

RALEIGH COUNTY SCHOOLS- STUDENT PLANNING INITIATIVE
 STEPS: PARTS 1-3 ANNUAL REVIEW
 (STUDENT TRANSITION & EDUCATIONAL PLANNING SUMMARY) For students on DLM

Student Name: _____	Grade: _____	Age: _____
Teacher: _____	Date: _____	

*TRANSFER OF RIGHTS: For students reaching age 17 within the next 12 months has:
 Guardianship been addressed: Yes No

STEP 1: TRANSITION ASSESSMENTS REVIEWED: Entry Level Skill Acquisition Level Pre-Employment Level

Minimally DLM Performance or Not in Grade Tested School to Work Evaluations
 Supported Emerging Approaching Target At Target Above Target
 Students Parent Survey PEP Reading-Free Vocational Interest Inventory

Moderately DLM Performance Or Not in Grade Tested School to Work Evaluations
 Supported Emerging Approaching Target At Target Above Target
 Students Parent Survey PEP Reading-Free Vocational Interest Inventory or Enderle Severson Transition
 Rating Scale Form-III

Maximally DLM Performance Or Not in Grade Tested
 Supported Emerging Approaching Target At Target Above Target
 Students Parent Survey PEP Reading-Free Vocational Interest Inventory or Enderle Severson Transition
 Rating Scale Form-S

STEP 2: POST-SECONDARY GOALS: Entry Level Skill Acquisition Level Pre-Employment Level

	Education	Employment	Adult Living
Minimally Supported Student	<input type="checkbox"/> Trade/Vocational/College <input type="checkbox"/> Vocational Rehabilitation (WVDRS) <input type="checkbox"/> Day Program	<input type="checkbox"/> Vocational Rehabilitation (WVDRS) <input type="checkbox"/> Supported Employment <input type="checkbox"/> Day Program <input type="checkbox"/> Waiver/Title 19	<input type="checkbox"/> Use of Public Transportation <input type="checkbox"/> Independent or with spouse <input type="checkbox"/> Pubic Housing <input type="checkbox"/> Supported Apt alone or with roommate <input type="checkbox"/> Voting/ Civic <input type="checkbox"/> Recreation/Leisure/Athletic Clubs <input type="checkbox"/> Home Mgmt./ Finance / Budget <input type="checkbox"/> Consumer Skills: <input type="checkbox"/> Shopping <input type="checkbox"/> Dentist/Doctor, etc. <input type="checkbox"/> Church Groups
Moderately Supported Student	<input type="checkbox"/> Vocational Rehabilitation (WVDRS) <input type="checkbox"/> Day Program <input type="checkbox"/> Agency Support Services <input type="checkbox"/> REM <input type="checkbox"/> CCIL <input type="checkbox"/> Others (See Listing)	<input type="checkbox"/> Vocational Rehabilitation (WVDRS) <input type="checkbox"/> Supported Employment <input type="checkbox"/> Day Program <input type="checkbox"/> Waiver/Title 19 <input type="checkbox"/> Agency Support Services <input type="checkbox"/> REM <input type="checkbox"/> CCIL <input type="checkbox"/> Others (See Listing)	<input type="checkbox"/> Use of Public Transportation <input type="checkbox"/> Supported Apartment <input type="checkbox"/> Supervised Group Home <input type="checkbox"/> Voting/Civic with support <input type="checkbox"/> Recreation/Leisure/Athletic Clubs w/ Adult Supports <input type="checkbox"/> Consumer Skills with Support <input type="checkbox"/> Church Groups with Support
Maximally Supported Student	<input type="checkbox"/> Agency Support Services <input type="checkbox"/> REM <input type="checkbox"/> CCIL <input type="checkbox"/> Others (See Listing)	<input type="checkbox"/> Waiver/ Title 19 <input type="checkbox"/> Agency/Support Services <input type="checkbox"/> REM <input type="checkbox"/> CCIL <input type="checkbox"/> Others (See Listing)	<input type="checkbox"/> Use of Public Transportation with Adult Support <input type="checkbox"/> Supervised Group Home <input type="checkbox"/> Home with family <input type="checkbox"/> Recreation/Leisure with Adult Support <input type="checkbox"/> Consumer Skills with Adult Support <input type="checkbox"/> Church Groups with Adult Support

