

Individualized Education Program Transition (16-21)

IEP Meeting Date: 1/28/2010					<input type="checkbox"/> Amendment to IEP:	
A. Student Name (Last, First, MI) sample, Transition				Birthdate (month/day/year) 1/5/1994		Gender Female
Grade Tenth grade	Age 16	Race White (not hispanic)	Student's Primary Language English	Communication Mode	Primary Language Spoken at Home English	
Current Address			City	State ND	Zip	Phone Number
Serving School			City	State	Zip	School Phone Number
District of Residence (If different from serving district)		Resident School Building (Plant)		Check items that apply: <input type="checkbox"/> Transferred within district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Open Enrolled in another district <input type="checkbox"/> Home Education		
B. Name of Parent transition mother			Home Phone Number		Other Phone Numbers	
Parent's Email Address						
Current Address			City		State	Zip
Name of Second Parent (if applicable) transition father			Home Phone Number		Other Phone Numbers	
Parent's Email Address						
Current Address			City		State	Zip
C. IEP Case Manager Gerry Teevens			Case Manager Email Address		Phone Number	
IEP Type Annual Review/Revision			Primary Disability Emotional Disturbance		Secondary Disability	
Date of Last Comprehensive Individual Assessment Report 1/26/2007						
			Names of All Team Members		Indicate Attendance	
*Parent			transition mother		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parent			transition father		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Student			Transition sample		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Administrator/Designee/District Representative (Required)			Gerry Teevens		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Special Education Teacher or Special Education Provider (Required)			Gerry Teevens		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
General Education Teacher (Required)					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Individual to Interpret Instructional Implications of Evaluation Results (Required)					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Adult Services Agency Representative (if applicable)					<input type="checkbox"/> Yes <input type="checkbox"/> No	
Karne Ray			PT		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
John Smith			Welding		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Sam Turn			Life Skills		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Hannah Kay			Health		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Carson Tom			Physical Ed		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Joe John			Science		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Tere Lon			Math		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
					<input type="checkbox"/> Yes <input type="checkbox"/> No	

Transition Services (ages 16-21) or younger if appropriate

T-1. Measurable Post Secondary Goals

Education/Training: After graduation from high school, I will receive on the job training at a local landscaping business.

Employment: After graduation from high school, I will work full time for a local landscaping business.

Independent Living Skills:

D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-21

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum. Performance areas to be considered are:

Cognitive Functioning (listening skills, listening comprehension, ability compared to same age peers)

Ability testing in 2009 indicated that Student is functioning in the borderline to low average range of ability as compared to same age peers.

Academic Performance (reading, math, learning styles, etc.)

Student is currently a sophomore at Brader High School. She is enrolled in the following classes: PE 10, Eng/Lang 10, Read Right, Biology, LSC-Speech, Alegebra, and World History.

PE 10 teacher reports that Student is a great student. She works hard in class, dresses every day, and is beginning to interact more with peers in the class. Her test scores have been quite low and it is recommended that Student come out of the class to complete tests.

Eng/Lang II and Resource Room teachers report Student does well in class. She is very polite and is respectful to staff and peers in the room. Student likes to share personal stories with staff and has a good relationship with staff. Student is always willing to work on assignments from other classes

Read Right teacher states Student has been doing her independent reading outside of class. She works hard when in class. She continues to struggle with comprehension and vocabulary.

Progress reports from Algebra indicate Student is pleasant and respectful in class. Student seems to be having more trouble understanding the assignments the past few weeks. Student has had a few assignments turned in incomplete or late, but overall hasn't been much of a problem. Her attendance is good. Teacher would like to see Student ask for more assistance. The team will need to assist Student in deciding which Math class will be best for her to take next semester. The work in the current class is getting very difficult. Student has been utilizing the ED Resource room on a more regular basis for tests and assistance with work. Student's grades are better this year than they have been in the past. Student is trying to take some responsibility for her work; however this continues to be a struggle for her. She is very dependent on the resource staff to help her remember her assignments and in providing assistance in completing her assignments. She rarely does homework at home and work completion as well as organizational strategies have always been extremely difficult for her.

