

The College Community School District's Transition Center, Prairiewood, provides a unique community-based, post secondary learning program for students with disabilities who need additional specially designed instruction. The goal is to provide opportunities to assist young adults to reach their greatest level of independence in the areas of living, learning and working.

Prairiewood is located on the Kirkwood Community College campus which allows students to be educated and interact with nondisabled same age peers.

The program is designed to serve students with mental and physical disabilities who have completed four years of high school, but still have unmet needs as documented in the Individual Education Plan. Enrollment will be based on the IEP team's recommendation and available space. A certified classroom teacher and paraeducators will serve the students.

For information contact:

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MISSION STATEMENT:

Working to establish life skill roots and independence within our community and beyond.



Prairie Wood Transition Center
401 76th Ave SW
Cedar Rapids, IA 52404-7034



VISION STATEMENT:
Success for All.



The primary goal of the program is to increase each student's independent functioning across all environments. The curriculum will focus on five areas including Community Mobility, Communication/Self-Advocacy, Domestic, Recreational/Leisure & Vocational. Specially designed instruction, services and activities are taught in a natural setting and integrated throughout the student's day. This educational pedagogy increases the likelihood of generalization of skills across multiple settings and future environments.

COMMUNITY MOBILITY

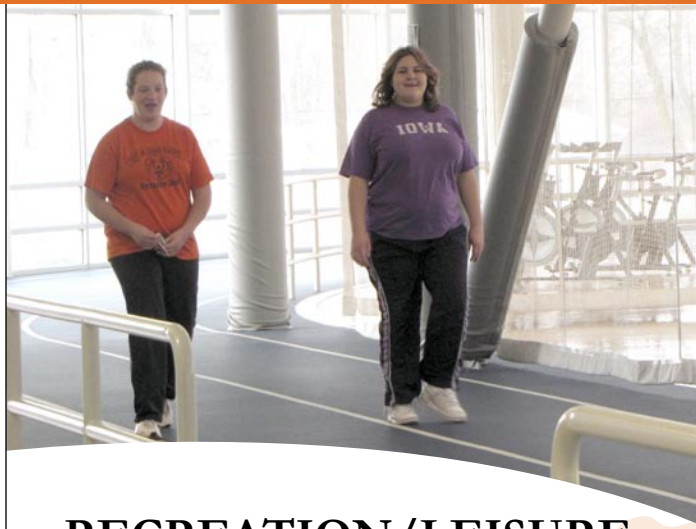
Students in the transition program spend the majority of their day exploring and accessing resources and services in the community. Community activities are prioritized and directly related to the specific needs of the individual students. Activities include:

- › using public transportation
- › locating and utilizing public and private businesses and agencies
- › safety in the community
- › social interaction with others

DOMESTIC

In preparation for adulthood, students learn domestic skills needed when they move from their parents' home. Examples include:

- › meal planning, purchasing and food preparation
- › safety in the home
- › housekeeping
- › personal self-care
- › decision-making skills
- › money management



RECREATION/LEISURE

The students receive instruction in locating, accessing and participating in a wide variety of recreational and leisure activities available in their community. Families and adult service providers are encouraged to support and maintain student participation in community recreation programs and activities as they transition from school to adult life. Examples include:

- › Prairie and Kirkwood extracurricular activities
- › adult service sponsored activities
- › community activities and events
- › dining out at restaurants
- › individual hobbies and activities

SELF-ADVOCACY/ COMMUNICATION

Students in the transition program continue to learn about themselves as a person with individual needs and ways to communicate those needs to others.

Instruction includes:

- › identifying strengths, preferences and interests
- › identifying goals or outcomes
- › asking for help or assistance
- › making informed decisions
- › requesting accommodations

VOCATIONAL

Students continue to develop general and specific vocational skills at worksites on the Kirkwood campus and in the community.

The worksites serve as a training environment to develop and reinforce work skills, attitudes and behaviors. Periodic evaluations are completed to provide feedback about the student's work performance. Vocational training focuses on preparation for specific post high school work options centered around the student's strengths, interests and preferences. Work instruction includes:

- › job shadows
- › work-based non-paid internships
- › work related skills
- › social skills on the job
- › personal work qualities

CRITERIA FOR ACCEPTANCE INTO THE PROGRAM MAY INCLUDE:

- ✿ The decision to recommend a student for the transition program will be made by the student's IEP team. The IEP is vital documentation that is needed for continued adult services.
- ✿ Students from College Community Schools will be enrolled first; then eligible students from surrounding districts will be considered as space and staff permits.
- ✿ Domain areas will include Community Mobility, Communication/Self-Advocacy, Domestic, Recreation/Leisure and Vocational.
- ✿ Students in the Transition Center typically have multiple goal areas, have specially designed instruction for the majority of their day, require additional support in the classroom, community and work setting and often have supplementary aids, services and transportation.
- ✿ The resident district is required to pay for the educational and related services for the tuition-in students.
- ✿ The program is not designed to serve students with aggressive or disruptive behaviors.