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L.I.F.E. Transition Program

"Living Independently & Functioning Everyday"

Dear Students and Families of the L.I.F.E. Transition Program:

This manual was designed to clarify the responsibilities and expectations for all those who participate in the DuPage High School District 88 L.I.F.E. Transition Program. Please take the time to carefully read and discuss this important information with your student. Once you have finished, please complete and return this page to the L.I.F.E. Transition Program. Your signature indicates your receipt of this program manual as well as your intention to abide by the guidelines as outlined.

We look forward to a productive year together!

L.I.F.E. Transition Program Staff

(Please print)

Student's Name: _____

Student ID Number: _____

Student's Signature: _____

(Please print)

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____



Introduction

In 2008, the DuPage High School District 88 L.I.F.E. Transition Program embarked on a mission to support students ages 19-21 with intellectual disabilities from Addison Trail and Willowbrook High Schools as they “Transition into L.I.F.E.” (**L**iving **I**ndependently and **F**unctioning **E**veryday). This community-based program, housed in the lower level of the District 88 Building, is designed to enhance each student’s individual ability by further promoting independent life skills necessary to achieve their fullest potential in becoming effective, productive, and contributing members of society.

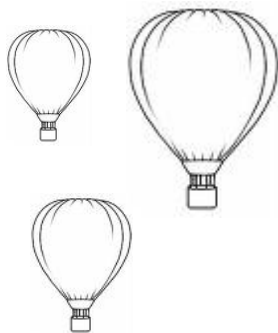
The L.I.F.E. Transition Program is a collaborative effort between students, parents/guardian, family members, teachers, support staff, local communities and service providers working together to further promote each student’s individual success.



Mission Statement

The District 88 L.I.F.E. Transition Program provides a course of study that focuses on improving functional achievement of students with intellectual disabilities to facilitate their movement from high school to post secondary goals. Our goal is to assist students to lead productive, independent, adult lives, to the maximum extent possible. This program utilizes special education related services designed to meet the students’ unique needs and prepare them for community experiences, development of employment, acquisition of daily living skills and development of a broader repertoire of social competency and adaptive skills across multiple settings with diverse populations.

The District 88 L.I.F.E. Transition Program’s motto is:



***“Possibilities are endless ...
If you believe it, you can achieve it.”***



L.I.F.E. Transition Program Eligibility Guidelines

The L.I.F.E. Transition Program has been designed to address the specific goals for young adults with an intellectual disability who have demonstrated the skills to successfully participate in vocational training experiences. The appropriateness of this program for each potential candidate is considered on an individual basis by the IEP team. The following criteria will be used to determine eligibility for entrance into the L.I.F.E. Transition Program:

- ✓ The student is identified as having an intellectual disability and is currently receiving special education services in District 88.
- ✓ The student's recommended age for this program is 19-21 years old.
- ✓ The student has met and completed all District 88 graduation requirements.
- ✓ The student has completed 4-5 years in high school.
- ✓ The student has not received their high school diploma and is eligible to receive special education services until aging out of the school system one day prior to their 22nd birthday.
- ✓ Student must have a current IL State ID prior to the first day of the Transition Program.
- ✓ The student must prepare for, seek, and maintain community vocational experience such as competitive employment or vocational work training employment with District 88.
- ✓ The student is not currently receiving services identified in their transition plan through another educational institution or community agency.
- ✓ The student's IEP goals continue to reflect a need for functional academics in the areas of: Vocational Skills, Domestic Living Skills, Community Participation, and Recreation/Leisure Activities.
- ✓ The student is physically and emotionally able to safely participate in a variety of community/vocational settings.
- ✓ The student is able to display and maintain socially appropriate behaviors that will not endanger others safety or significantly disrupt the program.
- ✓ The student will exhibit a willingness to participate in all program activities.
- ✓ The student is able to self-carry and administer any medication or medical device necessary to maintain his/her optimum health.
- ✓ The IEP team, through a collaborative decision, recommends placement into the L.I.F.E. Transition Program.
- ✓ If placement in the L.I.F.E. Transition Program is not recommended for a candidate, alternative transition placements will be considered.



Student Expectations

The following responsibilities and expectations are necessary to make this educational experience as meaningful as possible for every student.

Address Change/Custody Change

It is imperative that you contact the L.I.F.E. Transition Program staff with any change of address or custody. Accurate information is necessary to contact you in the event of emergencies, student phone calls, records, mailings etc. Changes in bus transportation routes require a minimum of 3 business days.

