

Transition



**NEXT STEP
PROGRAM**

It's the law



The purpose of IDEA is to ensure that all children with disabilities have available to them FAPE which emphasizes special education and related services designed to meet their unique needs and prepare them **FOR FURTHER EDUCATION, EMPLOYMENT, and INDEPENDENT LIVING**

Someone's got to do it



Prior to the student's graduation from high school, it is the responsibility of the student's IEP team to identify and engage the responsible agencies, resources, and accommodations required for the student to successfully achieve positive adult life outcomes.

Don't pass the buck



- *You NEED to provide information to parents on essential health and income maintenance programs.*
 - Social Security Benefits
 - Health Insurance
 - Vocational Rehabilitation Services
 - Workforce Centers



ON-LINE

MOWER COUNTY

AUSTIN, MINNESOTA

Minnesota

DEPARTMENT OF EMPLOYMENT AND ECONOMIC DEVELOPMENT

Disability Benefits 101

work • benefits • you



Enderle Severson Transition Rating Scale



- Implemented consortium wide
- Rating scale that provides assessment leading to narrative descriptions of strengths and possible areas of concern in five transition areas: Employment, Recreation and Leisure, Home Living, Community Participation, and Post Secondary Education

It's that easy...

Employment

1. The learner demonstrates good attendance. Yes No _____
 - Good attendance in school.
 - Good attendance in an employment situation (if applicable).
2. The learner demonstrates appropriate hygiene and grooming. Yes No _____
3. The learner is punctual. Yes No _____
 - Punctuality in school.
 - Punctuality in work situations (if applicable).

Home Living

1. The learner demonstrates the ability to use the telephone. Yes No _____
2. The learner dresses appropriately for specific situations. Yes No _____
 - Weather conditions.
 - Various activities.
3. The learner performs household cleaning/laundry. Yes No _____
4. The learner is able to safely perform light household maintenance. Yes No _____
 - Uses basic appliances and tools.
 - Demonstrates safety when using appliances and tools..
 - Performs basic home care tasks.

There's an easier way.

- Gather the details.
- Enter the information.
- Generate a complete report.



Online Transition Planning Report Generation in Minutes!



Next STEP



- Student has a Transition **NEED** in either Employment and/or Daily Living Skills (vocational post-secondary enrollment)
- Graduation Path has been determined by IEP team

Student referral to the Next STEP Transition Program

Graduation Path



Traditional Student or Semi-Traditional

- Meets the graduation requirements set by district
- Next STEP as elective courses – Junior/Senior

Non-Traditional Student

- Focuses on daily living skills, pre-employment skills – starts in 9th grade
- Alternative teaching modes
- Spends half of day in program

Next STEP STUDENT



GRADING

- Nontraditional Graduate: Pass/Fail Scale with grades only at the end of the quarter
- Semi-traditional Graduate: Will receive letter grades at midterm and end of quarter

ABSENSES

- Inform Next Step Staff if student is absent for the day (due to illness or school fun day)

Next STEP STUDENT



SCHEDULING

- Students are grouped on ability level and work opportunities
- Case managers will be contacted at end of school year with tentative schedule for student
- Case managers update the school district
- Transportation is a factor as well

Students not eligible for Next STEP



- Include VRS at IEP meetings
- Connect student with community agency contacts:
 - Social Services, Health Insurance, ect
 - Post-Secondary Disability Services
 - Workforce Center