Communicative Status (receptive and expressive language)

Student likes to visit with peers and adults. She prefers communicating in small groups or one on one with peers. She is usually shy and quiet in class but will answer a question when called upon. She does not volunteer freely in class but does volunteer and talk freely in the resource room.

Language testing indicates significant deficits in auditory processing in both receptive and expressive language. Student's reading fluency is close to grade level, however her comprehension is significantly lower. Weak areas include summarizing, finding the main idea, higher level vocabulary, and making inferences.

Writing responses to essay questions and rephrasing information continues to be difficult.

Physical Characteristics (medical, vision, hearing, motor)

There are no concerns with Student's fine and gross motor skills, Student wears glasses. Student's Mother reports hearing is normal.

Emotional/Social Development (social skills, leisure)

Student's latest diagnosis from Dr. X includes Anxiety Disorder, Asperger Syndrome and Obsessive Compulsive Disorder.

Student is a very respectful young lady. She has a limited amount of friends and does not participate in school activities. Student has a difficult time remembering assignments and unless reminded to complete them she does not do them. She doesn't always appear to be motivated to complete the work; however does not get defiant or argumentative when work is presented to her or reminders are given.

Student is friendly and pleasant to peers and staff. Her choice of topics for conversation can be seen as immature at times, but the high school staff are not seeing the OCD issues at school that school staff saw last year. Student's attendance has improved from last year.

Adaptive Characteristics (including adaptive behavior, self care, independent living, self direction, health and safety, work)

Student's behaviors both in school and out in the community are appropriate.

Ecological Factors (functional skills and community participation, home/family, neighborhood)

Student resides at home with mother. Student enjoys doing yard work, planting flowers and trees in the summer. Student assists with snow removal work in the winter. She enjoys decorating the house with holiday lights and decorations.

Other

Address the present level of performance in each of the following domains with documentation of student needs, preferences and interests and identify by what method this information was obtained.)

Jobs and Job Training

While completing the Student Transition Inventory, Student indicated that she enjoys doing yard work and had earned money doing yard work for neighbors. She especially enjoys planting and weeding flowers. Student has trimmed branches from trees and enjoys doing that also. Student has great interest in landscaping and is hoping to find summer employment in this area. Student's mother indicates that Student has always had an interest in yard work and takes pride in the work she does.

Student completed the TPI and indicated that she knows how to look for a job, but has concerns with her ability to fill out an application. She indicated that it would be important for her to stay focused on good work habits and to be willing to take advice and ask questions from those she is working with in order to stay employed once she has a job.

On the ESTRS, Student scored herself proficient (36 out of 62) in the area of employment. Areas of significant need include: understanding factors which influence job retention, dismissal and promotion, demonstrating skills necessary to perform successfully in a job interview, understanding information on a paycheck and accurately completing a job application.

By what method was this obtained:

Brader High school Student Transition Interview (Completed by Teacher and Student)
Enderle Severson Transition Rating Scale (ESTRS) (Completed by Student, Parent, and Teacher)
Transition planning Inventory (TPI) (Completed by Student and Teacher)

ACT PLAN

Recreation and Leisure

According to information obtained from the ESTR areas of significant need in the recreation/leisure area are: initiating interactions with peers, attending activities outside the home by initiating involvement in rec/leisure activities.

Mother indicates that she has seen improvement in Student's interactions with friends. Student does invite some of her neighbors over to play games and watch tv but they are not peers her age.

While completing the Student Transition Interview, Student stated that she does not participate in many recreation activities with friends, but does like to attend functions with her relatives. She has attended various church activities, county fairs, horse shows, and parades. Student enjoys communicating with adults more than her peers. She adds they seem more accepting of her.

