

ISLAND TREES UNION FREE SCHOOL DISTRICT



TRANSITION PLAN

Transition from School to Post-School for Students with Disabilities

2010

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A special thank you to Sabina Martinko for her assistance with this plan.

TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES

Transition planning and services are designed to prepare a student with a disability to achieve his or her post-secondary goals related to living, learning and earning within the community. A successful transition process is based on the student's strengths, preferences and interests, and requires collaboration between the school district, student, family and community agencies.

"Transition Services" are defined in the IDEA and Part 200 as a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities including, but not limited to, post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based upon the individual student's strengths, preferences and interests, and shall include needed activities in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and a functional vocational evaluation.

Transition planning for secondary students with disabilities is outcome oriented and looks toward adult life. Special education and related services are designed to meet their unique needs and prepare them for further education, employment and independent living. Professionals, students and parents or other guardians work cooperatively to identify appropriate destination statements and to determine and implement plans for reaching these outcomes. The student's interests and needs are kept foremost in the decision making process.

For those students beginning not later than the first IEP to be in effect when the student is age 15, and at a younger age, if determined appropriate, and updated annually, the IEP shall include:

- under the student's present levels of performance, a statement of the student's needs, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities;
- appropriate measurable postsecondary goals based upon age appropriate transition assessments relating to training, education, employment and, where appropriate, independent living skills;
- a statement of the transition service needs of the student that focuses on the student's courses of study, such as participation in advanced-placement courses or a vocational education program;

- needed activities to facilitate the student's movement from school to post-school activities, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation; and
- a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to post-school opportunities, or both, before the student leaves the school setting.

The student will be invited to all meetings that are held for the purpose of discussing transition services. In addition, with parental consent or consent of a student 18 years of age or older, a representative of the agencies likely to provide or pay for transition services will be invited. Other knowledgeable school personnel, such as the administrator, psychologist, related service provider, and general education teacher, may be asked to participate in the process.

The coordinated set of activities includes:

- **Instruction** – Education instruction that will be provided to the student to achieve the stated outcome(s), such as general and/or special education course instruction, occupational education and advanced placement courses.
- **Related Services** – These are specific related services, as defined in Section 200.1 of the Regulations of the Commissioner of Education, such as rehabilitation counseling services, which will support the student in attaining the stated outcome(s).
- **Employment and Other Post-School Adult Living Objectives** – Educational services that will be provided to the student to prepare for employment or other post-school activity. Post-school activities will determine what other skills or supports will be necessary for the student to succeed as independently as possible. Examples include participation in a work experience program, information about colleges in which the student has an interest and travel training.
- **Community Experiences** – Community-based experiences that will be offered, or community resources utilized as part of the student's school program, whether utilized during school hours or after school hours, to achieve the stated outcome(s).
- **Activities of Daily Living Skills (ADL)** (if appropriate) – ADL skills, such as dressing, hygiene, self-care skills, and self-medication, necessary to be worked on to achieve the stated outcome(s).

- **Functional Vocational Assessment** (if appropriate) – If the vocational assessment has not provided enough information to make a vocational program decision, additional assessment activities can be performed to obtain more information about the student’s needs, preferences and interests.

The recommended coordinated set of transition activities:

- are based on individual student’s needs and post-secondary goals.
- are reasonably calculated to assist the student to reach his career and other post school goals in the areas of employment, education and community living.
- are focused on improving the academic and functional achievement of the student with a disability to facilitate transition to postsecondary life.
- are based on assessment information, including vocational assessment.
- focus on the student’s strengths, interests and abilities.
- reflect involvement and connections with general and career and technical education programs as well as post-school supports and programs.
- are developed with students and parents as active participants.
- clearly identify the responsibilities of the school district and other agencies.

Student Exit Summary

The Individuals with Disabilities Education Act 2004 and NYS regulations require the school to provide a student with a disability a summary of his or her academic achievement and functional performance, which must include recommendations on how to assist the student in meeting his or her postsecondary goals. This summary must be provided prior to school exit for a student whose eligibility for special education services ends due to graduation from high school with a regular diploma or due to exceeding the age eligibility for a free appropriate public education under State law. This includes students exiting school with a Regents, local, and Individualized Education Program (IEP) Diploma. Though not required, classified students who are exiting with a High School Equivalency Diploma will be provided with this summary.

