

Transition Services Planning (Age 14 or turning 14 during the IEP period)

Measurable Post-Secondary Goals

Employment:

Will work in part-time employment – Sue will work part-time at an animal grooming and boarding business.

Independent/Supported Living:

Will live independently – Sue will live independently in an apartment or house by developing life skills such as maintaining a budget and housekeeping.

Post-Secondary Education/Training:

Will enroll in on-the-job training program - Sue will enroll in a program after high school that will allow her to develop skills necessary for a successful adult life.

Community Involvement:

Will be independently mobile in the community and access services - Sue will learn to successfully navigate public transportation in order to access her community.

Grade 9 Course of Study: English I Algebra 1A Agricultural Science Civics Art 1 Biology1A

Grade 10 Course of Study: English 2 Algebra 1B Small animal Science Biology 1B Personal Finance/Wellness Choir

Grade 11 Course of Study: English 3 Geometry 1A Large animal science Environmental Science Work Based Learning Choir II

Grade 12 Course of Study: English 4 Geometry 1B Veterinarian Science Work Based Learning Keyboarding

Transition Services (Age 16 or turning 16 during the IEP period)

Anticipated Date Range	Service Area (Transition Area)	Activities/Strategies (Transition Services) (All activities/strategies that are the responsibility of special education and are to be implemented this year must be reflected in goal sheets.)	Agency/Person Responsible
2014	Instruction	Driver Education	Driver Education Teacher, Parents
2014	Community Experiences	Visit Technology Center and Community College in the area Visit Disability Services Office	School staff
2014	Employment and Post-school Adult Living Objectives	Participate in Work Based Learning in conjunction with Career and Technical Education Animal Science classes	Career and Technical Education teacher
2014	Other	Fill out FAFSA for potential placement in a post-secondary environment or dual enrollment classes	Parents

Documentation of other agency participation in planning and the person responsible for contacting agency(s) if a representative did not attend:

Vocational Rehabilitation Transition School to Work counselor is invited - Sue and her family have been provided eligibility paperwork

Was the student in attendance at the IEP Team Meeting? Yes

If the student was not in attendance, how were the student's preferences and interests considered

(Check all that apply.)

Student interview Student survey Student portfolio Vocational Assessments Interest Inventory Other

If you selected "Other", describe