Attendance

The school laws of the State of Illinois require regular school attendance. Each student is expected to be in attendance except when there is a valid excuse. Student involvement in daily L.I.F.E. Transition Program activities is essential. All students are expected to attend daily, Monday-Friday, from 8:30 a.m.-2:00 p.m. It is imperative that families attempt to plan family trips/vacation to coincide with scheduled school vacations and to plan professional visits to doctors, dentists, orthodontists, etc. during non-school hours. Attendance is a vital part of a successful education experience. **It is the parent/guardian's responsibility to substantiate an excused absence.**

Excused Absences

DuPage High School District 88 defines a valid excuse for absence as: a serious illness, a death in the family, a major religious holiday, an extraordinary emergency in the home (fire, flood etc.), a job interview or a prearranged family vacation absence. Visits to the doctor, dentist, court clerk, are excused and should be prearranged. The school may accept parental notes excusing a student's absence for medical visits. **Student's attendance directly impacts the L.I.F.E. Transition Program as a whole.**

Unexcused Absences

Failure to call in an absence to your case manager will result in an "unexcused" absence.

Student/Parental Responsibilities

The parent/guardian is the person who is responsible for notifying the Transition staff when a student is absent.

1. **When a student must be absent, the parent/guardian must phone the student's case manager as well as Cottage Hill Operating Company @ 1-630-279-9570.**

2. If a student needs to leave the L.I.F.E. Transition Program during the day due to illness, permission will be secured from the parent/guardian through a phone call. Parents will be responsible for arranging transportation to secure their students arrival at home.

3. Students who have been absent due to hospitalization, communicable disease, fracture, medical tests, or prolonged illness must report to the Addison Trail Health Services Office prior to returning to the L.I.F.E. Transition Program. A note from a physician may be required for return admission to the program.

Please contact the school nurse at **Addison Health Services Office: Judy Campbell @ 1-630-628-3334.**

Prearranged Absences

For absences of less than one school day (dental, doctor, court appearance), call the student's case manager prior to the day of absence.

For prearranged absences of one or more school days:

1. Obtain a prearranged absence form from the L.I.F.E. Transition Program staff prior to the student's absence
2. Return a signed prearranged form to the L.I.F.E. Transition Program staff, which will be forwarded to the ATHS Attendance Office prior to the student's absence.

Work Site Absences

For those individuals who are assigned to a vocational training work site with District 88, it is the **responsibility of the student** to call in all absences immediately to the **District 88 Vocational Coordinator:**

Christine DiRienzo @ 1-630-530-3248, and leave a message.

(Failure to report an absence may result in job termination)

For students who are competitively employed, it will be the student's responsibility to call in all absences to their employer.



Cell Phone Usage

- ✓ Students will be permitted to carry cell phones during the L.I.F.E. Transition Program hours. Cell phone usage is permitted only for emergencies or when given permission by the Transition staff.
- ✓ In the case of cell phone misuse, appropriate consequences will be determined on an individual basis. Consequences may include but may not be limited to student conference, parent contact, team meeting, revoked privileges or confiscation.

Community Participation

L.I.F.E. Transition Program students will be required to bring the following items whenever we are in the community:

- ✓ District 88 ID Card
- ✓ IL State ID Card
- ✓ District 88 L.I.F.E. Transition Program Sport Pack (provided for student)
- ✓ Watch (analog or digital)
- ✓ Wallet or coin purse to carry money in community
- ✓ Appropriate dress for weather (coat, hat, gloves, umbrella, boots)
- ✓ Comfortable walking shoes (gym shoes are preferred, no heels or flip flops)
- ✓ Medication if appropriate (self-carry and administer)
- ✓ Medical ID Information (medical bracelet, necklace, card in wallet/purse)
- ✓ Eyeglasses or sunglasses as needed
- ✓ Personal items (suggestions: kleenex, feminine products, hand sanitizer or wipes, band-aids, bottled water if needed)

The L.I.F.E. Transition staff strongly discourages any student from bringing unnecessary items on community outings. It will be the student's responsibility to carry and secure all items brought into the community.



Cottage Hill Bus Service

Cottage Hill Bus Service will be transporting your student to/from the Transition Program. Cottage Hill Bus Service will contact you with information regarding your departure/arrival times. Parents should review and discuss bus procedures with the student prior to the start of the school year. Parents are strongly encouraged to have an alternative plan for a student's return to home when a caregiver is not home to receive the student. (i.e. provide the student with a house key to carry on their person or to be left at home in a safe outside location, pre-arrangements with a neighbor etc.)

In the event that a student is unable to enter their home, Cottage Hill Bus Service will make all attempts to contact the parent/guardian as appropriate. Cottage Hill Bus Service will be unable to wait at a student's residence, as they are responsible for servicing other students on multiple routes. Cottage Hill Bus Service will be instructed to return the student to the District 88 Building (2 Friendship Plaza in Addison) where the parent/guardian will be responsible to pick up the student and transport them home at their own expense.

