

**PERSONAL PROFILE  
COMPLETED BY STUDENT/  
CASE MANAGER:**

- What is your disability and how does it impact you?
- Do you advocate for yourself, how?
- What are your responsibilities at home?
- What work have you done on a paid or unpaid status?
- What job did you like the best, why?
- Do you manage your own money?
- How do you get around the community?
- How do you spend your free time?
- Do you get together with peers?
- Do you attend Teen Night Out?
- Are you involved in Special Olympics?
- Do you have a gym membership?
- Where do you see yourself working and living in 5 years?
- How can you benefit from the Adult Transition Program?

**PROGRAM READINESS:**

It may be necessary to deny a student for placement or accept a student for a trial period. The transition team will meet to assess the appropriateness of the trial placement after the mid-term progress report. If your student's placement is impacting their least restrictive environment or impeding the learning/LRE of others, the student may be encouraged to stay in high school or choose an alternative placement that continues to work on transition skills which are necessary for home, the community, and on the job.

Attending the ATP is a privilege. Policies of the Grand Forks Public Schools (behavior, attendance, dress code, positive participation) are enforced. This program is optional with schedules based on the student's transitional goals. Because high school graduation credits have already been earned, attendance is not mandatory (however encouraged) and participation is not allowed if the student's behavior negatively impacts themselves or staff/students at school.

**Adult Transition Program  
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# Adult Transition Program (A.T.P)



## **TIMELINE BEFORE ENTRY**

- Student's junior year, ATP teacher attends IEP to share information regarding post-high school options.
- Fall of student's senior year, IEP and ATP team completes ATP Rubric
- Fall of student's senior year, student, parent /guardian completes application for ATP.
- January of senior year, IEP and ATP team determines enrollment.
- Spring of the student's senior year, case manager schedules ATP visit.

## **CRITERIA CHECKLIST FOR CASE MANAGER:** *(Completed prior to considering application process)*

- Student meets the following requirements:
  - Will complete high school graduation requirements*
  - Is 18 to 21 years of age*
  - Has active IEP*
- Student IEP documents needs in **two or more of the five transition areas:**
  - Job and Job Training*
  - Post-secondary & life-long learning*
  - Recreation & leisure*
  - Independent living*
  - Community Participation*

- Student does not have a history of aggressive or disrespectful behavior that required an alternative site or individual/shared adult support to de-escalate the situation. Student is also respectful of authority figures, peers and community environment.
- Student AND parent /guardian desire that the student work toward as much independence and community participation as possible.
- Student has a goal to access the community and is able to do so independently by using public transportation or driving.

## **CONTRACT COMPLETED BY STUDENT:**

- I can regulate my own behavior without adult support and will practice safety when at school or in the community.
- I am serious about being as independent as possible in the following areas:
  - Job and Job Training*
  - Post-secondary & life-long learning*
  - Recreation & leisure*
  - Independent living*
  - Community Participation*
- I will manage money for the ATP (ex. community outings, monthly city bus pass).

## **CONTRACT COMPLETED BY PARENTS/GUARDIANS:**

*(Family/agency support for student independence is a key component for success in this program.)*

- I agree to support my student to achieve as much independence and community participation as possible.
- I agree to encourage my student to access the community independently, either through public transportation or driving.
- I agree to support my student to live as independently as possible, with parents/guardians, apartment or supported living arrangement.
- I agree to encourage my student to follow the GFPS rules of behavior, attendance, dress code, drug/tobacco use, and positive participation.
- I agree to allow my student to use work experience paychecks to foster financial responsibility (bank account, money management, consumer skills, etc.) while participating in the ATP.
- I agree my student will accept a Certificate of Completion at high school graduation *(your student will receive their high school diploma upon exiting the Grand Forks Public Schools).*