



Phase 2 Transition Program

ADMISSION PROCESS

I. Inquiry Phase

1. All **Certificate Program** teachers will provide Phase 2 information to parents at all students' IEP meetings beginning when the student is seventeen.
2. Parents interested in the program will submit an Interest Form (located on last page of packet) to their student's teacher to be kept in the student's blue folder.
3. Upon receiving the Interest Form, the teacher should scan Interest Form to Katie Nelson via email to katie.nelson@rcsd.ms or through county office mail to Katie Nelson at the Learning Center.
4. No meetings/interviews will be scheduled until the spring semester.
5. Remember, **NO** student can enter Phase 2 until they are 18. If a student will turn 18 in the middle of the year, he/she must wait until the following year.

II. Application Phase

1. During the spring semester, teachers will provide a Phase 2 Application to the parents who have filled out an Interest Form, or any other parent who requests an application.
2. Applications will be **due no later than March 1st** to the student's teacher. **LATE APPLICATIONS WILL NOT BE ACCEPTED.**
3. Teachers will send the completed application and a copy of the student's most recent IEP through County Office mail to Katie Nelson at the Learning Center.

III. Interview Phase

1. After receiving all Phase 2 applications and IEPs, the Phase 2 teacher will set up a meeting with each referring teacher to discuss potential candidates (these can be held over the phone if needed).
2. Then a personal interview with each Phase 2 candidate will be held at the home school.
3. Finally, a meeting will be scheduled with the Phase 2 teacher, home school teacher, student, parents, and a county office representative.

IV. Selection Phase

1. When all interviews/meetings are completed, the Phase 2 teacher will meet with the RCSD Special Education Director/Assistant Director to select new students for the Phase 2 Transition Program.
2. If selected, an IEP meeting will be conducted to review the student's goals in the Phase 2 Transition Program. At this meeting, parents and students will receive all necessary information for the upcoming year.

Things to remember:

- Spots are limited and change on a year-to-year basis. Placement is never guaranteed.
- Parents should be aware of all program requirements prior to pursuing entrance into Phase 2.
- Priority will be given to older students (this is not a reason to "hold off" on Phase 2 Applications. Parents are encouraged to apply as soon as possible).
- If a student is not accepted, they can continue to apply every year until the school year the student turns 21.

REQUIREMENTS

- Has not previously or currently obtained paid employment in the community
- Positive attitude/outlook
- STRONG desire to obtain employment
- Self-Motivation
- High work ethic
- Age appropriate self help skills
- Parent/family support
- Transportation once employment is obtained
- Excellent attendance record
- Excellent behavior record
- Open mind
- Realistic expectations for students and parents
- Ability and want to learn skills necessary to obtain employment
- Tell time (digital and analog)
- Use scissors
- Basic money skills (counting, identification, etc.)
- Student is at least 18 years old and not over the age of 20 on the first day of school. Students will exit the program at age 21.

*We expect students to fully participate in the program. We want students to use any limitations they might face as self-motivation and encouragement to achieve and thrive.

Priority will be given to students based on:

- Student's desire to attend program/gain employment
- Potential of student to be successful in the program
- Program's ability to serve the student appropriately
- Commitment of student's family/guardian to support the student's goals and program
- Age of student

*All questions can be directed to Katie Nelson via email (katie.nelson@rcsd.ms).

*Please use email for all communication. If a question needs further clarification, then Katie Nelson will reach out to you by phone.

**IF A STUDENT IS NOT MAKING ADEQUATE PROGRESS IN PHASE 2,
CONTINUATION OF THE PROGRAM IS AT THE TEACHERS' AND
ADMINISTRATORS' DISCRETION.**