In the event that a student displays extreme disruptive behavior that may endanger themselves or others while on the bus, Cottage Hill Bus Service and/or the L.I.F.E. Transition staff will make attempts to contact the parent/guardian via phone to inform them of what action will be taken to resolve the situation. In the event that a parent/guardian cannot be reached, Cottage Hill Bus Service will be instructed to transport the student to an Administrative Office at Addison Trail High School, where the parent/guardian will be responsible to pick up the student and transport them home at their own expense.

In the event that a student misses their bus and is unable to secure another form of transportation to the program, it is the student's responsibility to notify their case manager of their absence. Due to off-campus activities, the Transition staff may not be in the building after 8:30 a.m. Students unable to arrive by 8:30 a.m. must speak with a Transition teacher to verify that a staff member will be available when they arrive. For the safety of your young adult, students are not permitted to enter the District 88 building after 8:30 a.m. until they have made prior arrangements with a Transition Program teacher.

If the Transition teacher cannot be reached and/or a staff member is unavailable, the student is to call in absent for the day.



Dress Code

The primary purpose of the L.I.F.E. Transition Program is education and matters of personal dress and grooming must be appropriate to the situation. Thus, the responsibility for implementing the rules and regulations which the Board of Education expects every student to observe is delegated to the L.I.F.E. Transition Program Staff who has the authority to make discretionary judgments regarding the appropriateness of student dress, and take corrective and/or disciplinary action as necessary.

Students shall wear appropriate clothing and footwear and groom themselves for the L.I.F.E. Transition Program in a manner that does not offend the rules of decency or reflect negatively on or distract from any phase of the educational program. Requirements of certain areas of the L.I.F.E. Transition Program may necessitate further restrictions of dress and grooming. The following is a list of apparel that may **not be worn** at any time in the District 88 L.I.F.E. Transition Program.

1. Inappropriate garments. (i.e. see-through, tight, excessively short, midriff tops, halter tops, strapless tops, backless tops, revealing exposed cleavage, visible under garments, pants that fit below the waist, potentially dangerous jewelry, jewelry excessive in size and length, etc.)
2. Extremes in hairstyles or make-up.
3. Headwear (except for headwear items authorized for religious belief), coats, sunglasses, bandanas and hairnets.
4. Clothing which could be construed as depicting or promoting illegal, immoral, or the obscene, specifically items which depict or refer to alcohol, drugs, gangs, obscenities or weapons.

**** Exceptions to the dress code are items related to a particular job site, which may include but not limited to headwear (visors, hats, hairnets). In addition, community outing weather related items (hats, gloves) will only be acceptable to wear while out in the community and not allowed in the L.I.F.E. Transition Program classroom.**



Emergency School Closing

When emergency conditions are so severe that both Addison Trail and Willowbrook High School will close, an Xpedite computer phone system will call each home. In addition, announcements will be made over the following radio stations: WGN-720; WLS-890; and WBBM-780. Listen for the announcement on any of these three radio stations for the statement that Addison Trail High School and/or DuPage High School District 88 will be closed that day.

The name of our school district is DuPage High School District 88.



Emergency and Medical Procedures

Student Emergency Information

Each student with the help of a parent/guardian must complete a District 88 Student Information Form at the time of registration. Additional medical forms will also need to be completed with current information. Students will be responsible for carrying a copy of emergency information with them at all times in the event an emergency occurs. Students, parents/guardians are responsible for notifying the school nurse, **Judy Campbell (1-630-628-3335)** as well as their case manager with any changes in emergency information (emergency contacts, medication changes) throughout the school year. Staff and students will follow District 88 policies regarding emergencies, accidents and injuries.

Medication

If a student requires prescription medication during the L.I.F.E. Transition Program hours (8:30 a.m.-2 p.m.), a doctor's note is necessary and must be kept on file with Health Services at Addison Trail High School. Any changes in medication must be accompanied by a written doctor's note and forwarded to the attention of Health Services at Addison Trail High School.

Since there is no on site nurse in the District 88 L.I.F.E. Transition Program, students are required to self-carry and self-administer all necessary medication. Students must also have a doctor's note on file that states the student is permitted to do so. Due to the nature of our community-based program, it is strongly encouraged that students bring daily medication from home in a safely stored container of their choice (pill container/vial, something that stores medicine safely and is convenient to self-carry.) The student will be responsible to self-administer this medication as per doctor's instructions.

Sickness/Illness

- ✓ If your student has signs/symptoms of feeling ill, (running a fever, cough, sore throat, headaches, runny nose), we encourage you to keep your student home. Due to the nature of the program, preventative measures need to be in place to protect the welfare of our students and staff.
- ✓ If a student needs to leave the L.I.F.E. Transition Program during the day due to illness, permission will be secured from the parent/guardian through a phone call. Parents will be responsible for arranging transportation to secure their students arrival at home.

