



New Horizon School Transition Planning Guide



Family Centered Transition Planning



This guide is designed for:

- The student
- The school team
- Family, mentors, professionals and friends

TRANSITION PLANNING

Roadmap for the Future

The purpose of this document is to assist students and families of New Horizon School (NHS) in preparing for life after high school.

It is based on transition research and practices in special education throughout the United States. An effective transition plan includes

curriculum, instruction, activities, and experiences designed to develop and/or improve an effective set of positive learning and workplace traits. These activities, in conjunction with the NHS 12 Key Components of a Transition Plan (as seen in the NHS Transition Newsletters) and the NHS Learner Outcomes for

Secondary Transition & Culminating Projects for Sophomores, Juniors and Seniors documents, provide a framework for helping students become contributing members of society and life-long learners.

You will notice that some of the skills/tasks are repeated in more than one year to continue to build skills in that particular area. The functioning level of the student will determine the depth to which each step or skill may be taken.

Should you have questions about the content of this document, please be sure to meet with your student's Homeroom teacher to discuss post high school planning.



SKILLS OVERVIEW

HOME-BASED INDEPENDENT LIVING SKILLS:

- ◆ Skills for the use of money
- ◆ Use of telephone
- ◆ Clean own space at home
- ◆ Maintain shared spaces at home
- ◆ Cook food
- ◆ Wash and iron clothing
- ◆ Know basic first aid
- ◆ Practice grooming and hygiene skills

FUNCTIONAL COMMUNITY EXPERIENCES

- ◆ Identify appropriate use of 911 and other emergency services
- ◆ Learn about traffic rules and safety
- ◆ Use public transportation
- ◆ Navigate the neighborhood independently
- ◆ Register to vote
- ◆ Participate in recreation and leisure activities
- ◆ Learn about community agencies that can provide support

NHS Key Components of a Transition Plan

1. Develop positive work habits
 - ◆ Willingness to self-monitor work completion
 - ◆ Ability to objectively self-assess work quality
 2. Develop an understanding of how to cope with their disability
 - ◆ Can they identify their disability?
 - ◆ Can they list appropriate accommodations and modifications?
 - ◆ Can they identify resources?
 - ◆ Can they identify technological supports?
 3. Understand the relationship of school to work
 - ◆ Ability to identify self as life-long learner
 - ◆ Set goals to learn new things and resetting as appropriate
 4. Develop meaningful and realistic post-secondary goals
 - ◆ Develop a strategy for goal-setting and be able to articulate
 - ◆ List of goals for life after NHS
 5. Looking at goals, what skills do they need to accomplish them
 - ◆ Work
 - ◆ Education
 - ◆ Community participation
 6. Test goals through experiences and activities
 - ◆ Looking for opportunities to experience & practice
 7. Identify meaningful and realistic independent life skill goals
 - ◆ Develop a strategy for goal setting and be able to articulate
 - ◆ List of goals for life after NHS
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8. Look at goals, what skills do I need to accomplish them
 - ◆ Work
 - ◆ Education
 - ◆ Community participation
 - ◆ Guardianship
 - ◆ Trusts
9. Test goals through experiences and activities
 - ◆ Look for opportunities to experience & practice
10. Identify options for post-secondary education or employment
 - ◆ What options are available?
11. Develop residential & community participation supports and contacts
 - ◆ Where will I live?
 - ◆ How will I take care of myself?
 - ◆ What/Who are my resources?
12. Develop relationships with adult services
 - ◆ DVR
 - ◆ DDA
 - ◆ SSA
 - ◆ ARC of King County

“Planning ahead is the key
to a smooth transition”





Begin with the question, "What do I want?"

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9th Grade Steps Toward Transition

CAREER PLANNING	SCHOOL ACTIVITIES
Components	Components
Complete career matchmaker survey	Attend a college fair or visit one or more higher education institutions
Identify one or more career areas of interest	Attend at least one career speaker event at NHS
Identify 3 careers within the areas of interest	Participate in one on- or off-campus extracurricular event/activity
Articulate career and life goals	Perform 10 hours of on-campus volunteer experience activities
Begin interest inventory and learning style inventory	Practice completing applications for employment or school



So What?
What is important to understand about this?

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9th Grade Steps Toward Transition

HOME ACTIVITIES	COMMUNITY ACTIVITIES/ PERSONAL SKILLS
Components	Components
Begin process of planning for guardianship, special needs trusts, benefits, and adult services	Begin identifying 3 adult resources (adults who may be able to help in future)
Meet with Homeroom teacher to determine appropriate planning	Identify 3 adult references (for job or school applications)
Identify personal skills necessary for success from learner outcomes list	Connect with at least one adult service organization
Identify 3 chores to complete weekly/daily at home	Obtain WA State ID or Driver's License
With family, attend one or more transition meetings at NHS	
Begin process of identifying personal strengths and challenges	
Learn own Social Security Number	

9th Grade is the time to explore, determine paths, and begin pre-employment skill development

CAREER PLANNING	SCHOOL ACTIVITIES
Components	Components
Complete career cruising project	Attend a college fair or visit one or more higher education institution
Complete Sophomore Culminating Project	Complete a learning styles (VARK) questionnaire
Identify career goals and assess whether or not goals are realistic	Experience a mock employment interview
Identify challenges both personal and within career choices	Identify steps needed to accomplish post high school goals
Identify financial needs: housing, food, clothing, and other basic needs	Assess work experiences, volunteer experiences, activities, and abilities



So What?
What is important to understand about this?