She is able to find her way around Brader and act appropriate in public situations.

By what method was this obtained:

Brader High School Student Transition Interview (Completed by Student and Teacher)
Enderle Severson Transition Rating Scale. (ESTR) (Completed by student and Teacher)

Home/Independent Living

According to the Transition Planning Inventory (TPI), teacher, and parent observations, Student demonstrates appropriate hygiene, dresses appropriately according to the weather, and wears appropriate clothing to school. Student indicated that it would be difficult for her to find a place to live, but felt she could do it. She has moved a couple of times, so noted she would be able to pack, move, and set up a place. She enjoys doing household tasks and likes a clean home. Student does not have a driver's license but hopes to get it during her senior year. Student would like to learn to use the transit system or a taxi.

On the ESTR, areas of significant need identified were performing written correspondence, demonstrating necessary skills to manage a checking account, understanding basic parenting skills and demonstrating skills to plan a simple budget. These need areas are quite typical for a student at Student's grade level.

Information from the Brader Student Transition Interview and the School and Community Social Skills Rating Checklist indicated that student usually has good manners and respects materials and belongings in her home and community. She accepts consequences for wrong doing and responds to authorities.

She knows how to treat minor illnesses but isn't always sure when medical care is needed.

Student consistently noted that she lacks understanding of checking accounts, paying bills and learning to budget.

By what method was this obtained:

Brader Student Transition Inventory (Completed by Student and Teacher)
Parent Observation
Enderle Severson Transition Rating Scale (ESTR) (Completed by Student and Teacher)
Transition Planning Interview (TPI) (Completed by Student and Teacher)
School and Community Social Skills Rating Checklist

Community Participation

According to the ESTRS, Student identified the following areas of need: obtaining a driver's license, identifying agencies that can provide support and assistance, understanding charge accounts and loans, and practicing comparative shopping. These are all areas that will be addressed while student is in high school and are areas of need for many students at this grade level.

Thorough completion of the Student Transition Interview, the School and Community Social Skills Rating Checklist and the TPI it was evident that Student has a clear understanding of where things are in her community, knows how to stay clear of strangers, exhibits good audience behaviors, knows how to respond to emergency situations. Student and parent reported that Student needs assistance in asking for directions in public.

By what method was this obtained:

Enderle Severson Transition Rating Scale (ESTRS) (Completed by Parent, Student, and Teacher)
Transition Planning Inventory (TPI) (Completed by Student and Teacher)
School and Community Social Skills Rating Checklist
Brader Student Transition Inventory (Completed by Student and Teacher)

Post-Secondary Training and Learning Opportunities

Student's rating on the ESTRS in the area of Post Secondary Education was quite low. This is not concerning at this point however as Student is only a Sophomore and many of the items on this rating scale do not pertain to her. This is because Student does not plan to go on to college or trade school. Student clearly understands what her interest area is. Student regularly sees her DD Case Manager for services and may need to continue doing so after high school for periodic visits and counseling.

By what method was this obtained:

Informal student interview
Enderle Severson Transition Rating Scale (Completed by Student and Teacher)

Related Services

Student has been receiving counseling through the school social worker. She has demonstrated much progress. She has been learning to handle distractions and assuming responsibility in school and at home.

By what method was this obtained:

School Social Worker, Parent, and Student

T-2. Course of Study

School Year	Grade Level	List Courses and Educational Experiences to be taken each year	Credits to be earned	Credits Earned	Total Credits Earned
2008-09	Ninth grade	Physical Science General Math English/Lang Arts Global Studies Keyboarding (1/2) Foods (1/2) PE	6	6	6
2009-10	Tenth grade	Horticulture/Biology English/Lang Arts II Algebra Read Right Keyboarding (1/2) Art (1/2) World History	6		
2010-11	Eleventh grade	US History Gateway Math Work Experience Applied Topics in Daily Living I & II Drivers Ed Eng/Lang Arts	5		
2011-12	Twelfth grade	Government Eng/Lang arts IV Food of the World (1/2) Career & Tech Applied Topics in Daily Living III & IV	5		
Ages 18-21					

Total Number of credits required by this district for graduation: 22

Anticipated month and year of graduation: May 2012

Will this student exit secondary school with fewer credits than required of all students by the district?