- ✓ In order to prevent the spread of illness, students with a fever of 100 degrees or higher may not return to school until they are fever free for at least 24 hours without the use of fever reducing medicines such as acetaminophen or ibuprofen.



Exiting the L.I.F.E. Transition Program

Enrolled students can participate in the L.I.F.E. Transition Program until aging out of the school system one day prior to their 22nd birthday or when they have completed their goals. After exiting the program, students must contact either Addison Trail or Willowbrook High School Registrar's office to set up an appointment to pick up their diploma.



Flexibility

Due to the individualized and community-based nature of the L.I.F.E. Transition Program, students and their families will need to have flexibility as daily changes and unexpected events occur (weather related, transportation difficulties, student behavior, community conflicts, job sites) Teachers, students and their families will need to be patient, flexible and resourceful in providing the best opportunities for the students on a day-to-day basis. On occasion, due to unforeseen events in the community, activities may conclude earlier or later than scheduled. Therefore, students may be transported prior to the 2:00 dismissal time and on **rare** occasions may arrive home later than usual. Attempts will be made by the L.I.F.E. Transition Program staff to notify parents/guardians of any changes in student arrival at home.



Life Skills Development

Students will be assigned functional tasks to be performed outside the L.I.F.E. Transition Program, which will aid in reinforcing the development of life skills being taught in the program. When school is not in session, L.I.F.E. Transition Program students will be expected to practice a suggested list of life skills independently with family support as needed. (i.e. weekends, holidays, summer) Family support is strongly encouraged to reinforce skills learned in the program.



Money for Community Based Instruction

An essential component of the L.I.F.E. Transition Program is the student's ability to participate in a vocational training experience, which will hopefully lead to competitive employment. Students at the District's vocational training sites work with an employment specialist to help them develop valuable work skills; these students are paid a sub-minimum training wage. **All students in the L.I.F.E. Transition Program are required to work at a vocational training site or at a competitive work site.**

In order to help our young adults develop money management skills, we designed this program so that the students' wages are used to fund community outings. This allows our students to create a budget, cash paychecks at the bank, fully participate in program outings, and maintain a L.I.F.E. Transition Program banking account. For many of our students this is their first opportunity to learn the importance of employment as a source of providing the monetary means to make independent choices.

All money required for community-based instruction will be budgeted from the student's earnings (competitive employment/vocational training employment with District 88).

- ✓ Students who are employed through **District 88's Vocational Training Program** will receive bi-monthly paychecks, which will be cashed at Oxford Bank in Addison, IL (These paychecks will not be sent home to be cashed). Students will keep a detailed register of all transactions as part of the L.I.F.E. Transition Program curriculum; a copy of the student's money register and the original paycheck stubs will be sent home at the end of the school year. Balances in the student's account will be transferred to begin the fall school year. Upon exiting the program, students will take home any remaining balances.
- ✓ Students who are employed through **Competitive Employment** will be responsible for cashing their paychecks at a bank of their choice. Students are encouraged to keep a detailed register of all banking transactions for their own record with parent/guardian assistance, as their transactions will most likely occur outside the L.I.F.E. Transition Program.
- ✓ The weekly budget will vary based upon outings selected by students/staff. The average weekly community outing expenses range from \$10-15 per individual.
All students are required to pay for the L.I.F.E. Transition Program Community Outings through their vocational training or competitive employment wages.

Students will be permitted to carry additional money from home however; this money will not be incorporated into the student's budget. Students and parents are strongly encouraged to discuss and agree on an appropriate amount of money to be carried in addition to budgeted L.I.F.E. Transition Program activity costs. Students will have the opportunity to make individual purchases in the community. Individual student purchases are based on the **sole discretion of the student**, as they are young adults learning to make independent choices. Students will be encouraged by the L.I.F.E. Transition staff to save receipts for any and all additional purchases, however it will be the student's responsibility to retain all receipts.



Parent Involvement

(Open House/Registration, Parent/Teacher Conferences, IEP Meetings)
DuPage High School District 88 holds parental involvement at the highest priority. During the year, the L.I.F.E. Transition Program will host Open House/Registration, Parent/Teacher Conferences and annual IEP Meetings to help keep parents informed and involved in the program. Parents are encouraged to support their young adult by providing them with opportunities to further enhance the life skills that they are learning in the L.I.F.E. Transition Program. Repetitive practice in a variety of settings will help to further develop independence. A weekly Community Outings letter will be sent home to keep you informed of the L.I.F.E. Transition Program activities.



Personal Items/Personal Hygiene

A vital daily component of Life Skills training includes the area of hygiene. Students are expected to maintain appropriate hygiene while attending the program and while at a work site. Students will be assigned a locker in which they will be allowed to keep personal items such as: deodorant, toothpaste, toothbrush, feminine hygiene products, shaving kits etc. Students who are unable to maintain daily hygiene standards essential to the program will receive direct instruction from the L.I.F.E. Transition Program staff in a manner that respects human dignity and personal privacy.