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10th Grade Steps Towards Transition

HOME ACTIVITIES	COMMUNITY ACTIVITIES/ PERSONAL SKILLS
Components	Components
Submit employment or volunteer applications	Identify team work skills, group rules, and problem solving strategies
Meet with Homeroom teacher to determine appropriate planning	Identify respect, task completion, and group consensus building as strategies to work in group settings
With family, attend two or more transition meetings at NHS	Be able to vocalize own strengths and learning styles
Identify and set goals to learn 3 new independent living skills	Obtain WA State ID or Driver's License, if not already done
Identify appropriate volunteer experiences	Memorize own social security number, if not already done
Ensure knowledge of home address and phone number	
Practice good grooming and hygiene skills	

10th Grade is the time to gain meaningful experiences to promote independence, assess whether or not goals are realistic, and discuss the opportunities available.



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11th Grade Steps Toward Transition

CAREER PLANNING	SCHOOL ACTIVITIES
Components	Components
Complete career cruising project	Tour a higher education institution and contact the Disabilities Liaison for a meeting
Complete Junior Culminating Project	Assess personal strengths and challenges and future needs in careers, employment, etc.
Identify three career goals and assess whether or not the goals are realistic	Students who are 18 will sign an NHS addendum in order for the school to speak with parents/guardians
Identify challenges both personal and within career choices, including transportation needs	Identify community services available such as DVR, SSI, and DDA
Identify financial needs: housing, food clothing and other basic needs	Identify legal guardianship opportunities
Identify personal challenges and demonstrate self-advocacy skills	



So What?
What is important to understand about this?

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11th Grade Steps Toward Transition

HOME ACTIVITIES	COMMUNITY ACTIVITIES/ PERSONAL SKILLS
Components	Components
Complete employment forms and post high school admission forms	Identify team work skills, group rules, and problem solving strategies
Meet with Homeroom teacher to determine appropriate transition planning	Identify community services (DVR, DDA, and SSI), and contact them to obtain information
With family, attend two or more transition meetings at NHS	Practice good grooming & hygiene skills
With family, contact medical agency for re-evaluation of needs to update diagnoses, needs, and accommodations	Identify and contact three potential employers to obtain information on careers
Assess the need for accessing NHS Transition Extension program, home district secondary transition program, or other transition programs	Maintain a job position, commit to volunteer work, or continue with an extracurricular activity
Identify and set goals to complete 3 new independent living skills	

11th Grade is the time to identify needs for post high school settings, vocalize challenges, needs appropriately, and determine post high school outcomes. This is an ideal time to establish linkages with community agencies and follow up with assessing or reevaluating diagnoses, needs, and accommodations.

CAREER PLANNING	SCHOOL ACTIVITIES
Components	Components
Complete Senior Culminating Project	Visit a higher education institution, visit NHS Transition Extension program, or visit home district's secondary transition services program
Identify career goals and assess whether or not the goals are realistic and feasible	Articulate personal challenges, state post high school plan, and finish inquiries into community agencies
Identify challenges, both personal and within career choices, including transportation needs	Students who are 18 will sign an NHS addendum in order for the school to speak with parents/guardians
Identify financial needs: housing, food clothing and other basic needs	With family, state in writing to NHS the decision to postpone, decline, or obtain high school diploma by January of the senior year
Identify personal challenges and demonstrate self-advocacy skills	Attend King County Developmental Disabilities School To Work Transition Fair



So What?
What is important to understand about this?



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12th Grade Steps Toward Transition

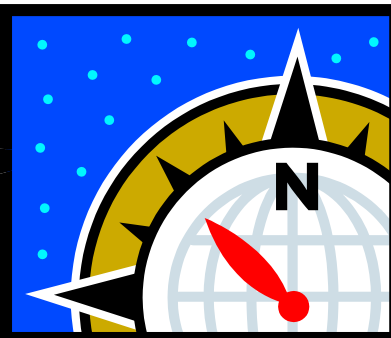
HOME ACTIVITIES	COMMUNITY ACTIVITIES/ PERSONAL SKILLS
Components	Components
Complete employment forms and post high school admission forms	Identify team work skills, group rules, and problem solving strategies
Meet with Homeroom teacher to determine appropriate planning	Identify community service agencies (DVR, DDA, SSI), and contact them to obtain information
With family, attend two or more transition meetings at NHS	Practice good grooming & hygiene skills
Identify and set goals to complete 3 new independent living skills	Work independently and consistently at school, at home, or at employment
	Maintain a job position, commit to volunteer work, or continue with an extracurricular activity

12th Grade is the time to take action and finalize all plans for exiting high school. Follow through is essential to increase student self-confidence and self-esteem.

NAVIGATING YOUR WAY

Along with the support of NHS, your family, your friends, and service agencies in your

community, you can find the path that is right for you. These services are there for **YOU** so don't forget to use them. Good luck to you as you navigate your way!



To obtain more information on community services available in your area contact:

WA State DSHS, Developmental Disability Administration (DDA), 253-372-5770 or Internet: <https://www.dshs.wa.gov/dda>

WA State DSHS, Division of Vocational Rehabilitation (DVR), 1-800-622-1375, (206) 444-3800, or Internet: <https://www.dshs.wa.gov/office-of-the-secretary/division-vocational-rehabilitation>

The Social Security Administration (SSA), 1-800-772-1213, or Internet: <https://www.socialsecurity.gov>

Arc of King County (ARC), 206-364-6337, or Internet: <https://arcofkingcounty.org/>

SPECIAL THANKS TO:

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