PROGRAM OVERVIEW

- **Personalized transition plan and IEP:** These documents are the guiding forces in developing a student's school services. During a student's time in Phase 2, he/she will participate in a Person Centered Planning session with local agencies.
- **Making connections:** Phase 2 staff helps students and families make meaningful connections with adult services and supports such as: ongoing transition planning, parent education, collaboration with agencies (e.g., Hudspeth Regional Center, Vocational Rehabilitation, etc.) and resource planning, etc. **Note: These connections can extend to personal and family networks that might be useful in forging employment and other opportunities in the community.*
- **Community based:** The home base for the program is currently located in the heart of Rankin County. The majority of instruction takes place in "real" community environments throughout the Brandon, Pearl, Flowood, and surrounding areas.
- **Community based and functional skills curriculum/activities:** Phase 2 is NOT an academic-based program. Students have a personal schedule of community based work, personal management, and recreational activities. In addition to learning, these activities help build community membership. Instructional activities may include any or all of the following:
 - **Employment preparation:** The primary program focus is employment preparation. A work-based experience helps build vocational skills.
 - **Personal management activities:** Personal management activities in the community allow students to use and refine functional social, communication, and personal management skills (e.g., money management, managing a personal schedule, navigating the local community, etc.). These activities might include shopping, eating at restaurants, banking, etc.
 - **Recreation and leisure activities in community settings:** Recreation activities also allow students to develop functional social, communication, personal management skills in the areas of recreation and leisure (e.g., working at YMCA, bowling, visiting libraries, going to movies, shopping, etc.)
 - **Pedestrian safety training:** Students will receive ongoing instruction in walking and crossing streets in the community. This will include learning to navigate Rankin County.
 - **Personal and disability awareness, self-advocacy, personal/community safety, functional, social, communication, and mobility training:** These skills are interwoven in all activities.
- **Pottery and crafts:** Pottery, monogramming, sewing, and painting, are a BIG part of the Phase 2 Transition Program. These items are all handmade by Phase 2 students. Once finished, they are sold in the art room of Gathering Grounds Coffee and Art Shop. Money made from these items goes towards the continuation of Phase 2 and providing materials for crafts, pottery, cooking, etc.



**PHASE 2 TRANSITION PROGRAM
Admission Application**

Name:		DOB:
Home School:	Home School Teacher:	Eligibility Date:
Address:		
Parent/Guardian Name:	Phone:	Email:

Please list all diagnoses and give a brief description of the student's medical history. Detail any conditions that may impact the applicant's ability to function in the classroom, community, and/or workplace. Attach additional page if necessary.

Has/Does the student previously/currently ever held paid employment (this excludes babysitting, or paid chores).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If admitted, will the student have transportation once employment is obtained?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the student have a strong personal desire to obtain employment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
What type/area of employment is the student interested in obtaining?		

List the student's special interest/hobbies:

Please fill out the following support inventory. This is to better understand what level of support the student might need if selected for the program.

Independent Living Skills	Needs complete assistance	Needs much assistance	Needs little assistance	Completely independent
Finding way around new environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following a schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing personal belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing simple meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ordering and purchasing from a restaurant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding items in a store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking public transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washes own clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Skills and Communication	Needs complete assistance	Needs much assistance	Needs little assistance	Completely independent
Communicating needs appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishing between friends & strangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting appropriately with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respecting authority figures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using cell phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbalizing and/or writing personal information (name, address, phone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Skills	Needs complete assistance	Needs much assistance	Needs little assistance	Completely independent
Identifying value of coins/bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counting change/bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing a checking account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staying within a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a computer for word processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navigating the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following verbal directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following written directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading and Writing Skills (check highest level):		
Writing:		
<input type="checkbox"/> No functional writing	<input type="checkbox"/> Writes Name	<input type="checkbox"/> Writes/copies all letters
<input type="checkbox"/> Writes complete words	<input type="checkbox"/> Writes short sentences	<input type="checkbox"/> Correctly uses punctuation
<input type="checkbox"/> Drafts, revises edits	<input type="checkbox"/> Uses assistive technology: If yes, please identify:	
Reading:		
<input type="checkbox"/> No functional reading	<input type="checkbox"/> Identifies letters	<input type="checkbox"/> Recognizes familiar words/names
<input type="checkbox"/> Applies reading strategies (sentence structure, meaning, phonetic clues)	<input type="checkbox"/> Reads chapter books	<input type="checkbox"/> Reads books silently

Listening Comprehension:

Retells a simple story

Can retell the beginning, middle, and end of stories

Able to retell settings, characters, problems, major events and solutions of stories

Describe why you think this student will be successful in the Phase 2 Transition Program. Please include as much information as possible. Attach additional pages if needed.

<input type="checkbox"/>	By checking this box, I am confirming that all information listed in this application is true. I have also read the requirements and skills needed for entrance to Phase 2.
<input type="checkbox"/>	I understand that if a student is not making adequate progress in Phase 2, continuation of the program is at the teachers' and administrators' discretion.

Parent Signature

Date

Student Signature

Date

Teacher Signature

Date



**PHASE 2 TRANSITION PROGRAM
Interest Form**

Name:		DOB:	Age:
Home School:	Home School Teacher:	Eligibility Date:	
Please list all diagnoses and give a brief description of the student's medical history. Detail any conditions that may impact the applicant's ability to function in the classroom, community, and/or workplace. Attach additional page if necessary.			
Is the student interested in admission for the upcoming school year?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
I would like to receive an application for admission into the RCSD Phase 2 Transition Program when they become available.		<input type="checkbox"/> Yes	<input type="checkbox"/> No

Parent Signature

Date

Student Signature

Date