Students are responsible and held accountable for any and all personal items brought to the L.I.F.E. Transition Program (I-pod, CD Players/CD's, purses, wallets, backpacks etc.)

The District 88 L.I.F.E. Transition Program staff will not be responsible for personal items that are either lost or stolen.



Progress Reports

Individual progress reports will be mailed home.



District 88 School Calendar/Program Hours

All students in the L.I.F.E. Transition Program are expected to follow the District 88 school year calendar. Our student schedule does **not** follow late arrival on Mondays, nor does it follow student early release schedule. The L.I.F.E. Transition Program schedule will be altered during both first and second semester exam schedules. Parents will be notified of additional changes in the schedule, should they become necessary.

The L.I.F.E. Transition Program hours are Monday-Friday, 8:30 a.m.-2:00 p.m., (with the exception of school holidays) unless otherwise notified.



Student Rules/Behavior Expectations

The Board of Education believes that every student who has a sincere desire to remain in school, and to profit by the educational experiences offered by the L.I.F.E. Transition Program will have the opportunity for educational success. It is expected that every student will comply with the well-established, well-defined school rules and regulations as specified by District 88. Students are prohibited from engaging in conduct or other acts that, in any way, disrupts the educational process or infringes on the rights, health, safety and welfare of others. The L.I.F.E. Transition Program follows the District 88's policy on Student Behavior Regulations. The administration and staff will review the individual circumstances of any gross disobedience/misconduct and determine appropriate consequences, which may include but may not be limited to student conference, parent contact, team meeting, revoked privileges, confiscation, suspension or expulsion from the L.I.F.E. Transition Program.



Student Schedules

Students' schedules will vary based on weekly L.I.F.E. Transition Program community-based activities and individual vocational experiences. Students will keep a record of their weekly employment schedule/work hours using a calendar/planner.



Student Storage Areas

All student storage areas remain the property of District 88 and shall be subject to inspection and search, with or without student consent, at any time and under any circumstances by the L.I.F.E. Transition Program/District staff.



Transportation

The L.I.F.E. Transition Program will be utilizing several modes of transportation throughout the school year: School buses, District 88 School Vans, Metra/CTA trains, CTA/Pace bus service, and taxis. Although a combination of several modes will be used to transport students to their various activities and sites, students will be **required to walk** in the community on a regular basis (i.e. Addison Public Library to set up/take down the *Perks & Possibilities Café*, walking as needed during Friday Community Outings.) The L.I.F.E. Transition Program staff recommends investing in a comfortable pair of walking shoes, suitable for all types of weather. Please check the weather daily for appropriate outdoor wear to be out in the community.

Families will be encouraged to apply for RTA Reduced Fare Cards and PACE Para transit as appropriate. Students will budget Metra transportation costs from their job site earnings.



Vocational Training

All students are required to work at a vocational training site or at a competitive work site. Students are expected to follow all policies and procedures at their respective work sites. Students are required to follow/maintain all job dress code/uniform policies. Students are expected to work collaboratively with the vocational coordinator, job coaches and employers. Since vocational training experience is an essential component of the L.I.F.E. Transition Program, students will be expected to adhere to their respective work schedules. Contact the Vocational Coordinator with any questions regarding the Vocational Work Training Program.

Student work schedules will take precedence to all L.I.F.E. Transition Program Community Outings.



District 88 L.I.F.E. Transition Program Curriculum **“Living Independently & Functioning Everyday”**

The L.I.F.E. Transition Program is structured to assist young adults in the development of skills in the following domains: Vocational Skills, Domestic Life Skills, Community Participation, and Recreation/Leisure. Under each domain, a suggested list of curriculum topics can be found. Students may or may not be exposed to each topic within the four domains. Curriculum will depend upon student's IEP goals as well as their needs and interest.

Domain: Vocational Skills

- 1. Interest Inventory**
- 2. Job Search**
- 3. Job Application**
 - Written
 - On-line
- 4. Interviewing Skills**
- 5. Managing Your Time**
 - Attendance
 - Punctuality
 - Taking breaks
 - Work schedule
- 6. Appropriate Grooming/Hygiene**
- 7. Proper Attire**
- 8. Job Interview**
- 9. Job Skills**
 - Calling employer when you are late/sick
 - Social skills
 - Communicating effectively
 - Work schedule
 - Taking a break
 - Emergencies on job
 - Communicating with the boss
 - Problem-solving
 - Practice with a variety of jobs
 - Self-advocacy
 - Productivity & quality on the job
 - Good attitude
 - Adapt to change
 - Safety on the job
 - Following chain of command