STEPS Part 3: ACTIVITIES / LINKAGES FOR ANNUAL REVIEW

(See Guidelines for Individual School Consideration on the Continuum)

Continuum Grades 9-12 Plus

9th Grade

12th Grade to Graduation

Entry Level (Classroom – Direct, Explicit Instruction)	Skill Acquisition Level (Generalization of Skills to School Community & Simulation and Role Play)	Pre-Employment Level (Application of Skills through On-Site Community Employment Experiences)
<p>Components to Address Activities/Linkages:</p> <p>__1. Instruction:</p> <p>a. Thematic Teaching Inventory Unit’s linked to Post-Secondary Goals</p> <p>b. Parent Interest Inventory</p> <p>__2. Education: 8th or 11th grade DLM Results:</p> <p>Reading: __ Emerge __ Approach __ Target __ Above</p> <p>Math: __ Emerge __ Approach __ Target __ Above</p> <p>Science: __ Emerge __ Approach __ Target __ Above</p> <p>__3. Instruction in Classroom Employment Competence Curricula:</p> <p>a. __ Aligning Life Skills Program</p> <p>b. __ Conversation Skills Curriculum</p> <p>c. __ Job Ad Search Program</p> <p>d. __ Life Skills Portfolio</p> <p>__4. Results of Classroom Performance on Employment Competence Curricula:</p> <p>(Skill Performance Rating: 1=Maximum Adult Assistance 2=Semi-Independent/Adult Assistance 3=Independent)</p> <p>__1 __2 __3 Communication Skills</p> <p>__1 __2 __3 Conversations/ Greetings</p> <p>__1 __2 __3 Hygiene /Dress</p> <p>__1 __2 __3 Organizational (Breaks, Leisure)</p> <p>__1 __2 __3 Safety</p> <p>__1 __2 __3 Specific Occupational Skills</p> <p>__1 __2 __3 Seeking Help/ Using Resources (Maps, Signs, Room Numbers, etc.)</p>	<p>Components to Address Vocational Aptitude Linkage:</p> <p>__1. Simulation/Role-Play Units: (Skill Performance Rating: S=Satisfactory U=Unsatisfactory)</p> <p>__S __U a. Functional Skills System DVD</p> <p>__S __U b. Project Discovery Modules</p> <p>__2. Demonstrate/ Apply Entry Level Employment Social Skills Competencies (Skill Performance Rating: S=Strength N=Neutral W= Weakness)</p> <p>__S __N __W Communication Skills</p> <p>__S __N __W Conversations/ Greetings</p> <p>__S __N __W Hygiene/ Dress</p> <p>__S __N __W Organizational (Breaks, Leisure)</p> <p>__S __N __W Safety</p> <p>__S __N __W Specific Occupational Skills</p> <p>__S __N __W Seeking Help/ Using Resources (Maps, Signs, Room Numbers)</p> <p>__3. Work Base Performance:</p> <p>(Overall Performance Rating: S=Strength N=Neutral W=Weakness)</p> <p>__S __N __W Restaurants</p> <p>__S __N __W Retail</p> <p>__S __N __W Business/ Department Stores</p> <p>__S __N __W Motel/Hotel</p> <p>__S __N __W Independent Facility</p> <p>__4. Determine Potential School-to-Work Location:</p> <p>How often: _____ Location(s): _____</p> <p>_____ X /per week _____</p>	<p>Components to Address Employment/Work-Based Learning:</p> <p>__1. First Semester:</p> <p>How Often: _____ Location(s): _____</p> <p>__ x/ per week _____</p> <p>__a. Employer Questionnaire (overall Performance markings)</p> <p>__ Excellent __ Good __ Adequate __ Poor</p> <p>__b. School Student Performance Information (Overall Performance Markings)</p> <p>__ Mastery __ Strong Progress __ Needs to Improve</p> <p>2. Second Semester:</p> <p>How Often: _____ Location(s): _____</p> <p>__ x/ per week _____</p> <p>__a. Employer Questionnaire (overall Performance markings)</p> <p>__ Excellent __ Good __ Adequate __ Poor</p> <p>__b. School Student Performance Information (Overall Performance Markings)</p> <p>__ Mastery __ Strong Progress __ Needs to Improve</p> <p>__3. Only for Graduating Student: Did worksite lead to Employment Job Offer?</p> <p>__ Yes __ No __ N/A</p>