

Instructions for Completion of the Employment Transition Plan

Introduction

These instructions and examples within are to guide school district staff in the completion of the employment transition plan required by section 1003.4282(11)(2)(a-d), Florida Statutes, (F.S.).

The employment transition plan must be completed for any student with a disability for whom the individual educational plan (IEP) team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills. It is recommended that school districts build flexibility into the plan to ensure student mastery of competencies and success in the workplace.

Instructions

1. Complete the demographic information, including student name, birth date, grade, school, address and phone; parent/guardian name, address (if different from student) and phone number.
2. Enter employment start and end dates.
3. Enter workplace information, including contact person, phone number, and business name and address.
4. Identify the school-district supervisor's name and phone number.
5. Complete the student's job title, location(s) or where in the organization the student will be working, and task(s) student is expected to complete.
6. Complete the student's expected work schedule, including day of week, time(s) of day
7. Identify the minimum and maximum number of hours the student will work per week. Remember to build in flexibility to account for planned and unplanned breaks in schedule to enhance student success.
8. Enter the expected wages student is expected to earn, including hourly, daily, weekly and/or bi-weekly.
9. Identify the academic or employment competencies the student is expected to learn and criteria to determine mastery. Examples of competencies may include, but are not limited to:
 - Demonstrate ability to maintain positive work relationships
 - Demonstrate appropriate personal appearance

- Demonstrate ability to count back change/use multiple methods of payment
- Develop and maintain a work schedule, list of tasks
- Report to work on time for days scheduled
- Follow written or verbal instructions from supervisors

Student mastery of academic or employment criteria may be determined from employer and school-district staff evaluations indicating satisfactory performance in expected competencies. Examples of criteria for mastery may include but are not limited to:

- Upon arrival at work each day, Sara will check in with supervisor 3/3 days per week.
- When assigned the task of re-shelving, John will identify correction location on shelf for 80% of the time.
- When on the job, Jimmy will remain on site and working until scheduled breaks for 100% of the time he is scheduled to work.

Build in flexibility to enhance student success and mastery of skills, as needed.

10. List any accommodations or assistive technology needed to ensure student mastery.

- Accommodations are made to the WAY students learn and HOW they are tested or evaluated. Accommodations are an IEP team decision and can be provided for instructional methods and materials, assignments and assessments, learning environment, time demands and scheduling, and special communication systems. Examples of accommodations in the workplace may include a list of tasks for student self-monitoring or the flexibility in the task and environment to change from standing to sitting due to stamina.
- Assistive technology is ANYTHING that helps the student do something. Assistive technology can be high-tech (e.g., communication device) or low-tech (e.g., pencil grip). Examples of assistive technology in the workplace may include a timer for reminding the student when to take breaks, an enlarged mouse or keyboard, or a non-skid mat to stabilize workspace.

11. If applicable, list industry certifications or occupational completion points that the student is expected to earn or complete.

12. Describe the training the student will receive from the employer to complete the tasks listed in section 5.

13. Explain how district staff will provide support and supervision to the student. Examples include, but are not limited to: observations and suggestions to improve performance, task analysis and instruction to master criteria, and level of support provided during meetings

about performance and daily interactions between the student and others at the place of employment (e.g., job coach, employer, co-workers).

14. Use this space to document any special notes not captured elsewhere in the plan.
15. Secure signatures of all involved. If the student has reached the age of majority, the parent/guardian signature is not required, but they can sign if in attendance.