Yes No

If yes, identify the alternate document approved by the district that the student will receive.

Transfer of Rights:

No later than one year before the age of majority (18) the student and family must be informed of the educational transfer of rights.

Date of IEP Meeting when transfer of rights was discussed 1/28/2010

Procedural Safeguards:

Upon turning 18, the student and parent must receive written notification that the educational rights of the student have transferred.

T-3. Transition Services Strategies and Activities Needed to Assist the Student in Reaching Post-Secondary Goals

Education/Training: After graduation from high school, I will receive on the job training at a local landscaping business.

Employment: After graduation from high school, I will work full time for a local landscaping business.

You must consider each of the following transition services for this goal. Check yes if the service is needed for this goal. Check no if it is not needed and justify the rationale on the line provided.

Instruction	Education/Training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Employment <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Education/Training		
Needs & Activities	Agency(ies) & Responsibilities	Timelines for Delivery of Services
1. Complete Applied Topics in Daily Living I and II classes to address social skills, self management skills, organizational techniques and study skills. 2. Participate in group with social worker to develop strategies for developing friendships and self-awareness. 3. Monitor work completion	1. Brader School staff and Student 2. School Social Worker and Student 3. Case Manager and Student	1. 2nd semester 2009/10 school year and 2010/11 school year. 2. 2009/10 and 2010/11 school years 3. 2009/10 and 2010/11 school years.

Employment		
Needs & Activities	Agency(ies) & Responsibilities	Timelines for Delivery of Services
1. Enroll and complete Horticulture/Botany Class 2. Monitor punctuality in all classes 3. Research careers and jobs related to the field of landscaping	1. Brader School Staff and Student 2. Student and Case Manager 3. Student, School Counselor, and Case Manager	1. 2010/11 school year 2. 2009/10 and 2010/11 school years 3. 2009/10 and 2010/11 school years

You must consider each of the following transition services for this goal. Check yes if the service is needed for this goal. Check no if it is not needed and justify the rationale on the line provided.

Community Experiences	Education/Training <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Employment <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Education/Training Services is not needed because Team has identified no needs in this area at this time

Employment		
Needs & Activities	Agency(ies) & Responsibilities	Timelines for Delivery of Services
Study for an take Driver's permit test	Student, Parent, and Case Manager	2010/11 school year

You must consider each of the following transition services for this goal. Check yes if the service is needed for this goal. Check no if it is not needed and justify the rationale on the line provided.

Employment	Education/Training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Employment <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Education/Training		
Needs & Activities	Agency(ies) & Responsibilities	Timelines for Delivery of Services
Practice job preparation skills (application process and simulated interview)	Case Manager and Student	2009/10 and 2010/11 school years

Employment Services is not needed because needs were addressed in the education/training area of employment

You must consider each of the following transition services for this goal. Check yes if the service is needed for this goal. Check no if it is not needed and justify the rationale on the line provided.

Related Services	Education/Training <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Employment <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Education/Training Services is not needed because team determined no priority needs at this time

Employment Services is not needed because Team determined needs were not a priority at this time.

You must consider each of the following transition services for this goal. Check yes if the service is needed for this goal. Check no if it is not needed and justify the rationale on the line provided.

Adult Living and Post School	Education/Training <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Employment <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Education/Training Services is not needed because needs are addressed in the Employment section of the Adult Living and Post School

Employment

Needs & Activities	Agency(ies) & Responsibilities	Timelines for Delivery of Services
Schedule appointment with VR to explain services to student and parent	Student, Parent, and Case Manager	Fall 2010.

You must consider each of the following transition services for this goal. Check yes if the service is needed for this goal. Check no if it is not needed and justify the rationale on the line provided.

Daily Living (if appropriate)	Education/Training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	Employment <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
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Education/Training		
Needs & Activities	Agency(ies) & Responsibilities	Timelines for Delivery of Services
1.Continue to access services through the Human Service Center 2.Learn to manage finances	1.Student and Parent 2.Student, Parent, School Staff	1.Ongoing 2.2009/2010 and 2010/2011 school years

You must consider each of the following transition services for this goal. Check yes if the service is needed for this goal. Check no if it is not needed and justify the rationale on the line provided.

Functional Vocational Assessment (if appropriate)	Education/Training <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	Employment <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
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F. Annual Goals, Short-Term Objectives, and Periodic review of services

Annual Goal # 1 of 3 goals

Reference From Content Standards (Optional)

Grade: Tenth Grade

Subject: English Language Arts

Standard: Standard 2: Students engage in the reading process.

Expectation: 10.2.1. INFORMATIONAL GENRES: Summarize information from nonfiction genres.

Annual Goal

Intent/purpose:

In order for Student to become successful in her education/training

Behavior:

Student will improve his expressive and receptive language skills

Ending Level:

by learning at least two new skills each month for four consecutive months.

Characteristics of services:

Specially designed instruction in language taught in small group setting.

How and when periodic progress reports will be provided:

Written progress reports will be sent out every nine weeks.

Progress Toward Goal in the IEP dated: 1/28/2010

Progress Report 1	Progress Code:
Date	Description:
Progress Report 2	Progress Code:
Date	Description:
Progress Report 3	Progress Code:
Date	Description:
Progress Report 4	Progress Code:
Date	Description:

F. Annual Goals, Short-Term Objectives, and Periodic review of services

Annual Goal # 2 of 3 goals

Reference From Content Standards (Optional)

Grade: Tenth Grade

Subject: Mathematics

Standard: Standard 4: Measurement - Students use concepts and tools of measurement to describe and quantify the world.

Expectation: 9-10.4.1 .MEASUREMENT TOOLS, TECHNIQUES, AND FORMULAS: Select appropriate units and scales for problem situations involving measurement

Annual Goal

Intent/purpose:

In order to enhance Student's math skills needed to work in the landscaping field

Behavior:

Student will increase her increase knowledge and understanding of measurement

Ending Level:

by completing 8 measurement units with 85% accuracy average.

Characteristics of services:

Measurement units will be specially designed instruction by the Resource Room Teacher. progress will be monitored through data collection, event recording, daily work samples, and informal observations by the ED Resource room teacher. Performance of this goal will be expected in the general education math class and the Resource Room.

How and when periodic progress reports will be provided:

Progress reports will be sent quarterly.

Progress Toward Goal in the IEP dated: 1/28/2010

Progress Report 1	Progress Code:
Date	Description:
Progress Report 2	Progress Code:
Date	Description:
Progress Report 3	Progress Code:
Date	Description:
Progress Report 4	Progress Code:
Date	Description:

F. Annual Goals, Short-Term Objectives, and Periodic review of services

Annual Goal # 3 of 3 goals

Annual Goal

Intent/purpose:

To prepare for the transition out of high school and into a career related to landscaping

Behavior:

Student will research landscaping

Ending Level:

and identify five potential types of jobs that require landscaping skills and interests.

Characteristics of services:

Specialized instruction provided by the school counselor and Case Manager. Completed career and job reports will be placed by Student in her transition portfolio.

How and when periodic progress reports will be provided:

Progress will be reported quarterly

Progress Toward Goal in the IEP dated: 1/28/2010

Progress Report 1	Progress Code:
Date	Description:
Progress Report 2	Progress Code:
Date	Description:
Progress Report 3	Progress Code:
Date	Description:
Progress Report 4	Progress Code:
Date	Description: