

## **SUN Area Technical Institute**

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New Berlin, PA 17855  
570-966-1031 ext. 301

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Prior to the desire to attend:

- VIP Tour – 9<sup>th</sup> grade students with IEPs visit our school in small groups for a VIP Tour of the school. This includes a hallway tour and sometimes entering programs to see what they do. The tours are led by the two learning support teachers.
- The year before they attend, students with IEPs are scheduled for a Situation Assessment; they choose one or two programs to visit, spending half a day in each program or a full day in one program. Teachers complete a situational assessment form providing feedback regarding the student's strengths and any suggestions prior to enrollment. These forms are copied for us, then added to the IEP if they decide to enroll, and a copy is sent to the sending districts for them to review with the student/parent.
- I attend Transition Clinics at sending districts. These are opportunities to share information about SUN Tech and expectations of the programs students are interested in. They are individual student-led clinics and are attended by the learning support teacher, transition coordinator, student, parent, OVR, CareerLink, Parent-to-parent, behavioral health and other agencies who would be beneficial to provide information for transitioning from school to post-school. I keep notes from these meetings to review when students choose to enroll. I ask things like Do you have your driver's license? What kinds of supports do you currently use? What is your end goal? I make suggestions for reducing accommodations that we don't typically allow (reducing multiple choices on tests, extended time for assignment completion, etc.).

Prior to the school year that they choose to attend, we ask the districts for the following items:

- Current IEP (with disability category)
- Most recent ER/RR
- Present Levels
- Names of any outside agency/in-school specialists involved with the student who should be included for updated information in the IEP (Speech, Social Worker, Autism Support, Foster Care Contact, Mobile Therapist, etc.)

After enrollment the IEP meeting is held at SUN Tech with the program instructor and the LEA from the district, sometimes the transition coordinator as well. We attach the IEP Checklist to the student's folder.

After the student is enrolled, we maintain communication with our transition support person at the sending district via email or phone call when we have concerns, issues, need assistance, etc. If we have a Transition Clinic for a student who is attending SUN Tech, we invite the sending district Special Education Director or Transition Coordinator. During the school year, we send quarterly progress reports to the sending district and we complete the Summary of Performance and send it to the sending district.

## SUN Area Technical Institute VIP Tour Interest-Inventory

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

Which programs at SUN Area Technical Institute are you interested in learning more about? Please place an X next to the program(s) of interest.

PROGRAM NAME	INTERESTED? (X)
Advanced Precision Machining	
Advanced Wood Products Manufacturing	
Advertising Art & Design	
Automotive Technology	
Carpentry	
Collision Repair Technology	
Computer Networking and Technology	
Cosmetology	
Criminal Justice	
Dental Health Technology	
Diesel Technology	
Electrical Systems Technology (ELECTRICITY)	
Electronics Technology	
Food Service	
Health Professions	
HVAC & Plumbing	
Masonry	
Welding	

# SUN ATI Situational Assessment

Name:

School:

Expected year of graduation:

Program: Adv. Precision Machining

Date of Assessment:

AM  PM  ALL DAY

**Job Task (Describe task and skills demonstrated)**

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(Circle the Rating) 5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Below Average, 1 = Poor

**OBSERVATIONS: Criteria**

***Learning Skills***

Demonstrates Listening Skills	5	4	3	2	1	N/A
Demonstrates Verbal Communication Skills	5	4	3	2	1	N/A
Able to focus and attend to task, persistence	5	4	3	2	1	N/A
Possesses Writing Skills	5	4	3	2	1	N/A
Possesses math skills related to program	5	4	3	2	1	N/A
Follows Directions	5	4	3	2	1	N/A

***Interpersonal Skills***

Appropriate interaction with peers	5	4	3	2	1	N/A
Appropriate interaction with adults	5	4	3	2	1	N/A

***Professionalism***

Exhibits appropriate behavior	5	4	3	2	1	N/A
Personal Hygiene	5	4	3	2	1	N/A

***Vocational/Career Skills specific to program (when applicable)***

Hand-Eye Coordination	5	4	3	2	1	N/A
Fine Motor Skills	5	4	3	2	1	N/A
Understands Safety	5	4	3	2	1	N/A

Based on today's visit, did the student demonstrate strengths (please list)? \_\_\_\_\_

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Based on today's visit, did the student demonstrate areas of need (please list)? \_\_\_\_\_

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Other remarks/recommendations: \_\_\_\_\_

Instructor's Initials: \_\_\_\_\_

**IEP Checklist**

**17-18 Grade:**

**Disability:**

- Situational Assessment  
*In program enrolled? Y/N Other: \_\_\_\_\_*
- IEP     ER/RR
- Confidential Release Signed
- OVR Referral (Date: \_\_\_\_\_)

**Does Student Need/Have:**

- Math? Y/N \_\_\_\_\_
- Other Courses? Y/N \_\_\_\_\_
- Driver's License? Y/N or L.P. Y/N
- Behavior Plan? Y/N
- Senior Project Done? Y/N

In CareerLink Youth Program? Y/N

**Vote Reg.?**  **Sel. Svc.**

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