

**Individualized Education Program
Post Secondary Transition Plan, Page One**

Student Name: Allison IEP Meeting Date: 6 / 1 / 10
 Current Grade Level: 11 Expected Date of Graduation: 6 / 19 / 11

Evidence of involving student & related agencies:
 Allison was notified in writing and in person on 4/25/10. Jim from Voc Rehab was also invited in writing via the notice of meeting. Allison is 18 and gave consent to invite VR.

Age Appropriate Transition Assessments:
 Review of student grades (5/5/10). Allison has maintained a B average over her high school years to date. Her GPA meets the requirements for entry into college.
 Review of scores from curriculum-based measurements (5/5/10). These scores indicated that Allison's level of performance in English and math is acceptable for admission into college.
 Career Interest Inventory (5/8/10). The results of this assessment indicated Allison's strong interest in going on to college and pursuing a degree in Child development.

Definitions-
Measurable Post Secondary Goals- *A post secondary goal is a statement of the desired outcome for the student after leaving high school.*
Measurable Annual Transition Goals- *Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post secondary goals.*

Education and Training (Required)

Post Secondary Goal(s) for Education and Training (Required):
 After graduation from high school, Allison will attend a 4-year Liberal Arts College and take coursework leading to a major in the area of Child Development.

Annual Transition Goal(s) for Education and Training (Required):
 Given direct instruction on solving algebraic equations and a problem solving mnemonic, Allison will solve multistep word problems with 80% accuracy as measured by curriculum based measurement and teacher made quizzes and tests by the end of the 1st school semester of 2010-11.

Progress Review Dates

<i>10-31</i>	<i>11-5</i>	<i>3-30</i>	<i>6-22</i>
<i>A</i>			

List Transition Services related to Education and Training:
 Instructional support for organization and study skills, Extended time on tests in English, Algebra II and Advanced Biology, Visit three university campuses, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall.

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Employment (Required)

Post Secondary Goal(s) for Employment (Required):

The summer after high school, Allison will work part-time at the child development center near her home.

Annual Transition Goal(s) for Employment (Required):

Given direct instruction for completing a job application, guided practice, and personal information, Allison will complete a job application with 100% accuracy by the end of the 1st school semester.

Progress Review Dates

10-31	11-5	3-30	6-22
A			

List Transition Services related to Employment: Examples-social skills training, on the job safety instruction, community based instructional experiences, work based instruction

Job shadow experiences with children, Part time employment in a position related to working with children

↑ ? is that a service?

Independent Living (as appropriate)

Post Secondary Goal for Independent Living:

IEP team decided this was not applicable for Allison.

Annual Transition Goal for Independent Living:

N/A

Progress Review Dates

10-31	11-5	3-30	6-22

List Transition Services related to Independent Living:

N/A

Course(s) of Study: A description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year.

Requirement: List the course(s) of study needed to assist the student in reaching his/her post secondary goals or attach a list of courses. Course of study may also be listed in a narrative format.

For Allison's upcoming 12th grade year the courses listed include: 1. Psychology (semester), 2. English 12 (year), 3. Algebra II (year), 4. Cooperative Work Experience (semester), 5. Advanced Biology (year), 6. Child Development (semester), 7. Resource Room (year)

Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Voc Rehab will develop an individual rehab plan (IRP) to look at independent employment and post secondary education aptitudes, interests and preferences by December 2010.

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Post Secondary Transition Plan, Page One**

Student Name: Jamarreo IEP Meeting Date: 5 / 1 / 10

Current Grade Level: 11 Expected Date of Graduation: 6 / 19 / 11

Evidence of involving student & related agencies:

Jamarreo was sent a letter inviting him to the IEP meeting on 4/1/10. He also attended. Susan Smith from Community College and Darren Duffy from Voc Rehab were also invited in writing via the notice of meeting. Jamarreo is 19 and gave consent to invite a community college rep and VR.

Age Appropriate Transition Assessments:

WAIS-R – 9/09, Differential Aptitude test – 9/09, Woodcock Johnson- 9/05, Audiological Report – 8/09, Career Planning Survey- 5/05, Work adjustment Inventory- 3/09

The results of these tests and surveys suggest Jamarreo has the potential of meeting his postsecondary goals of being a self-employed welder. These findings suggest that Jamarreo may need short-term academic or site specific training supports after graduation from high school as he transitions into a postsecondary educational setting and employment. Jamarreo has strengths and interests in the area of mechanical work and will likely be a serious, dedicated employee.

Definitions-

Measurable Post Secondary Goals- *A post secondary goal is a statement of the desired outcome for the student after leaving high school.*

Measurable Annual Transition Goals- *Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post secondary goals.*

Education and Training (Required)

Post Secondary Goal(s) for Education and Training (Required):

Upon graduation from high school, Jamarreo will attend Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

Annual Transition Goal(s) for Education and Training (Required):

Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the IEP.

