Rankin County School District
TRADITION OF EXCELLENCE
BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

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Strive Transition Program

I.   Basic Requirements

1. To be eligible for the Strive Transition Program, RCSD students must complete a school-based academic and/or functional program terminating with one of the following:
   - Certificate of Completion
   - Alternate Diploma
   - Traditional Diploma

2. Be between18 and 20 years of age.

II.   Application Process

1. Students and parents will be provided information regarding the RCSD Strive Transition Program during each annual IEP meeting beginning no later than completion of the third year of high school.
2. Students working to exit with a Certificate of Completion or Alternate Diploma will be provided a Strive Program Application during the second semester of their senior year, as will students working to exit with a Traditional Diploma who may benefit from additional support to work towards post-secondary transition goals.
3. Student applications must be submitted to the Strive Program Teacher on or before February 28th (or the last school day of February).
4. The teacher and/or counselor in the student's home school will be notified prior to spring break regarding student participation in the Strive Program for the wnext school year.

III.   Interview Process

1. In-person interviews with individual candidates will be scheduled.
2. Informational meetings may be scheduled with parents, students, and teachers to provide information regarding program goals and specific student participation requirements.

IV.   Selection Process

1. The Strive Transition Program is not a school-based program, rather, a community-based program; therefore, applicant's unique strengths, abilities, and needs will be carefully considered as to ensure the appropriateness of participation as related to the student's post-secondary goals. Strong consideration will be given to each candidate's overall ability to safely participate and benefit from participation in the community-based transition program.

2. If selected, an IEP meeting will be scheduled to review and revise the student's IEP. During this meeting, parents and students will receive additional information.

V. Program Overview

1. **Transition Plan and IEP:** These documents outline the student's individualized goals; therefore, each student's IEP committee will convene at a minimum of once yearly to conduct an annual review.
2. **Making Connections:** Strive staff members will assist students and families in making meaningful connections with adult services and supports such as ongoing transition planning, parent education, and collaboration with agencies (e.g., Hudspeth Regional Center, Vocational Rehabilitation, etc.).
3. **Community-Based Instruction:** It should be noted that due to the community focus of the Strive Program, a wide range of training and instructional opportunities will occur at various businesses and other sites across Brandon, Pearl, Flowood, and surrounding areas.
4. **Community-Based and Functional Skills Curriculum and Activities:** The Strive Transition Program is not an academic program; therefore, participating students develop personal schedules that include community-based work, personal management, and recreational/leisure activities. These activities help students develop community membership through active engagement in the community, including:
   - **Employment Preparation:** The primary program focus of the Strive Transition Program is employment preparation. Community-based work experiences are utilized to develop vocational skills that support successful transition to post-secondary employment.
   - **Personal Management:** Students participate in activities in the community to promote practice in functional social, communication, and personal management skills (e.g., budgeting, scheduling, navigating the community, shopping, eating at restaurants, banking, etc.).
   - **Recreation and Leisure Activities:** Recreational activity participation allows students to develop functional social, communication, and personal skills (e.g., working at the YMCA, bowling, visiting libraries, going to movies, shopping, etc.). Additionally, students are encouraged to express themselves creatively through painting, sewing, or pottery. Student-made products are displayed and sold in the district interactive instructional lab, the Spot Downtown, with proceeds reinvested into the Strive Transition Program.
   - **Personal and Disability Awareness, Self-advocacy, Community Safety, and Mobility Training:** These skills are interwoven throughout all activities.

VI. Requirements:

- ABILITY and DESIRE to learn the skills necessary to obtain and maintain employment
- Proven record and ability to follow safety rules
- Ability to follow multi-step directions
- Age-appropriate self-help skills, including the ability to independently access restroom facilities in community locations
- Parent and/or family support of transition goals and employment
- Excellent attendance record
- Excellent behavior record
- Realistic expectations
- Ability to tell time (digital and/or analog)
- Basic money skills
- Age 18 to 20
- Transportation to and from employment site upon completion of the Strive Transition Program

VII. Important Information

1. Placement and participation in the Strive Transition Program is not guaranteed; strong consideration will be given to the program's capacity to meet the unique needs of each individual student in relation to reaching the student's post-secondary transition goals.
2. A record of successful participation in the district interactive lab, the Spot Downtown, will be strongly considered in the selection process.
3. Students must fully participate in all aspects of the transition program, including community-based work, recreational, and leisure activities.
4. Parents must agree fully to all program requirements prior to student participation in the Strive Transition Program.
5. Once accepted into the Strive Transition Program, if satisfactory student involvement and progress is not maintained, participation may be discontinued at the program administrator's discretion. Note: If ineligible to participate in the Strive Transition Program, the student, prior to age 21, may return to the home school. Note: The IEP committee must reconvene to review and revise the student's IEP goals.

Strive 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).	☐ Yes	☐ No
If admitted, will the student have transportation once employment is obtained?	☐ Yes	☐ No
Does the student have a strong personal desire to obtain employment?	☐ Yes	☐ No
What type/area of employment is the student interested in obtaining?		

List the student's strengths, interests, preferences, and hobbies:

_____

_____

_____

_____

Describe why you think this student will be successful in the Strive Transition Program. Please include as much information as possible (attach additional pages if necessary):

_____

_____

_____

_____

Strive Application

Please complete the following inventory:

Independent Living Skills	Needs complete assistance	Needs much assistance	Needs little assistance	Completely independent
	1	2	3	4
Finding way around new environment	☐	☐	☐	☐
Following a schedule	☐	☐	☐	☐
Managing personal belongings	☐	☐	☐	☐
Preparing simple meals	☐	☐	☐	☐
Ordering and purchasing from a restaurant	☐	☐	☐	☐
Finding items in a store	☐	☐	☐	☐
Taking public transportation	☐	☐	☐	☐
Washes own clothes	☐	☐	☐	☐
Social Skills and Communication	Needs complete assistance	Needs much assistance	Needs little assistance	Completely independent
Communicating needs appropriately	☐	☐	☐	☐
Asking for help	☐	☐	☐	☐
Dealing with conflict	☐	☐	☐	☐
Distinguishing between friends & strangers	☐	☐	☐	☐
Interacting appropriately with peers	☐	☐	☐	☐
Respecting authority figures	☐	☐	☐	☐
Using cell phone	☐	☐	☐	☐
Verbalizing and/or writing personal information (name, address, phone, etc.)	☐	☐	☐	☐
Academic Skills	Needs complete assistance	Needs much assistance	Needs little assistance	Completely independent
Identifying value of coins/bills	☐	☐	☐	☐
Counting change/bills	☐	☐	☐	☐
Using a calculator	☐	☐	☐	☐
Managing a checking account	☐	☐	☐	☐
Staying within a budget	☐	☐	☐	☐
Using a computer for word processing	☐	☐	☐	☐
Navigating the Internet	☐	☐	☐	☐
Using email	☐	☐	☐	☐
Following verbal directions	☐	☐	☐	☐
Following written directions	☐	☐	☐	☐

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

Strive Application

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

☐	**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.**
☐	**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.**

Signatures: (required)

_____   _____
Parent Signature   Date

_____   _____
Student Signature   Date

_____   _____
Teacher Signature   Date