10. Understanding Your Paycheck

- Calculate number of hours worked compared to personal record
- Rate of pay
- Gross pay vs. net pay
- Taxes
- Deductions (union dues, uniform costs, insurance, miscellaneous expense)
- Endorsing/cashing paycheck
- Benefits
- Bonuses
- Holiday/overtime pay

11. Job Fair

12. Job Portfolio/Resume

Domain: Domestic Life Skills

1. Cooking

- MyPlate
 - Identification/recognition of food groups
 - Planning well-balanced meals
 - Nutrition
 - Menu planning
- Kitchen Safety
 - Sanitary practices
 - Safe food handling
 - Proper use/care of appliances
 - Electric appliances
 - Gas appliances
 - Handling utensils/gadgets
 - Chopping, slicing, rolling, whisking, measuring, cutting
- Food Preparation
 - Washing hands
 - Food sanitation
 - Using/cleaning cutting boards
 - Using electric appliances (electric griddle, can opener, countertop oven, toaster, crock pot, stove)
 - Using gas appliances (stove, outdoor grill)
 - Identifying ingredients/materials
 - Following step-by-step recipe/directions
 - Cleaning fruits & vegetables
 - Baking, boiling, steaming, frying, grilling
 - Cutting, chopping, slicing, draining, rolling, whisking, turning, stirring food
 - Use of proper utensils
 - Serving food
 - Food storage/disposal

- Reading labels/food expiration dates
- Presentation
- Serving amounts
- Doubling recipes/measurement
- Opening cans, jars, boxes, packages
- Preparing meals (breakfast, lunch, dinner, dessert, snacks)
- Kitchen Maintenance
 - Caring for appliances
 - Loading/unloading dishwasher
 - Cleaning kitchen
 - Using microwave, stove, oven
 - Loading/cleaning refrigerator
 - Stocking pantry/refrigerator
 - Cleaning countertops, tables, sink
 - Cleaning oven, stovetop
 - Cleaning floors
 - Washing/drying dishes
 - Proper food storage
 - Lining shelves
 - Organizing shelves/pantry
- Hospitality
 - Planning/Hosting social events/special occasion
 - Etiquette
 - Decorating for party

2. Grocery Shopping

- Making a grocery list
- Reading a sales ad
- Using coupons
- Using customer service
- Locate food items using directory
- Apply for a preferred savings card
- Comparison-shopping
- Staying on a budget
- Asking for assistance
- Maneuvering a grocery cart
- Checking-out (with customer assistance & self-check)
- Money skills
- Sorting and bagging groceries
- Putting away groceries
- Calling & placing order with grocery delivery service
- Ordering groceries on-line

3. Personal Hygiene

- Clean hair
- Daily shower (clean body)
- Toileting
- Dressing
- Clean clothes
- Brushing teeth/hair
- Men & women: shaving
- Feminine hygiene
- Personal medical needs
 - Carry/self-administer medication
 - Personal medical needs
- Maintain, use, organize personal care products
- Identify/select/locate personal care products in retail store
- Nutrition and weight control

4. Health

- Personal health
- Doctor's name and number
- Dentist's name and number
- Scheduling appointments
- Locating doctor's office, hospital/clinic, service providers
- Checking in an office upon arrival
- Identifying health services in the community
- Identify/purchase items for home first aid kit
- Pharmacy name and number
- Who to call and when
 - 911
 - Doctor
 - Pharmacist
 - Poison Control Center
- Prescriptions and over-the-counter medicines
 - Reading labels
 - Dosage & measurement
 - Calling in an order for a prescription
 - Who to call for assistance
- Basic First Aid
- Allergies (indoor, outdoor, seasonal, food)
- Medical history
 - Medical ID (bracelet, wallet card, tag)

5. Caring for Clothes

- Basic care
 - Sorting laundry
 - Pre-treat stains
 - Wash/dry clothes
 - Fold/hang and iron clothes
 - Organizing & storing seasonal clothing
- Clothing repair
 - Sewing on a button
 - Fixing a hem
 - Shoe repair
 - Locating repair services
- Correct clothing size
- Clothes for correct season
- Clothes for occasion
- Shopping for clothing
- Coin operated laundry
- Dry cleaners
- Packing clothing for a trip
- Age appropriate dress

6. Caring for the Home

- Housekeeping skills
 - Cleaning and using cleaning materials
 - Cleaning a bathroom
 - Cleaning a kitchen
 - Cleaning a bedroom
 - Cleaning a living room/common area
 - Dusting and vacuuming
 - Making a bed
 - Laundry
 - Storage maintenance and organization
- Calling for repairs/maintenance
- Setting up personal living space
- Security measures
 - Locking doors/windows
 - Setting an alarm
- Avoiding electrical accidents
- Fire safety
- Personal home escape plan
- Expenses
 - Home maintenance
 - Paying bills
 - Living on a budget

