

<b>North Providence School Department Employment First Policy</b>	First Read: 2/4/15 Second Read: 3/4/15 Third Read: 3/25/15

**Policy**

The North Providence School Department will support and promote practices in partnership with agencies that support students with intellectual/developmental disabilities in transitioning to post-secondary education, training, and/or work in integrated settings as part of providing transition planning and services for students with disabilities through the IEP in accordance with RI regulations. The NPSD establishes an expectation that employment opportunities should focus on ability not disability. NPSD believes that equal access to service is for all individuals.

**Purpose**

The purpose of this policy is to assure that North Providence students with intellectual/developmental disabilities have transition opportunities that comply with state and federal regulations and supports meaningful work opportunities.

Students, beginning at age 14, or younger if deemed appropriate by the IEP team will have an IEP that is developed in accordance with transition assessments, determined needs and will include measurable goals and services related to training, education, employment, and where appropriate, independent living skills. These activities will be a coordinated set of activities and may include special education and related services.

For those students 18-21 with IEPs that have not met the NPSD graduation requirements, transition assessments, including situational assessments, will be conducted to develop an IEP consistent with the students' transition needs. Documented outreach to other agencies to coordinate the transition to adult services will be documented as part of the IEP and in the case of students with intellectual disabilities, as part of their individual career development plan.

The NPSD commits to promote meaningful work opportunities, including trial work, internships, and/or situational assessments, for students with intellectual/developmental disabilities prior to exiting school as part of the individual career development plan. Minimal or competitive wages and benefits shall be the goal of supportive employment placements for students with intellectual/development disabilities upon exit from the school.