Progress Review Dates

10-31	11-5	3-30	6-22
S			

List Transition Services related to Education and Training:

Social skills training, Instruction related to on the job safety, Self-determination training, Instruction related to safety in the workplace, Instruction related to workplace social behavior

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Employment (Required)

Post Secondary Goal(s) for Employment (Required):

Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in the automotive repair industry.

Annual Transition Goal(s) for Employment (Required):

Given a whole task instruction and a task analysis for repairing a corner panel to a car, Jamarreo will demonstrate the steps in the task analysis with 80% accuracy and no more than one verbal prompt weekly by the end of the first school semester.

Progress Review Dates

10-31	11-5	3-30	6-22
A			

List Transition Services related to Employment:

Community based instructional experiences related to construction work, Work-based instruction with a local welder.

Independent Living (as appropriate)

Post-Secondary Goal for Independent Living:

After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others' safety.

Annual Transition Goal for Independent Living:

Given computer/video enacted role-plays of legal and illegal activities, Jamarreo will categorize activities with 80% accuracy by March of 2009.

Progress Review Dates

10-31	11-5	3-30	6-22
S			

List Transition Services related to Independent Living:

Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid), Mentor program through local YMCA/police department

Course(s) of Study: A description of coursework to achieve the student's desired post-school goals from the student's current to anticipated exit year.

Requirement: List the course(s) of study needed to assist the student in reaching his/her post secondary goals or attach a list of courses. Course of study may also be listed in a narrative format.
For Jamarreo's upcoming 12th grade year the courses listed include: 1. English IV (1 Credit), 2. Mathematics, III (1 credit), 3. Science (1 Credits), 4. Demonstration of proficiency in state testing of computer skills, 5. Career/Technical (1 Credits) 6. Electives (1 Credits)

Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Voc Rehab will develop an individual rehab plan (IRP) to look at independent employment and post secondary education aptitudes, interests and preferences by December 2010.

If the student will be reaching age 17 during the duration of this IEP, he/she and their parents must have been notified, in writing, that parental rights will transfer to the student upon reaching the age of 18.

If not completed in writing, please specify how they were notified: N/A

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Student Name: Lissette IEP Meeting Date: 5 / 1 / 10
 Current Grade Level: 12 Expected Date of Graduation: 6 / 19 / 11

Evidence of involving student & related agencies:

Lissette was invited via a phone call home to her and her mom on 3/25/10. Lissette also attended the meeting. Roger Smith from Voc Rehab was also invited in writing via the notice of meeting. Lissette's mother (legal guardian) signed a consent form to allow VR to be invited.

Age Appropriate Transition Assessments:

Adaptive Behavior Checklist 11/09, Task analysis checks (during community based instruction) 8/05-4/06, Transition Planning Inventory 4/06, Making Action Plans (MAPS)- 5/05

Results of the above assessments indicate that Lissette has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area. Lissette has expressed an interest in and demonstrated success in the service industry, including cleaning, laundry, and food preparation.

Definitions-

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Measurable Annual Transition Goals- *Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post secondary goals.*

Education and Training (Required)

Post Secondary Goal(s) for Education and Training (Required):

After graduation from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Smith County Community College.

Annual Transition Goal(s) for Education and Training (Required):

Given small group instruction on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriately wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP.

Progress Review Dates

10-31	11-5	3-30	6-22
S			

List Transition Services related to Education and Training:

Instruction on Community Safety skills, Travel instruction, Math instruction related to money usage, Literacy instruction related to sight word identification, Instruction related to community safety and self defense at the YMCA, Math instruction related to telling time on a variety of watches and clocks

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Post Secondary Transition Plan, Page Two**

Employment (Required)

Post Secondary Goal(s) for Employment (Required):

After high school, Lissette will work on campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.

Annual Transition Goal(s) for Employment (Required):

Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lissette will successfully call her boss to communicate important messages in 5 out of 5 role-play scenarios in school and community settings for the duration of this IEP.

Progress Review Dates

10-31	11-5	3-30	6-22
S			

List Transition Services related to Employment:

Community based instructional experiences related to employment, Safety skills in the community

Independent Living (as appropriate)

Post Secondary Goal for Independent Living:

Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.

Annual Transition Goal for Independent Living:

Given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.

Progress Review Dates

10-31	11-5	3-30	6-22
S			

List Transition Services related to Independent Living:

Instruction related to community safety and self defense at the YMCA, Purchase a monthly bus pass

Course(s) of Study: A description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year.

Requirement: List the course(s) of study needed to assist the student in reaching his/her post secondary goals or attach a list of courses. Course of study may also be listed in a narrative format.

1. Functional Math I, II, III, IV (4 Credits); 2. Functional Reading I, II, III, IV (4 Credits); 3. Introduction to Cooking I, II, III, IV (4 Credits); 4. Safety in the Community I, II, III, IV (4 Credits); 5. Recreation Leisure I, II, III (3 Credits); 6. Work Study Skills I, II, III, IV (4 Credits); Lissette has successfully completed three years of this coursework and now has one credit remaining to complete each course series.

Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Voc Rehab will develop an individual rehab plan (IRP) to look at independent employment and post secondary education aptitudes, interests and preferences by December 2010.