance, personal appearance, accepting feedback, discipline referrals, work completion, compliance with supervisors, self-advocacy).
 - Notes/Comments: _____

Post-Secondary Education and Training

- What is the student's appropriate measurable postsecondary goal? _____

- Has the student taken the required entrance exams (i.e. Accuplacer, ACT, ASVAB)?
 - Please list the test scores and indicate if the student had accommodations:

 - Rigor of coursework (i.e. Transcript/current schedule, Special Education, General Curriculum, Advanced Placement, 916 Career and Technical Education, PSEO) _____
- Are the student's self-advocacy skills commensurate with their measurable postsecondary goal? Yes or No
 - Indicators of success (e.g. organizational skills, planning, prioritizing, time management, understanding of adaptations and accommodations, accesses assistance when needed, articulate strengths and areas for improvement, finishes tasks in times allotted, flexibility to changes in routine, possesses decision-making skills)

What additional information does the team need to gather to determine the appropriate graduation pathway for the student? _____

MHS Transition Planner/Tracker

STUDENT INFORMATION

NAME: _____

DOB: _____

Case Manager: _____

GENERAL INFORMATION

1. Does Student meet with School Social Worker?
2. Does Student have a County Case Manager?
3. Does Student have a Voc Rehab Worker?
4. Does Student have a Mental Health Case Worker?
5. Does Student have a Probation Officer?
6. Does Student have a Truancy Case Worker?
7. Is Student own Guardian (at age 18)?

	YES	NO	
			Comments: _____

9th Grade

1. Attend and Participate in all IEP & Related Meetings
2. Explore Assistive Technology Options
3. Explore options for obtaining Diploma (School Credit vs. IEP Goals)
4. Communicate Disability/Needs to Teachers
5. Identify and Request Accommodations
6. Begin Self-Advocacy Skills

			Comments: _____

10th Grade

1. Complete/Match Career Interest Inventories (with abilities)
2. Work Experience Internships/Service Learning
3. Gather information for Post-Secondary Options
4. Consider/Obtain Driver's Education, Driver's License or State I.D.
5. Consider Technical Courses (916/Vo-Tech/PAES)
6. Look for Summer employment (Tree Trust, for example)

			Comments: _____

11th Grade

1. Invite Community Agencies to Meetings
2. Develop Resume - revise as needed
3. Identify Independent Living Needs
4. Consider/Apply for Guardianship/Conservatorship
5. Apply for Vocational Rehabilitation Services
6. Enroll in Work Experience Class
7. Enroll in Transition classes (Consumer Skills, Parenting, Foods, etc.)
8. Participate in Paid/Non-Paid Work Experience
9. Participate in Job Shadowing
10. Participate in PAES (Vocational Evaluation Class)
11. Take College Entrance Exams: ACT, ASVAB, Accuplacer Test
12. Plan for Post-High School Transition

			Comments: _____

12th Grade

1. Apply for Medical Assistance/Insurance
2. Apply to Post Secondary Institution(s)
3. Contact Disability Specialist for each School applied to
4. Attend Fall College/Transition Fairs
5. Confirm Living Arrangements for Post High School

			Comments: _____

Additional Comments:

**ISD #832 Passages Transition Program
Referral Form & Checklist**

Personal Information

Date: _____

Student Name: _____ Preferred Name: _____

Student Cell Phone: _____

DOB: _____ Age: _____ Year student Ages out: _____

Student MAARS number and Paperwork sent to District Office: _____

Parent/Guardian Name(s): _____

Phone(s): _____ Email(s): _____

Legal Status: Own Guardian
Yes No

For Passages Use Only: Documentation Received

- Guardianship: _____ Relationship: _____
Contact Information: (Home) _____ (Cell) _____
- Conservatorship: _____ Relationship: _____
Contact Information: (Home) _____ (Cell) _____

Living Arrangements:

- w/Parents w/Foster Parents w/Guardian
 Independent w/Friends
 Homelessness/At-Risk Transitional/Temp. Housing

Group Home Group Home Manager: _____
Phone(s): _____
Other Staff Contact: _____

School Data

Primary Disability: _____ Secondary Disability: _____

IEP Date: _____ Evaluation Date: _____

Current High School Setting: _____ High School: _____

High School Case Manager: _____ Phone: _____

Case Manager Notes (please attach): _____

(please complete back)

_____ 1. PWN – include PWN which reflects the student’s change to a Federal Setting IV Program, as well as the change in service minutes on the Service Grid for the individual student. (See SAMPLE PWN.)

_____ 2. A. Current IEP – must state the student’s individualized transition needs/goals.

1. IEP must have at least one but is not limited to one annual transition goal that addresses one (or more) of the transition areas (Employment, Post-Secondary, Independent Living)
2. Service Grid reflects Passages minutes (i.e. full day at Passages = 320 minutes (important to end HS service minutes and begin to reflect Passages service minutes)- See SAMPLE PWN.

_____ B. Present levels of performance must address the three areas of transition:

1. Employment
2. Post-Secondary Education and Training
3. Independent Living (where appropriate, and may include recreation and leisure, community participation and home living)

_____ C. Must contain Measurable Postsecondary Goals written addressing the student’s plans for after s/he earns a diploma (rather than addressing plans for after high school).

Example: After earning his/her diploma, (student name) will have explored competitive employment in the sporting goods industry working as a cashier.

_____ D. Transportation addressed and included in IEP

_____ E. 916 / PSEO Registration completed and submitted to institution of choice copy send to Passages (this should be submitted with registration materials Feb of senior year)

_____ 3. Current Evaluation Report

The Evaluation Report must address the three areas of transition as they apply to the needs and interests of the student. IT MUST INCLUDE, (and document which was used) AT LEAST TWO TRANSITION TOOLS. (Examples: Casey, MCIS, ABAS, Enderle-Severson, #832 Informal Transition Survey etc...)

_____ 4. FBA & BIP (if this applies to student) Yes No

_____ 5. Vocational Evaluation: PAES, etc. (if this applies to student) Yes No

_____ 6. Total credits earned as of today ___ Additional/Anticipated credits to be earned by June ___

Was there a Graduation Plan for this student? Yes No Comments:

Current transcript ___ Transcript at the end of senior year sent to Passages ___ Diploma Held ___

_____ 7. Graduation Testing Requirements Must Be Completed before attending Passages Transition Program.

Please note the test taken by this student: ACT ASVAB Accuplacer MTAS

After all items are completed, place the documents in a file folder (with this Referral Form and Checklist on top). Send the file in district mail or drop-off to Passages Transition Program