

# West Fargo High School Transition IEP Agenda

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## Welcome/Greetings (first page of IEP)

## Measurable Post School Goals

**Vocational/career goal:** \_\_\_\_\_  
Specific career(s)

(Check one area below only)

- Competitive employment w/no support
- Competitive employment w/time-limited support
- Competitive employment w/long term support
- Supported employment
- Sheltered employment
- Military
- On the Job Training (OJT)
- Other

**Income/Resources** (Check all that apply): Will student  Earn wages  
 Receive Social Security Benefits  Food stamps  Housing assistance

**Complete Employment section now** – Student will be employed (fulltime, part time etc.) as a (list career)

## Education/Training Area:

**What type of training do you need for this career?** (Check one area below only)

- Work full time (on the job training)
- Work part time (on the job training)
- Attend a 4 year college
- attend a community college
- Attend a technical college
- Attend a trade school (Josef's Hair Design, Ingenue Beauty School,  
The Spa Salon, Sister Rosalind's Massage,  
The Skills and Technology Center, Other \_\_\_\_\_)
- Job Corps
- Specialized Training Centers (Evaluation and Training  
Center, D.W.A.C., Other \_\_\_\_\_)



**Complete Education/Training Area section now –**

Student will (work, attend college etc) to pursue a career as a (list career)

**Independent Living Skills**

**Mode of Transportation:**

- |   |   |
|---|---|
| <input type="checkbox"/> self (drivers license) | <input type="checkbox"/> Specialized transportation (Handi-Wheels, MAT Paratransit) |
| <input type="checkbox"/> Public transport       | <input type="checkbox"/> Car pool   |
| <input type="checkbox"/> Family transports      | <input type="checkbox"/> Other _____  |

**What community resources will the student access?**

- |  |  |
|--|--|
| <input type="checkbox"/> banks               | <input type="checkbox"/> stores          |
| <input type="checkbox"/> employment agencies | <input type="checkbox"/> libraries       |
| <input type="checkbox"/> work                | <input type="checkbox"/> friends' houses |
| <input type="checkbox"/> movies              | <input type="checkbox"/> voting          |
| <input type="checkbox"/> church              | Other _____                              |

**Independent Living:**

Where will the student live?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> An apartment | <input type="checkbox"/> A Transitional Group Home |
| <input type="checkbox"/> A house      | <input type="checkbox"/> With family               |

Does student plan on doing his/her own?

- |  |  |
|--|--|
| <input type="checkbox"/> Budgeting           | <input type="checkbox"/> Paying bills                  |
| <input type="checkbox"/> Checking account    | <input type="checkbox"/> Cleaning                      |
| <input type="checkbox"/> Cooking             | <input type="checkbox"/> Shopping (clothing groceries) |
| <input type="checkbox"/> Making appointments | <input type="checkbox"/> Taking medications            |

Will the student need assistance in living on his/her own? \_\_\_\_\_

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### **Complete Independent Area section now-**

(Decide if there is a goal in this area)

Student will live (independently, with parents, at TLC ect.) and need his/her own (budgeting, transportation etc.)

### **Present Level of Academic Performance and Functional Performance**

- Cognitive Area
- Academic performance
- Communicative Status
- Physical Characteristics
- Emotional/Social Development
- Behavior Skills
- Ecological Factors

Present Level of Performance in Domains (Uses interest inventories, interview and ESTR-R or ESTR-J)

### **Jobs and Jobs Training (if no circle item and address)**

1. Job Experiences?
2. Complete Job Applications?
3. Interview for a job?
4. Does student know how to find job openings: Job Service, friends/family, want ads, fargojobs.com
5. Does student have the interpersonal skills for work?



**Recreation and Leisure: (List free time activities)**

1. Does the student participate in recreation activities with friends? at home? in the community?
2. During recreation activities, does student get along with peers? act appropriately?

**Home/Independent Living:**

1. Does student perform household cleaning? Laundry?
2. Cook? Nutrition/balanced meals
3. Can student handle household emergencies: accidents, fire, heating, plumbing, poisoning.
4. Can student treat minor illness and accidents? Can seek medical assistance?
5. Can student manage his/her money?
6. Does student have checking/savings account?
7. Does student understand?  
 Voter registration  Registration for selective service  Social Security registration  
 Advocating for self  Parenting  Other \_\_\_\_\_

**Community Participation:**

1. Does student use: banks, shopping centers, libraries, restaurants, post office, hair stylist, laundromat, church, make appointments, seek resources for problem-solving.
2. Does student shop- using coupons, discount stores, comparison shopping?



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3. Does student understand issues related to credit cards and loans?
4. Does student have a driver's license/use public transportation?
5. Does student understand housing choices: costs, renting, buying, contracts, roommates, how to set up a new living arrangement-telephone-utilities-mail?
6. Does student understand basic insurance needs?

### **Post Secondary Training:**

1. Is student aware of post secondary training options: 4 yr college, technical college, job service, OJT, Job Corps, West Fargo Transition Academy, Occupational Skills Program-Brainerd?
2. Does the student understand his/her interests, strengths/weaknesses?
3. Does student self advocate?
4. Does the team need testing: achievement, aptitude, interest, learning style or personality for career planning?
5. Does student need to apply for post secondary training, housing or financial aid?

