

Student Name: Sarah Smith
DOB:

School District: Mytown
IEP Meeting Date:

Transition Student's Preferences, Needs and Interests

Did the student attend the IEP meeting?

STUDENT'S INTERESTS (Based on student's preferences, needs and interests)	PRESENT LEVELS OF PERFORMANCE
1. POST-SECONDARY TRAINING AND LEARNING OPPORTUNITIES: (e.g. 2 or 4 year college, vocational education, continuing and adult education) I will go to college.	CURRENT TRAINING AND LEARNING OPPORTUNITIES IN PREPARATION FOR POST-SECONDARY TRAINING: Sarah is on track to graduate with a regular high school diploma. She has a good understanding of her disability and learning needs, but needs to develop self-advocacy skills and opportunities to practice them.
2. FUTURE EMPLOYMENT (INTEGRATED EMPLOYMENT OR AS APPROPRIATE SUPPORTED EMPLOYMENT): I will have a job that will use my skills and passion for writing.	CURRENT JOB SKILLS: Sarah's most recent evaluations put her written skills at or above grade level. She enjoys writing and frequently does so for pleasure. Sarah is unsure what careers her skills and interests could lead to so she needs opportunities for career exploration.
3. FUTURE HOME-INDEPENDENT LIVING: Not applicable at this time	CURRENT HOME/INDEPENDENT LIVING SKILLS:
4. FUTURE COMMUNITY PARTICIPATION: Not applicable at this time	CURRENT COMMUNITY PARTICIPATION:
5. ADULT SERVICES: I may need support from the disability services office of the college I attend.	CURRENT ADULT AND ADULT TYPE SERVICES: Sarah is aware of the supports she needs to be successful in high school. Sarah will need support to be successful in college and needs an opportunity to learn more about what she will need and how to obtain supports.

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Transition Academic Transition Plan

(ages 16-21, or younger if appropriate)

Grade Level	Projected Courses to be taken each year
8th	Key boarding / Pre-Algebra / Introduction to Computers / English / Science
9th	Freshman Seminar, Freshman English, Algebra 1, Introduction to American Sign Language, Health, World Cultures, Biology, Computer Technology, Study Hall each semester
10th	American History, Intermediate American Sign Language, Geometry, Physical Education, Career Pathways, Driver's Education, Sophomore Seminar, English Composition 1, Study Hall each semester, Desktop Publishing
11th	Algebra 2, World History, Creative Writing Workshop, Advanced Sign Language, Economics, Study Hall each semester, , English Composition 2, Physical Science Additional Elective
12th	Journalism, Introduction to Public Speaking, Civics, Chemistry, Understanding Personal Finance, Poetry, Psychology, study hall each semester, art elective, Photography, Current Events
Ages 18-21	N/A

Total number of credits required by this district for graduation: 20

It is anticipated that this student will: graduate with a regular high school diploma

OR

Anticipated graduation date/completion of program: _____

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Transition Academic Transition Plan

(ages 16-21, or younger if appropriate)

Transition Area	Goal	Begin Date	Agency/Person Responsible
1. Instruction	- Review graduation requirements and current courses	Freshman Year and on-going	- Sarah, case manager and guidance
	- Explore college options	Fr – So.	- Sarah , case manager and guidance
	- Take PSATs.	So. – Jr.	- Sarah and family
	- Enroll in SAT prep course	So. – Jr.	
	- Learn about and arrange for accommodations on SAT	Jr.	- Sarah and family - Sarah and family - Sarah and case manager
	- Research college entrance requirements	So.	- Sarah, guidance and family
	- Research financial aid options	Jr.-Sr.	- Sarah and family
	- Learn about how disability impacts learning and what types of accommodations and supports needed	Fr.	- Sarah and case manager
	- Learn self advocacy strategies	Fr	- school / case manager
	- Learn about rights and responsibilities after HS	Fr	- school/case manager
	-		
6. Community Experiences	- Attend college fairs and financial aide workshop	So –Jr.	- Sarah and family
	- Visit colleges	Jr.	- Sarah and family
3. Employment	- Explore career options that would use strong writing skills & match interest	Fr. – Sr.	- Sarah and guidance counselor(case manager)
	- Join the school	So.	- Sarah

	newspaper to explore career possibility		
2. Related Services	- research assistive technology to support Sarah in college - research DSS offices/support - conduct re-evaluation to document need for future supports	Jr. Fr – Sr. Jr. – Sr.	- Sarah, case manager, family - Sarah, family - School/case manager
4. Adult Living and Post-School Objectives	- Learn money management and budgeting skills (Take Personal Finance class) - Research Driver's education and necessary accommodations -	- Sr. - So.	- school - Sarah and family - case manager assist with accommodations
5. Daily Living (if appropriate)			
7. Functional Vocational Assessment (if appropriate)			

Did the IEP Team determine that the student, if age 16 or older, may benefit from New Hampshire Vocational Rehabilitation services (NHVRS) assistance?

YES

NO

Date NHVRS notified _____

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Measurable Annual Goals and Benchmarks/Short-term Objectives/Progress Toward Meeting Annual Goal(s)

Area of Need: TRANSITION

Implementation Personnel/Position Responsible: Case Manager

Present Level of Academic Achievement:

Present Functional Performance:

Annual Measurable Goal: Sarah will be informed about post-secondary education programs.

Projected Beginning Date:

Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal	Beginning Date
<i>- Sarah will meet with the guidance counselor at least once per quarter to discuss career goals and potential post-secondary education programs</i> <i>- Sarah will meet with the guidance counselor to review her current course load and credits accumulated to make sure she has met requirements for graduation and continuing education..</i> <i>- Sarah will learn about supports and services offered by the Disability Support Services Offices at colleges she is interested in.</i>	

Measurable Method for Evaluation	Method of Reporting to Parent
Quarterly meetings with Case Manager	Quarterly Transition Progress Meetings

Area of Need: Transition

Implementation Personnel/Position Responsible: Case manager

Present Level of Academic Achievement:

Present Functional Performance:

Annual Measurable Goal: Sarah will use appropriate self-advocacy skills.

Projected Beginning Date:

Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal	Beginning Date
<i>- Sarah will learn about her rights under Section 504 and the ADA.</i> <i>- Sarah will apply for accommodations on the PSATs and SATs.</i> <i>- Sarah will learn about her needs for accommodations after high school.</i>	

Measurable Method for Evaluation	Method of Reporting to Parent
Quarterly meetings with Case Manager	Quarterly Transition Progress Meetings