VOCATIONAL ASSESSMENT POLICY

GOAL OF THE VOCATIONAL ASSESSMENT PROCESS

The goal of the vocational assessment process is the successful transition of students to post-secondary education or employment. The process serves to help students, parents, and staff focus on long-term planning leading to realistic outcomes. The ultimate goal is for the school, the family and community agencies to work cooperatively to identify appropriate destination statements and to determine and implement plans for reaching these outcomes.

Vocational assessment is an ongoing process involving the systematic collection of information about a student's vocational aptitudes, abilities, expressed interest and occupational awareness. Based on the age, abilities, interests and needs of each student, an appropriate vocational assessment may include:

- the review of existing school information
- the completion of informal interviews
- parent questionnaires
- one or more formal vocational evaluations
- job and student performance analysis made in real and/or simulated work settings.

Though the amount and type of information collected on each student may vary, it must be sufficient for the Committee on Special Education to make and substantiate appropriate occupational education programs decisions.

LEVEL OF VOCATIONAL ASSESSMENT

Vocational assessment is conducted for special education students starting at age twelve (12) and those referred to special education for the first time who are age twelve (12) or older. Under IDEA the district is required to provide a Level I Assessment for all classified students. The CSE or school may determine whether a Level II or III Assessment is necessary.

Level I vocational assessment includes a structured collection of information and analysis of existing information about the student. This assessment involves the participation of the student, the student's parent(s) or guardian(s), a special education teacher, and the student's guidance counselor. Other appropriate professionals may also participate in this assessment.

Level II vocational assessment is more focused and involves administration of standardized tests, which look in further detail at interests, vocational skills, and specific aptitudes and abilities. This assessment builds upon information that was recorded in the Level I assessment. Specialized vocational evaluation instruments, such as a vocational interest inventory, vocational aptitude battery and selected work samples, may be introduced at this level.

Level III vocational assessment is a situational assessment conducted while a student is actually engaged in work related/vocational activities. This may require resources such as those available in a vocational rehabilitation facility, an occupational assessment center or in an actual work setting. This type of assessment is usually reserved for more multi-disabled students whose disabilities are very severe.

In all cases, the assessments keep the student's unique interests, needs and desires in the forefront during the evaluation and decision making process.

Island Trees Transition Plan for Classified Students

***Mission Statement** – The goal of the transition team is to ensure that all Island Trees students with disabilities in grades 7-12 receive appropriate and meaningful transition planning. Individualized transition plans for each student will be accessible and practical for parents and faculty to utilize in the transition process.*

Grade 5

Overview of transition planning process for parents:

- At the 5th grade annual review, a copy of the district's transition plan will be provided to parents.

Grade 6

Student Interview

- Administered and completed by the guidance counselor by November 1st.

Parent Questionnaire

- Will be sent to parents by the guidance counselor as well as posted on the district website.

Teacher Assessment Form

- Will be completed by the special education contact teacher in collaboration with the student's general education teachers.

Grade 7

Career Interest Inventory

- Administered and completed by the guidance counselor utilizing Career Zone computer program. This will be completed prior to annual review and a printed copy will be placed in the transition folder.

Grade 8

Student Interview

- Administered and completed by the guidance counselor by November 1st.

Teacher Assessment Form

- Will be completed by the special education contact teacher in collaboration with the student's general education teachers. The form will be utilized by 9th grade teachers in an effort to provide continuity between services at the middle and high school levels.

Grade 9

Student Interview

- Administered and completed by the special education contact teacher by November 1st.

Student Assessment

- Updated educational assessment completed by special education contact teacher prior to annual review.

Grade 10

Student Interview

- Administered and completed by special education contact teacher by November 1st.

Parent Questionnaire

- Will be sent to parents by the guidance counselor as well as posted on the district website.

Career Interest Inventory

- Administered and completed by guidance counselor utilizing Naviance Career Planner computer program. This will be administered during the first semester and completed prior to annual review. A printed copy will be placed in the transition folder.

Grade 11

Student Interview

- Administered and completed by the special education contact teacher by November 1st.

Grade 12

Student Interview

- Administered and completed by special education contact teacher by November 1st.

Parent Questionnaire

- Will be sent to parents by the guidance counselor as well as posted on the district website.

VESID/OPWDD

- All seniors will be referred to VESID for post-secondary vocational planning. When appropriate, referrals will be made to OPWDD (formerly OMRDD).

Student Exit Summary

- Will be completed by the special education teacher prior to graduation.

Additional Considerations:

- Each year an updated copy of the IEP should be included in the student's transition folder.
- Any vocational evaluations and/or assessments should be included in the student's transition folder.
- A copy of the transition plan will be provided to parents, special education teachers, guidance counselors, and administrators.
- A checklist will be utilized to monitor the progress of the student's transition plan.
- All transition information will be made available online on the district website.
- Transition folders will be stored with special education folders upon graduation from high school.

Additional Information:**Transition from School to Post-School for Students with Disabilities**

<http://www.emsc.nysed.gov/specialed/transition/>

Services for High School Students School to Work Transition

<http://www.vesid.nysed.gov/do/transition.htm>

Youth in School – Transition Planning and Services Policy

http://www.vesid.nysed.gov/current_provider_information/vocational_rehabilitation/policies_procedures/0421_youth_in_school_transition_planning_and_services/policy.htm

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

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Office for Civil Rights
Washington, D.C. 20202**

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More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on



the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.*/[/](#)

Although both school districts and postsecondary schools must comply with these same laws, the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such adjustments are arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school will probably require you to provide documentation that shows you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

Although an individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through the following Web page:

<http://www.jan.wvu.edu/cgi-win/TypeQuery.exe?902>

Once the school has received the necessary documentation from me, what should I expect?

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative would also be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may [file a complaint](#) against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, you may contact us at :

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100
Phone: 1-800-421-3481
TDD: 1- 877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

*/You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.

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This publication is also available on the Department's Web site at <http://www.ed.gov/ocr/transition.html>. Any updates to this publication will be available on this Web site.

On request, this publication can be made available in alternate formats, such as Braille, large print or computer diskette. For more information, you may contact the Department's Alternate Format Center at (202) 260-0852 or (202) 260-0818, or via e-mail at Katie.Mincey@ed.gov. If you use a TDD, call 1-800-877-8339.

TRANSITION PLANNING CHECKLIST

	Staff Member	Staff Initials/Date
Grade 5		
<ul style="list-style-type: none"> • Distribution of Transition Plan to parents 	CSE Chair or Sub-CSE Chair	
Grade 6		
<ul style="list-style-type: none"> • Student Interview 	Guidance Counselor	
<ul style="list-style-type: none"> • Parent Questionnaire 	Guidance Counselor	
<ul style="list-style-type: none"> • Teacher Assessment Form 	Special Education Teacher	
Grade 7		
<ul style="list-style-type: none"> • Career Interest Inventory 	Guidance Counselor	
Grade 8		
<ul style="list-style-type: none"> • Student Interview 	Guidance Counselor	
<ul style="list-style-type: none"> • Teacher Assessment Form 	Special Education Teacher	
Grade 9		
<ul style="list-style-type: none"> • Student Interview 	Special Education Teacher	
<ul style="list-style-type: none"> • Student Assessment 	Special Education Teacher	
Grade 10		
<ul style="list-style-type: none"> • Student Interview 	Special Education Teacher	
<ul style="list-style-type: none"> • Parent Questionnaire 	Guidance Counselor	
<ul style="list-style-type: none"> • Career Interest Inventory 	Guidance Counselor	
Grade 11		
<ul style="list-style-type: none"> • Student Interview 	Special Education Teacher	
Grade 12		
<ul style="list-style-type: none"> • Student Interview 	Special Education Teacher	
<ul style="list-style-type: none"> • Parent Questionnaire 	Guidance Counselor	
<ul style="list-style-type: none"> • VESID 	HS Special Education Chairperson	
<ul style="list-style-type: none"> • Student Exit Summary 	Special Education Teacher	

Island Trees UFSD Level I Parent Interview

Student's Name _____ DOB _____ Age _____
 Completed By _____ Relationship to Student _____ Date _____

Parental input is an essential part of planning for your child's transition to enter the world of work, further education and community living. This questionnaire concerns your thoughts regarding your child's future. Please complete and return this form; State Regulations require this be included in your child's educational records.

A. General Information

Respond "NA" if Not Applicable to your child

1. What are your child's strengths? What does he/she do well?	
2. What do you see as your child's major challenges?	
3. What does he/she do during leisure time? a. When alone b. With family c. With friends	a. b. c.
4. How does he/she respond to your discipline and limit setting?	
5. What are some of the learning, physical and/or medical problems that may affect your child's future functioning?	
6. Does your child have any behaviors that interfere with learning?	
7. What is your child's awareness of his/her disability?	
8. After your child graduates, what jobs do you think he/she would enjoy and succeed at?	
9. a. What are your child's future expectations? b. Are these expectations realistic?	----- -----
10. Do you think your child will need any special accommodations in a work environment?	
11. Would you consider vocational training for your child? If yes, in what areas(s)?	
12. Are you familiar with the agency/program options that may be available to your child after high school? (e.g.: VESID, case management, supported employment, vocational training, college disability services)	

B. What chores or responsibilities does your child have?

Chores/ Responsibilities	Does he/she work independently? What kind of help is needed?
1. Home	
2. Paid Jobs	

C. How would you evaluate his/her functioning in the following independent living areas?

	Adequate	Some Assistance Needed
Time Management / Organization	_____	_____
Interpersonal Skills	_____	_____
Communication Skills	_____	_____
Personal Safety	_____	_____
Hygiene / Grooming	_____	_____

D. Does your child:

- Have any physical, emotional, or medical conditions? No Yes
 If yes, explain. _____
 What impact will this have on his/her future?..... _____
- Take any medications regularly? No Yes
 Name of medication _____
 Reason for taking _____
- Go shopping alone? No Yes
 If yes, where? _____
 For how long? _____
- Use public transportation?..... No Yes (Check all that apply): Bus Train
 Has ridden alone
 Has ridden with family
 Has ridden with friends
 Will he/she be able to travel alone when older? No Yes Unsure
 Will you allow him / her to use public transportation? No Yes Unsure
- Do you think your child will be able to drive?..... No Yes Unsure

E. After leaving high school, what do you see your child participating in? (Check all that may apply)

- College Vocational School/Training Military
 Employment (independent) Employment with Support/Supervision
 Family/ friend's business (Explain) _____
 Other (Explain) _____

F. What do you think your child's living accommodations will be? (Check 1 in each column)

	After Leaving High School	Long-Term Outcome (8+ years after leaving high school)
At Home	_____	_____
College Campus	_____	_____
His/Her Own Apartment or Residence	_____	_____
Apartment or Residence with Support	_____	_____
Community Residence	_____	_____
Other (specify)	_____	_____

G. What financial/legal support do you think s/he will have/need when becoming an adult (Check all that may apply)

- Job Income or Family Support Guardianship
 Social Security Disability (SSD) Medicaid
 Supplemental Security Income (SSI) Trusts/Wills
 Other (Explain) _____

Island Trees UFSD Staff Use Only: Complete when the form was filled out by school personnel

Person Interviewed (Name) _____ Relationship to Child _____
 Interviewed By _____ Position of Interviewer _____

Island Trees UFSD Level I Teacher Assessment

Student's Name _____ DOB _____ School/Program _____
 Teacher Completing _____ District _____ Date _____

Please complete this form based on your interactions and observations during the school day.

1. What are the student's strengths?	
2. What are some of the learning, physical or behavior problems that may affect future functioning?	
3. Does the student have an awareness of the world of work?	
4. Has he/she expressed plans for after leaving high school? (e.g.; college, military, career or vocational preference)	
5. Do you think the student will need any special accommodations in the work environment?	