- Recycling
- Household goods
- Simple maintenance
 - Changing a light bulb
 - Painting
 - Changing batteries in fire/carbon monoxide detector
- Gardening
- Outside maintenance
 - Raking & shoveling
 - Clearing walkways
 - Lawn maintenance
 - Taking out garbage
- Investigating local apartment/home availability and cost
- Understanding legal responsibilities of signing a lease/loan agreement
- Furnishing an apartment/home
- Decorating

7. Organization

- Keeping a calendar planner
- Work schedule
- Time management
 - Using a watch (analog or digital)
 - Keeping track of work hours
 - Self-scheduling
 - Making a schedule of things to do
- Planning community outings
- Phone use
 - Cell phone
 - Purchase, maintenance, expense, contract
 - Answering and taking messages
 - Personal phone directory
 - Using a phone book
 - Using on-line phone directory
 - Dialing phone numbers
 - Calling for information
 - Calling to schedule appointments
 - Do Not Call Registry
 - Calling to order services

8. Managing your Money

- Identification
- Counting
- Adding/subtracting
- Creating a budget
 - Income/expense tracking form
- Spending wisely
- Carrying money
- Banking skills
 - Deposit
 - Withdrawal
 - Writing a check
 - Getting money orders, cashier's checks, traveler's checks
 - ATM cards, debit cards
- Cashing paychecks
- Depositing money
- Balancing money register
- Use of calculator for simple math computations

9. Social Skills

- Communication skills
 - Body language
 - Effective listening
 - Taking turns in a conversation
 - Assertiveness
 - Self-advocacy
- Decision making skills
 - Solving problems
- Anger management
 - Identify feelings
 - Recognizing anger (keeping a journal)
- Coping skills
 - Relaxation
 - Self-talk
 - Deep breathing technique
 - Conflict resolution
- Friends
 - Understanding relationships
 - How to behave around strangers, acquaintances & friends
 - Making friends
 - Getting along with co-workers
 - Getting along with roommates

10. Sexual Education

- Healthy dating relationships
- Appropriate behavior for social interaction
- Knowledge of sexuality
- Self-protection
 - Physical
 - Psychological
 - Sexual abuse
 - Sexual harassment
 - Substance abuse

11. Family Responsibilities

- Pregnancy
 - Prenatal care
 - Having a baby
 - Expenses
- Child Care
 - Expenses
 - Comparing different options
- Family Issues
 - Marriage
 - Divorce
 - Single parent

Domain: Community Participation

1. Community

- Getting to Know the Community
 - Police
 - Fire Department
 - Village Hall
 - Hospitals/clinics
 - Library
 - Restaurants
 - Retail services
 - Post office
 - Court house
 - County service agencies

2. Transportation

- Walking
 - Reading street signs
 - Follow written directions
 - Using a map
 - Crossing streets
- Riding a bike
 - Rules of bike safety
 - Securing a bike
 - Bike maintenance
- Operating a motor vehicle
 - Learn/follow driving rules
 - Reading road signs
 - Practicing driving skills
 - Reading maps
 - Using a GPS system
 - Using roadside emergency assistance
- Reading public transportation schedules
- Identifying modes of transportation
 - Bus
 - Train
 - Subway
 - Taxi
 - Automobile
 - Airplanes
 - Recognizing/locating bus stops, train station
 - Scheduling a ride/making reservations
 - Selecting a preferred service provider
 - Solving service problems
 - Getting documents to access services (Para transit, reduced fare)
 - Developing a personal transportation plan
- Accessing public transportation
- Riding public transportation
- Costs
 - Comparing transportation costs
 - Purchasing transportation tickets
 - Paying the fare
- Learning your chosen mode of transportation
- Social etiquette while utilizing transportation
- Safety

3. Safety in the Community

- Stranger danger
- Use of street signals and signs
- Using crosswalks
- Parking lot safety
- What to do in an emergency
 - Asking for assistance
 - What to do if you are lost
- First Aid
- Crime prevention
- Self-defense

4. Restaurants

- Placing an order from a menu
 - Counter service
 - Table service
- Social skills
 - Peer relations
 - Public relations
 - Problem solving
- Banquet etiquette
- Appropriate table manners
 - Etiquette
- Calculating tip
- Cash transactions
 - Paying the bill
 - Rounding money to next dollar up
 - Counting change
- Budget
- Nutrition/health
 - Making choices
 - Portion size
 - Calories
 - Eating healthy meals
- Tour of restaurant
 - Careers in food business
 - Safety procedures
 - Sanitary requirements

5. Community Bank

- Public relations
 - Greeting bank employees
 - Communicate banking needs
 - Bank hours
 - Managing wallet/coin purse with ID & money
- Teller transactions
 - Identification
 - Cashing paychecks
 - Endorsing paycheck
 - Tear off & retain check stub
 - Identifying/counting back money
- Waiting in line
- Identifying different types of accounts
 - Checking
 - Savings
 - CD/investments
- Opening a checking/savings account
 - Maintaining a money register
 - Deposit/withdrawals
 - Debit card/ATM card
- Coin Star machine
- Money order
- Traveler's checks
- Cashiers & certified checks
- Parking lot safety

6. Community Retail

- Store hours
- Store locations
- Using a store/mall directory
- Locating customer service/security
 - Directories
 - Purchasing mall gift card
 - Lost & found
 - Stroller rental
 - ATM machines
 - Information on mall amenities
 - Mall walkers club
 - Mall activities/social events

- Identifying functional signs
 - Entrances/exits
 - Using escalator/elevator
 - Restrooms
 - Food court
 - ATM's
 - Bus stops
 - Store advertisement
 - Mall/store directory
 - Movie theatre
 - Reading schedules/directions
- Using newspapers/sales ads
- Personal safety
 - Stranger danger
 - Carrying ID
 - Medication
 - Securing belongings
 - Parking lot
 - Calling 911
 - Contacting security
- Interactions with the public
- Asking for assistance
- Locating needed items
- Waiting in line
- Interactions with cashier
- Money management
- Self-advocacy
- Accessing fitting rooms
- Retaining store receipts
- Securing purchases
- Food court
 - Restaurant selection
 - Locating a menu
 - Reading a menu
 - Greeting the cashier
 - Placing an order
 - Money management/cashier transactions
 - Waiting for food
 - Locating condiments
 - Problem solving (carrying a tray, locating a table)
 - Social skills
 - Etiquette
 - Securing personal items/purchases
 - Disposing of trash

7. Public Library

- Social skills
- Library etiquette
- Tour of library
- Hours of library
- Social events/activities
- Library café
- Obtaining library card
- Requesting assistance
 - Following directions
- Finding resources
 - Books (paperback/audio)
 - DVD's, cassettes, games, puzzles
 - Magazines/newspapers
- Library Procedures
 - Checking out materials
 - Returning materials
 - Renewing materials
- On-line resources/use of public computers
- Community resources
- Identifying functional signs
 - Locating restrooms
 - Locating information desk/check in/out services
 - Locating book depository
 - Locating exits/entrances
- Using elevator/stairs
- Emergency procedures (fire)
- Reading/following directions
- Due dates/following schedules

8. Government Offices

- Village Hall
 - Paying utility bills
 - Purchasing licenses/permits
 - Purchasing village stickers
 - Connect to community resources
- Courthouse
- County Health Department
- Post Office
 - Purchasing stamps
 - Mailing a letter
- Department of Motor Vehicles
 - State ID's
 - Register to vote

Domain: Recreation/Leisure

1. Recreational Activities

- Experiencing new activities in the community
 - Parks
 - Movies
 - Mall
 - Library
 - Restaurants
 - Theatres
 - Festivals
 - Farmer's market/flea market
 - Zoo
 - Farms
 - Museums
 - Roller skating rink
 - Bowling alley
 - Sporting events
 - Indoor/outdoor amusement parks
 - Fitness club
 - Miniature golf/driving range

- Physical Activity
 - Sports
 - Exercise
 - Bowling
 - Mini-golf
 - Roller skating
 - Ice skating
 - Pilates/yoga
 - Walking
 - Aerobics
 - Dancing

2. Interests/Hobbies

- Choosing and participating in leisure activities
 - Puzzles
 - Board games
 - Card games
 - Reading magazines, books
 - Game table (air hockey, pool, table tennis)
 - Socializing

- Computer
- Crafts
- Baking
- Operating a TV/VCR/DVD
- Movie rentals
- Electronic/video games
- Hand-held electronic games
- Listening to music
- Planting a garden
- Travel
- Scrapbook

3. Recreation/Leisure Life Skills

- Socially appropriate behavior and etiquette
- Identifying and trying new activities
- Finding activities that fit student's interests and budget
- Budgeting for recreation
- Choosing and wearing appropriate clothes for a variety of activities
- Choosing appropriate leisure activities
- Inviting others to join you in an activity
- Basic first aid
- Participation in individual, group and team activities
- Reading and following directions and rules



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Judy Campbell, School Nurse
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REPORTING STUDENT ABSENCES:

**Cottage Hill Bus Service # to call to cancel bus
transportation when a student is absent: (630) 279-9570**

**Please call your student's case manager to report any
absences:**

Mrs. Ann Eakley (630) 782-3112

Mr. Chris Perkins (630) 782-3104