

Note: The statements herein represent examples for each required component and should not be viewed as a cohesive Plan representing a particular student.

SECONDARY TRANSITION

Complete for students age 14½ and older, and when appropriate for students younger than age 14½. Post-school outcomes should guide the development of the IEP for students age 14½ and older.

AGE-APPROPRIATE TRANSITION ASSESSMENTS

Transition Assessments (Including student and family survey/interview)	Assessment Type	Responsible Agency/Person	Date Conducted	Report Attached	Goal #
EMPLOYMENT <input type="checkbox"/> None needed <div style="border: 1px dashed red; border-radius: 50%; padding: 5px; width: fit-content; margin: 5px;"> <p style="text-align: center;">Transition Assessments</p> <p>→ To determine needs, strengths, preferences, and interests in developing PS outcomes</p> </div>	Career Exploration Inv. Student Interview	DRS Counselor, Case M., S. Student Case Manager	February 2006 Jan., 2006	Yes Yes	
EDUCATION <input type="checkbox"/> None needed	ACT	Guidance C., S. Student	March, 2008	See Guidance D.	
TRAINING <input type="checkbox"/> None needed <div style="border: 1px dashed red; border-radius: 50%; padding: 5px; width: fit-content; margin: 5px;"> <p style="text-align: center;">Transition Assessments</p> <p>→ To develop, refine or reconsider PS outcomes</p> </div>	Learning Styles Inventory	SPED English Teacher, Case M. Susie Student	January 2006	Yes	

POST-SECONDARY OUTCOMES (address by age 14½)

Indicate and project the desired appropriate measurable post-secondary outcomes/goals as identified by the student, parent and IEP team. Goals are based upon age appropriate transition assessments related to employment, education and/or training, and where appropriate, independent living skills.

<p>Employment (e.g., competitive, supported shelter, non-paid employment as a volunteer or training capacity, military): AND</p> <p>After graduating from high school, Ellen will work full-time in a food service occupation.</p> <p>OR</p> <p>After graduating from high school, Terrance will work full-time as a chef in a local restaurant. While Terrance is attending JTCC, he will continue working part-time at his current job with XYZ Restaurant or at a similar restaurant.</p>	<p style="text-align: center;">Post-School Outcomes</p> <p>→ Based on student preferences, strengths and interests ascertained from student input and age-appropriate transition assessment</p> <p>→ Review at least annually and update/refine as needed</p>
<p>Post-Secondary Education (e.g., community college, 4-year university, technical/vocational/trade school): AND/OR</p> <p>After high school, Ellen will attend a technical/trade school that has a culinary arts certificate program.</p> <p>OR</p> <p>Terrance will attend the Joliet Township Community College Culinary Arts Program beginning the fall after high school graduation.</p>	
<p>Post-Secondary Training (e.g., vocational or career field, vocational training program, independent living skills training, apprenticeship, OJT, job corps): AND</p> <p>Ellen will receive OJT while working part-time over the summer and holidays while she is attending a trade school full-time.</p> <p>OR</p> <p>Terrance will receive OJT for chefs/cooks at XYZ Restaurant or similar restaurant beginning after high school graduation.</p>	
<p>IF APPLICABLE, Independent Living (e.g., independent living, health/safety, self-advocacy/future planning, transportation/mobility, social relationships, recreation/leisure, financial/income needs):</p> <p>Ellen will establish her own residence starting with a shared apartment during her post-school education.</p> <p>After graduation, Ellen will use public transportation independently to travel between her residence, school and work.</p> <p>OR</p> <p>During the year after high school graduation, Terrance will obtain his driver's license (local DMV program for late drivers).</p> <p>Terrance will pay rent to his parents from his combined work income and SSI dollars to continue living with them while he attends post-secondary school.</p>	

COURSE OF STUDY (address by age 14½)

Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests as described above.

Year 1 – Age 14/15	Year 2 – Age 15/16	Year 3 – Age 16/17	Year 4 – Age 17/18	Extended – Age 18-21
Alternative Math	Basic Geometry	Intro to Algebra	Life Skills	<p style="text-align: center;">Course of Study</p> <p>→ Reflects completion of secondary education and courses that are required or will support/enhance student movement toward PS outcomes.</p> <p>→ Based on student preferences, strengths and interests</p> <p>→ Review at least annually and update/refine as needed</p>
Basic Composition	Writing Workshop 1	Intro to Business	International Cooking	
English Literature	American Literature	Speech	Restaurant Occupations	
Physics	Food Science 1	Food Science 2	Food Science 3	
Consumer Education	U. S. History	American Government	Independent Living	
P. E.	P.E./Health	P.E.	Study Skills	
Study Skills	Study Skills	Study Skills	Work Experience	

TRANSITION SERVICES (address by age 141/2)

Please include, if appropriate, needed linkages for outside agencies, (e.g., DMH, DRS, DSCC, PAS, SASS, SSI, WIC, DHCFS, etc.)

