

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

### **Timeline before Entry**

- Student's junior year, ATP teachers attend IEP to discuss program and present graduation options to student and parent/guardian as follows.
  1. Student can attend high school full time, up to the end of school year in which the student turns 21.
  2. Student can attend classes at high school part time and if eligible, participate in the ATP part time, up to the end of the school year in which the student turns 21.
  3. If eligible, student can attend the ATP full time, up to the end of school year in which the student turns 21.
  4. If eligible, student can participate in the ATP part time, up to the end of the school year in which the student turns 21.
  5. Student accepts high school diploma and exits special education, however, North Dakota adult services such as Developmental Disabilities and/or Vocational Rehabilitation do not begin until after the school year in which the student turns 21.
- Fall of student's senior year, the student/parent/guardian completes the ATP application and case manager completes transition assessment to determine eligibility/goals for ATP. The IEP team determines the final decision for acceptance into the ATP. The building coordinator and ATP teachers attend the IEP and are essential members of the team.
- Spring of the student's senior year, register for the ATP if accepted.

### **Criteria Checklist for Case Managers**

(Completed prior to considering application process)

- Student has met requirements for high school graduation
- Student has not received diploma
- Student is 18 to 21 years old
- Student needs support in two or more of the five transition areas:
  1. Job and job training
  2. Post-secondary and life-long learning
  3. Recreation and leisure
  4. Independent living
  5. Community participation
- Student has active IEP with documented transition needs in two or more areas
- Student AND parent/guardian desire that the student work toward as much independence and community participation as possible
- Student has two or more semesters of school work experience and/or community work experience - paid or unpaid
- Student is independent with toileting, personal care, and mobility
- Student AND parent/guardian has desire for student to live in an apartment/supported living arrangements in the future
- Student behavior is respectful of authority figures, peers, and community environment

- Student has long term goal of accessing the community independently by either using the city area transit system or driving - using Dietrich busing is not an option for participating in the ATP

### **Application Process**

(Includes five components)

**1. Criteria checklist completed by students:** motivation to succeed in adult life is an essential ingredient for success in this program

- I will meet all of my high school graduation requirements by the end of this school year
- I have respectful behavior
- I can manage my own behavior and be safe when I am alone at home or in the community
- I am serious about learning to be as independent as I can in the community
- I am serious about learning to be as independent as I can in a job
- I am serious about learning to be as independent as I can in transportation
- I am serious about living in an apartment/ supported living arrangement in the future
- I know the ATP follows the GFPS rules of attendance, dress code, positive participation
- I know that I will need a personal monthly budget for the ATP – spending money for the community, monthly city bus pass

**2. Contract completed by parents/guardians/ student if own legal guardian:** family/ agency support for student independence is also a key factor for success in this program

- Do you agree to support the objectives of this program by allowing your student to work toward as much independence and community participation as possible?
- Do you agree to support the goal of this program to have your student learn to access the community independently, either by the city bus or by driving?
- Is it your desire that your student lives in an apartment/ supported living arrangement in the future?
- I understand that students in the ATP must follow the GFPS rules of behavior, attendance, dress code, and positive participation.
- I understand that budgeting is an important part of the ATP and that my student needs to bring money for community participation and transportation every week/month.

**3. Personal Profile completed by student:** teacher or parent/ guardian can assist

- How do you partake in the community? Do you go to the mall? Do you participate in Special Olympics? Do you go to movies? Do you bowl? Do you hang out with friends?
- How do you get around the community? Do you walk or ride bike? Do you take the city bus? Do you get rides? Do you have your permit? Do you have your license? Do you drive on your own?
- What jobs have you had? Were they paid or unpaid? Which jobs did you like the best? What are you good at? Do you volunteer?
- What is your disability? What things are difficult for you? Do you advocate for yourself?
- What do you like to do for fun? What do you spend your spare time doing?

- What are your hopes for the future? What do you want to be doing in ten years?
- What are your responsibilities at home? What can you cook? What are your chores? Do you do your laundry? Do you make your own appointments?
- What do you want to learn in the Adult Transition Program?

4. **Transition Assessment completed by case manager:** at least one

5. **Interest Inventory completed by case manager:** at least one

It may be necessary to accept a student for a trial period. After mid-term progress report, the transition team will reconvene to assess appropriateness of a trial period placement.

If a student is not accepted, it may be because the ATP cannot provide the supports for the student to be safe in the community. When this occurs, the student is encouraged to stay in high school and continue to work on transition skills which are necessary at home, in the community, and on the job.

Attending the ATP program is a privilege. Policies of the Grand Forks Public Schools (behavior, attendance, dress code, positive participation) are enforced.