*Please indicate the student's functioning in regard to the following **basic foundation skills**.
Use comments section for details.*

Indicate the student's functioning in comparison to GRADE LEVEL according to testing or teacher estimate. <i>Mild = appx. 1-2 grades below</i> <i>Moderate = appx. 2-3 grades below</i> <i>Significant = appx. 3+ grades below</i>		Above or On Grade Level	Mild Weakness	Moderate Weakness	Significant Weakness	Does Not Demonstrate		
Reading								
Sight word vocabulary							Comments	
Uses context to determine unknown words								
Reading Comprehension (when read by the student)								
Recalls main idea & sequence								
Retells a story								
Recognizes important details								
Predicts outcome / draws conclusions								
Listening Comprehension (when read to the student)								
Recalls main idea & sequence								
Retells a story								
Recognizes important details								
Predicts outcome / draws conclusions								
Writing								
Writes simple sentences								
Writes complex sentences								
Writes an appropriate paragraph								
Spelling skills								
Capitalization & punctuation								

Please indicate the student's functioning in regard to the following basic foundation skills . Use comments section to provide details.	Above or on grade level	Mild Weakness	Moderate Weakness	Significant Weakness	Does Not Demonstrate	Comments

Mathematics

Relies on use of a calculator for computation tasks	___ Yes ___ No					
Addition concepts / computation skills						
Subtraction concepts / computation skills						
Multiplication concepts / computation skills						
Division concepts / computation skills						
Word problems						
Money concepts						
Time concepts						

Speech / Language

Organizes thoughts when speaking						
Can retell an experience sequentially						
Can be understood verbally						
Uses appropriate volume						
Uses appropriate greetings						
Maintains eye contact when speaking						
Maintains topic of conversation						
Does not interrupt conversations						

	Always	Frequently	Sometimes	Rarely / Does Not	Comments (if necessary)

Social / Emotional and Classroom Foundation Skills

Comes to class prepared					
Organizes his / her books & supplies					
Participates in instructional activities					
Is able to sustain attention					
Is able to transition between activities					
Complies with requests of staff					
Accepts constructive criticism					
Seeks out appropriate support personnel					
Associates appropriately with peers					
Respects property of school and others					
Refrains from verbal aggression					
Refrains from physical aggression					
Demonstrates good personal hygiene					

Other Information

Does student demonstrate difficulties in any of the following areas:

	No	Yes	If YES, explain
Fine motor coordination			
Gross motor coordination			
Hearing			
Vision			
Health or Medical Concerns			
Daily living skills			

**Island Trees UFSD
Level I Student Interview**

Name _____ **Age** _____ **Grade** _____ **Date** _____
School _____ **District** _____

1. What do you like to do in your free time? What are your interests?	----- ----- -----
2. What do you think you do best?	----- ----- -----
3. Do you have any responsibilities at home? What are they?	----- ----- -----
4. What are your favorite subjects in school?	----- ----- -----
5. What are your least favorite subjects?	----- ----- -----
6. Do you have any learning difficulties? Explain.	----- ----- -----
7. Do you have any behaviors that interfere with your learning?	----- ----- -----
8. Have you ever had a job? Doing what?	----- ----- -----
9. What do you want to do when you graduate from high school?	----- ----- -----
10. What do you have to do to prepare for this?	----- ----- -----
11. After high school, what type of job would you be interested in doing?	----- ----- -----
12. Are there any jobs that do not interest you?	----- ----- -----
13. What would your parents like you to do when you graduate high school?	----- ----- -----
14. When you get older, who do you want to live with?	----- ----- -----
15. What are your hopes and dreams for the future?	----- ----- -----

OVER

16. Who are the adults that you live with? What type of work do they do?

Adults You Live With	Work They Do

17. Do you have any physical, medical, vision or hearing conditions? *Explain.* No Yes

18. Do you take any medications regularly?..... No Yes

Name of medication.....
Reason for taking medication

19. In an emergency, who would you call?...

What is their number?.....

Do you carry: (*check all that apply*)

a cell phone other texting technology neither

20. Do you use public transportation? No Yes (*check all that apply*): Bus Train

21. Do you have working papers? No Yes

22. Do you have a permit or driver's license? No Have permit Have license

23. Who completed this form?..... Student Student (*with adult assistance*)

Interviewer:

Name _____

Title _____

OFFICE USE ONLY:

Comments:

Signature

Title / Position