<p>INSTRUCTION (e.g., tutoring, skills training, prep for college entrance exam, accommodations, adult basic ed.)</p> <p>A) Skill training in self-determination including self-regulation, self-awareness, and choice-making. B) Enroll in tech prep program for Family and Consumer Science in Junior year. C) Contact JTCC for disability documentation policies. D) Obtain, complete and submit application to community college.</p> <p>(If none, indicate "none")</p>	<p>Provider Agency and Position A) SPED Department, Student B) Counseling, Case Manager, Student</p> <p>Goal #(s) if appropriate A) Annual Goal 7</p> <p>Date/Year to be Addressed A) fall 2007 B) 2008/2009 C) January 2009 D) Fall 2010</p> <p>Date/Year Completed</p>
<p>RELATED SERVICES (e.g., transportation, social services, medical services, technology, support services)</p> <p>A) Assistive Technology Evaluation B) Occupation therapy services focusing on manual dexterity C) Health/Social Work Services re: medication planning & independence</p> <p>(If none, indicate "none")</p>	<p>Provider Agency and Position A) District technology coordinator B) District OT</p> <p>Goal #(s) if appropriate B) Annual Goal 3 C) Annual Goal 11</p> <p>Date/Year to be Addressed A) Spring 2007 B) 2007/2008 C) beginning 2008/2009 school year</p> <p>Date/Year Completed A) completed in March 2007 (report attached) B) re-assess in Spring 2008</p>
<p>COMMUNITY EXPERIENCES (e.g., job shadow, work experiences, banking, shopping, transportation, tours of post-secondary settings)</p> <p>A) Volunteer to bus tables at cousin's restaurant B) Contact community volunteer center to find opportunity to assist with making food baskets and serving meals C) Investigate wellness and fitness programs at the local Y; choose one activity to begin by Junior year.</p> <p>(If none, indicate "none")</p>	<p>Provider Agency and Position A, B and C) Johnny Student and his family.</p> <p>Goal #(s) if appropriate</p> <p>Date/Year to be Addressed A) beginning summer 2007 B) contact summer 2008, volunteer starting fall 2008 C) Spring 2007, begin activity during summer 2007</p> <p>Date/Year Completed A) Johnny has commitment from cousin to begin.</p>
<p>DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES (e.g., career planning, guidance counseling, job try-outs, register to vote, adult benefits planning)</p> <p>A) Establish eligibility as a DRS client. B) Meet with DRS counselor for eligibility determination and resources to support entry and attendance at an in-state college. C) Participate in job-shadowing at higher-end restaurants in the community. D) Participate in summer internship. E) Obtain assistance on management of financial resources and legal issues. F) Register at local PO for selective service.</p> <p>(If none, indicate "none").</p>	<p>Provider Agency and Position (School District Prof.) A and B) Johnny Student, family, DRS Counselor C and D) Voc Ed. Dept., Case Manager, Johnny E and F) Guidance Center, Johnny and family</p> <p>Goal #(s) if appropriate C) Annual Goal 8</p> <p>Date/Year to be Addressed A) Spring 2008 B) October 2008 C) Spring 2009 D) Summer 2009 E and F) Spring 2010</p> <p>Date/Year Completed</p>
<p>APPROPRIATE ACQUISITION OF DAILY LIVING SKILLS AND/OR FUNCTIONAL VOCATIONAL EVALUATION (e.g., self-care, home repair, home health, money, independent living, / job and career interests, aptitudes and skills)</p> <p>A) Regularly perform a minimum of two household chores from a list provided by family. B) Learn to operate washer and dryer. C) Schedule and keep medical appointments independently (w/ family assist sophomore and junior...independent senior year)</p>	<p>Provider Agency and Position A, B and C) Student and family</p> <p>Goal #(s) if appropriate</p> <p>Date/Year to be Addressed A) freshman year B) Sophomore/Junior year C) Sophomore, Junior and Senior Year</p> <p>Date/Year Completed Began A in the fall of 2006, ongoing</p>
<p>LINKAGES TO AFTER GRADUATION SUPPORTS/SERVICES (e.g. DRS, DMH, DSCC, PAS, SASS, SSI, WIC, DHCFS, CILs)</p> <p>A) DHS/DRS local office B) County DMV C) Benefit Counselor (through DRS) D) SSI regional office E) Center for Independent Living (CIL) F) Division of Specialized Care for Children (DSCC) for medical home counseling</p>	<p>Provider Agency and Position District – case manager, vocational coordinator</p> <p>Goal #(s) if appropriate</p> <p>Date/Year to be Addressed To be discussed each year and updated as needed</p> <p>Date/Year Completed</p>

Transition Services

→ results-oriented plan = planning and coordination
 → student preferences, strengths, interests and needs are the focal point
 → Identify who will provide, be responsible for and/or pay for each activity
 → Identify dates or school year in which each activity will be addressed
 → Prioritize activities and services for the coming year

HOME-BASED SUPPORT SERVICES PROGRAM

Yes No The student has a developmental disability and may become eligible for the program after reaching age 18 and when no longer receiving special education services.

If yes, complete the following statements:

Plans for determining the student's eligibility for home-based services

→ Students who have a developmental disability and may become eligible for this program after age 18 and no longer receiving special education services.
 → must be eligible for federal SSI or SSDI
 → family must work with their local PAS agency
 → funding is limited...only some eligible individuals are chosen by random selection (as \$ is legislatively allotted)

Plans for enrolling the student in the program of home-based services:

Plans for developing a plan for the student's most effective use of home-based services after reaching age 18 and when no longer receiving special education services:

