



**Pathways Parent/Student Handbook
Pathways Transition Center
4175 Route 71
Oswego, IL 60543
District Administrative Center Door #6
630 636-3900**

<https://www.sd308.org/pathways>



What Does Kindness mean to you? Here is what students from Pathways said...

Kindness Matters Everywhere

I help to hold the door for others. I Greet grandma, mom, dad and sister.
I help my classmate when she asks me to help her. I help others. .
I rescued a baby bird's life from my cat. I Help my mom cook. Being kind to animals. Help people when they need help. I help in Basketball And Soccer And Football. I help protect the Earth and support others.
Helping People give directions to where they need to go. Open the door for people. When someone says thank you. I help with my mom with vacuuming. Help people. Help fix people's cars. I help put my clothes away. I like to help clean up. I show kindness by saying, "Good Morning" to people. I help my friend get her paper. I can always be supportive & protective to my friends. Nurse Aimee helps me feel better. She is kind. Helping my parents around the house. Kindness shows someone cares and is nice. Helping somebody. I say thank you. I say hello to my teachers. Kindness is opening the door for people and helping people when they fall.

Parent/Student Handbook

Mission Statement

In Partnership with our families and communities, Community Unit School District 308 will educate all students to reach their highest potential

Pathways Transition Center Program Description

The Pathways Transition Program is designed for Community Unit School District 308 young adults ages 18-22, who are eligible for special education services. These students have been referred to by their high school I.E.P. teams as individuals who could benefit from transition based programming. Students who attend the transition program will have completed the requirements for their high school diploma or certificate of completion, but our young adults will not accept it until their programming comes to an end at the transition center. The goal of the program is to help gradually transition students from the education system into adult life during the course of two or three years. Instruction and training is provided and is based on specific transition goals that are developed by the IEP team based on students' interests, preferences and unmet transition needs. Assistance is given to access other non-school agencies for activities, maximizing the amount of time the student spends in the community participating in adult life. Young adults participate in individual work site experiences, small group volunteer activities, and small group community based social outings.

Pathways Transition Program follows all SD 308 Board approved Policies

Program Objectives

Training and Learning: Young adults will: learn employability skills, specific job training skills, learn how to register for college, understand their disability and the impact on their learning or employment, and identify accommodations that can assist them.

Employment: Young adults will: practice employability skills during school-sponsored work experiences and learn how to write a resume, perform a job search, apply for a job, and interview for the job.

Daily Living Skills: Young adults will: Learn and practice personal and home care routines, shopping, cooking, money management, budgeting, self regulation and self advocacy skills, conflict management, decision making skills, and banking skills.

Community Access: Young adults will: Learn the skills needed to safely access community opportunities by means of bus, train, walking, public transportation, or other means.

Leisure/Rec Skills: Young adults will: Learn how to use the internet, phone, or other technology to schedule appointments, research exercise options, join clubs and other local recreational opportunities, investigate and participate in various recreational opportunities throughout the community.

Social Development Skills: Young adults will: Develop self advocacy skills. Develop social skills necessary to become a contributing member of society.

Develop Resources: Young adults will: Be linked with adult based services such as: DRS, DHS, SSA, AIMCIL, Medicaid and other agencies that provide adult support services that will continue with the young adults once they leave the program.

Instructional Courses Based on Research Based Curriculum

Vocational/Microbusiness Designs by Pathways student centered store
Functional Mathematics
Functional ELA/Life Skills
Independent Living Skills
Recreation/Leisure Activities

Social Work/Speech Groups

Daily Programming Schedule

9:00-9:30 Arrival/Homeroom Time

9:30-11:00 Block I

11:00-12:30 Lunch/Social Development Skills

12:30-2:00 Block II

2:00-2:30 Homerooms/Individual time

2:30 Dismissal

Young adults rotate through the different classes

Young adults have recreation/P.E. one block per week.

Individual young adult schedules will vary depending on work/volunteer off campus site placements or individualized programming.

Related Services provided on site: Speech and Language, Hearing Services, Occupational Therapy, Physical Therapy, Social Work services, and Nursing/Personal care needs

Pathways provides job support/coaches during volunteer placements. The goal is to use a gradual fading support model with regards to job coaching. The goal is to teach our young adults to be independent at the work site.

Frequently Asked Questions

Q. How do I get young adults referred to the program, and how long can they stay?

A. Young adults are referred to us by their I.E.P. Team. Young adults can stay with the program through the regular school year of their 22nd birthday, or their IEP goals have all been met.

Q. What are the program costs for families?

A. There are no additional costs, only regular SD308 student registration and technology fees.

Q. How do I report a young adult's absence from programming?

A. Please call the attendance line at 630 636-3901.

Q. Do the young adults in your program receive report cards or have dedicated parent/teacher conferences?

A. NO, the young adults do not earn traditional grades or credits, they are evaluated and assessed based on their transition IEP goals. The goal of the program is to shift responsibility for educational outcomes and responsibility from the parents to the young adults themselves. Parents are welcome to meet at any time to discuss young adult progress during a scheduled meeting with the IEP team.

Q. If I have questions or concerns, who do I contact and where can I find more information?

Main Phone # 630 636-3900

Administrative Questions: Keith Mecklenburg kmecklenburg@sd308.org

Social Work Questions: Terri Hiles thiles@sd308.org

General Questions: Darcy Durkee ddurkee@sd308.org

<https://www.sd308.org/pathways>

Q. Where are you located?

A. We are located in a section of The District Administration Center, across the street from Oswego High School. Parents/Guests please use door #6 on the Eastern end of the building. Students will be dropped off by their buses by door #2

Q. Is transportation provided for young adults?

A. Yes, transportation is provided to and from programming, as well as to and from any community based outings and work experiences during programming time. Some of our young adults do transport themselves.

Q. How is it determined that programming ends for our young adults?

A. Current ISBE regulations allow young adults to remain in transition programming through the regular school year of their 22nd birthday. The IEP team can agree to end services at any agreed upon time. Young adults would then transfer to services provided under A.D.A. The young adult would no longer receive special education services,

and they would leave with either a diploma or a certificate of completion from SD 308.

Q. Do the young adults receive free and reduced breakfast and lunch?

A. Yes, free and reduced cost cold breakfast and lunch is offered here. Our young adults have the option of ordering hot lunch, or bringing their own lunch. Young adults can purchase hot lunch or cold breakfast through Aramark with a pushcoin account

Q. Are young adults' schedules flexible?

A. Absolutely, that is one of the strengths of our program. We can design a schedule to meet the individual needs of the young adults. Some students do drive themselves to programming.

Q. Is E.S.Y. (Extended School Year) offered?

A. Yes, E.S.Y. is offered, the hours are 9:00-12:30 Monday through Thursday, dates vary depending on the district calendar. ESY eligibility is determined by a students' IEP team.

Q. What calendar does the Transition Center Follow?

A. Pathways follows the district 308 High School Calendar, with a few exceptions throughout the year. Our programming is from 9:00-2:30 Monday through Friday.

Vocational Program Pathways Transition Program

Oswego SD 308 Pathways Transition Program participates in the district's work-based learning program. The work-based learning program is a vocational program that connects classroom instruction to an authentic community-based worksite. The goal of the program is to empower the student to gain the skills, knowledge, and experience to be better able to participate in the competitive, full time job market. Each student has a different functional level of employment skills, and the IEP team works together to develop a plan that best suits the students' ability level. Pathways partners with the Kendall County Youth Employment Program, the DRS/STEP program, and Waubensee Works Program to provide additional vocational support to our students.

There are several tiers to the vocational program:

Classroom based instruction

- All students receive classroom based instruction on job skills with work related curriculum, take career interest inventories, and career aptitude assessments. This information is compiled in a portfolio that students take with them when they leave our program.

Pathways In-house Businesses

- All students have the opportunity to gain workplace experience within our program by participating in our two businesses that are housed in our building. Creations by Pathways, our student centered microbusiness; and the community based coffee company that we have just partnered with, in order to provide authentic workplace experience for our students.

Volunteer Opportunities

- All students will have the chance to participate in volunteer opportunities in the community. Oftentimes volunteer opportunities arise that allow our students' to get out into the community and work on job related skills. Examples: Special projects for the park district, projects for the school district, community gardens, food pantries, senior centers, and other charitable organizations.

Individual Student Workplace Experiences

- Individual students will have opportunities to participate in authentic, community based, volunteer/internship positions. These are positions with community businesses that have agreed to partner with us to provide workplace experiences for these students. These are non-paid workplace experiences. Student schedules will vary based upon individual training agreements.

At this level job coaches can be provided. The goal at this level is to promote as much student independence as possible at the worksite. We utilize a faded support model. This faded support model is designed so that students will have a full time job coach at the beginning of a placement, with the ultimate goal of having the student gain full independence to complete all aspects of their workplace expectations by themselves.

Individual Student Paid Employment

- Individual students will be gainfully employed in the community. These are paid positions in the community. We work with the student to help facilitate job skills, and help to coordinate scheduling and transportation. Students will have flexibility in their Pathways schedule in order to meet their employment schedule. Students functioning at this level have achieved a high level of independence, need minimal staff support, and have an understanding of the transportation and functional needs required to be gainfully employed.

Several Factors can affect Individual Placements in Volunteer and or Paid Positions:

- Limited placement opportunities in the community
- Transportation availability
- Scheduling after school hours
- Staff resources
- Liability policies

Examples of Community Based Partners for SD 308: Culvers, TJ Maxx, Salsa Verde, Old Navy, Altitudes Trampoline Park, Oswego Park District, Meijer, Oswego Senior Center, The Bickford, Michaels, McDonalds, Burger King, The Reserve of Oswego, Ross, Goodwill Stores, Walgreens, Oswego Popcorn Shop, Bouncetown, Panera Bread, Ciambella Bakery, Martini Coffee, and Dunkin Donuts.