

Individualized Education Program Post-Secondary Transition Plan

Sample - Jodi

Student Name: Jodi Smith

IEP Meeting Date: 05/15/20

Current Grade Level: 11

Expected Date of Graduation: 06/15/21

Student Invitation (Indicator 13 Element #1)

Evidence the student was invited to the IEP meeting and date of invitation: Jodi was invited to the meeting in person as well as via a letter sent home on 4/15/20. Jodi's mother was invited and attended as well.

Outside Agencies (Indicator 13 Element #2)

34 CFR 300.320(b)(3) and 300.622(a)

Outside agencies such as Vocational Rehabilitation (VR) can continue to support the student after they graduate with regard to employment or post-secondary education however, they must be enrolled in VR. If not already enrolled in VR services by grade 12, the student should enroll in order to receive continuing supports related to employment and post-secondary education. It is critical that these key connections are made prior to graduation by inviting the proper outside agencies to the IEP meeting that addresses the transition plan. Examples of other agencies who the IEP team may choose to invite include VT Developmental Disabilities Services, Department for Children and Families, Department of Labor, VT Student Assistance Corp.

Identify evidence that outside agencies were invited (with parental consent) and date of invitation: Jodi's Voc Rehab Transition Counselor was invited on 4/15/20 and attended the meeting.

Describe the Coordinated Interagency Linkages and Responsibilities including pre-employment transition services (services provided or paid for from another agency): VR will provide Progressive education opportunities for Jodi to explore post-secondary options, also VR will assist in tracking down any assistive technology needs.

Assessment Summary for Transition Services Planning (Indicator 13 Element #3) 34 CFR 300.320(b)(1)-(2)

Transition Assessments are an ongoing process of collecting data on the individual's strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP).

Examples of transition assessments: see the [VT AOE website under Secondary Transition](#).

It is recommended that a cumulative record of assessments be maintained.

Contact Information:

If you have questions about this document or would like additional information, please contact:

John Spinney, Student Support Services at john.spinney@vermont.gov.

Transition Assessment Tool	Date	Summary of Results
<u>Vocational and Daily Living Scales</u>	<u>2/18</u>	<u>Jodi has good social skills but needs prompting as she can.</u> <u>Socialize too much while on the job.</u>
<u>WAIS</u>	<u>3/18</u>	<u>Results show that Jodi should be capable of working and holding down a job that interests her (retail, clothing).</u>
<u>Interest inventories</u>	<u>4/18</u>	<u>Jodi shows distinct interest in working in retail sales. She would like to work in the mall.</u>
<u>Person Centered Future Planning interview</u>	<u>4/19</u>	<u>Working retail sales is something Jodi is very interested in.</u> <u>She is very social and will benefit a job that offers social.</u> <u>interactions although she is still learning how much social interaction on the job is appropriate.</u>
<u>Parent and Student personal transition surveys</u>	<u>3/20</u>	<u>Jodi's mom supports Jodi to work in retail.</u>

1. Strengths of the student as indicated by formal or informal transition assessments: Jodi has strong social skills and can be independent.
2. Needs of the student as indicated by formal or informal transition assessments: Jodi needs additional mentoring and coaching around how much social interaction with customers is appropriate while at work.
3. Preferences of the student as indicated by formal or informal transition assessments: Jodi prefers the aspects of her job that allows for social interaction.
4. Interests of the student as indicated by formal or informal transition assessments: Jodi wants to work in retail and would like to work for a store in the mall that sells cloths.

Post-Secondary Goals (*Indicator 13 Element #4*)

34 CFR 300.43 and 300.320(b)

A. Education and Training (REQUIRED):

Within one year of graduation, Jodi (student name) will complete a preparatory course at the community college and obtain the Work Keys Certificate. (goal)

B. Employment (REQUIRED):

Within one year of graduation, after obtaining her Work Keys Certificate, Jodi (student name) will obtain and maintain a fulltime position in a retail setting for competitive pay. (goal)

C. Independent Living (When appropriate):

Within one year of graduation, Jodi (student name) will live alone or with a roommate independently (without live-in monitors) in a supported living house or apartment. (goal)

Annual Goal(s) for Education and Training (Required): 1. By the end of the school year, Jodi will correctly read a minimum of 50 words related to community locations or her work such as those that might be listed in work memos or bus schedules within 4 seconds of seeing them three times in a row.

2. Given a section of text containing known and/or decodable words, Jodi will read the text and answer at least 3 of 4 comprehension questions correctly, five times in a row by April 2021.

Progress Review Date: _____ Progress Review Date: _____ Progress Review Date: _____

Annual Goal(s) for Employment (Required): When she is working at her job or at school, Jodi will practice greeting people and/or answering questions and then returning to work without prompting to stop talking or continue working 100% of the time for two weeks in a row by April 2021.

Progress Review Date: _____ Progress Review Date: _____ Progress Review Date: _____

Annual Goal(s) for Independent Living (Required if there was a post-secondary goal for Independent Living):

1. In home economics, consumer mathematics, and in community-based instruction, Jodi will determine the unit price of items to choose the better buy independently in 4/5 tries, five times in a row by April 2021.

2. In home economics, consumer mathematics, and in community based educational experience, when provided a set amount of money, Jodi will use the correct procedures to accurately calculate the tax and total cost of the item with tax to know how much money I need to make my purchase, 10 times in a row by April 2021.

Progress Review Date: _____ Progress Review Date: _____ Progress Review Date: _____

Are postsecondary goals updated annually? (Indicator 13 Element #6)

Yes No

Transition Services (Indicator 13 Element #7)

34 CFR 300.320(b)(2) and 300.43(a)

It is recommended that a cumulative record of transition services be maintained.

Describe the transition services for each domain below. Transition services enable and promote the student's progress toward meeting annual and post-secondary goals. List the transition services your school is providing during the current IEP to help the student meet their post-secondary goals. Common examples include: job coaching, career exploration services, transportation training. See the [VT Indicator 13 Technical Assistance Sheet](#) for more examples.

Transition Services for Education and Training (Required): Transportation support, possibly audio-text and oral testing to complete the certification exam.

Position Responsible: Special Ed Case Manager Start Date: 9/2020 End Date: 6/2021

Transition Services for Employment (Required): School based and then community-based job coaching as necessary, visual reminder, regular feedback.

Position Responsible: Employment specialist and/or Work Based Learning Coordinator
Start Date: 9/2020 End Date: 6/2021

Transition Services for Independent Living (Required): Written check lists, Self-advocacy coaching, instruction related to budgeting and spending, community living support as needed until her routine is established

Position Responsible: Special Educator Start Date: 9/2020 End Date: 6/2021

Course of Study (Indicator 13 Element #8):

34 CFR 300.320(b)(2)

A description or narrative of coursework necessary to achieve the student's desired post-secondary goals, from the student's current to anticipated exit year. If the student ever moves this helps the new school implement appropriate courses. _____

School Year	Grade Level	Courses to be taken At least one course must be included to help reach post-secondary goals
	Grade 9	
	Grade 10	
	Grade 11	
	Grade 12	1. Advanced Family Consumer Science 2. Consumer Mathematics 3. English 4. Community-Based Vocational Experience and Work Based Learning 5. Community-Based Instruction

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.

Yes

If not completed in writing, please specific how they were notified: _____