

**Individualized Education Program
Post Secondary Transition Plan, Page One**

Student Name: Lissette **IEP Meeting Date:** 5 / 1 / 10

Current Grade Level: 12 **Expected Date of Graduation:** 6 / 19 / 11

Evidence of involving student & related agencies:

Lissette was invited via a phone call home to her and her mom on 3/25/10. Lissette also attended the meeting. Roger Smith from Voc Rehab was also invited in writing via the notice of meeting. Lissette's mother (legal guardian) signed a consent form to allow VR to be invited.

Age Appropriate Transition Assessments:

Adaptive Behavior Checklist 11/09, Task analysis checks (during community based instruction) 8/05-4/06, Transition Planning Inventory 4/06, Making Action Plans (MAPS)- 5/05

Results of the above assessments indicate that Lissette has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area. Lissette has expressed an interest in and demonstrated success in the service industry, including cleaning, laundry, and food preparation.

Definitions-

Measurable Post Secondary Goals- *A post secondary goal is a statement of the desired outcome for the student after leaving high school.*

Measurable Annual Transition Goals- *Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post secondary goals.*

Education and Training (Required)

Post Secondary Goal(s) for Education and Training (Required):

After graduation from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Smith County Community College.

Annual Transition Goal(s) for Education and Training (Required):

Given small group instruction on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriately wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP.

Progress Review Dates

<i>10-31</i>	<i>11-5</i>	<i>3-30</i>	<i>6-22</i>
<i>S</i>			

List Transition Services related to Education and Training:

Instruction on Community Safety skills, Travel instruction, Math instruction related to money usage, Literacy instruction related to sight word identification, Instruction related to community safety and self defense at the YMCA, Math instruction related to telling time on a variety of watches and clocks

**Individualized Education Program
Post Secondary Transition Plan, Page Two**

Employment (Required)

Post Secondary Goal(s) for Employment (Required):

After high school, Lissette will work on campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.

Annual Transition Goal(s) for Employment (Required):

Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lissette will successfully call her boss to communicate important messages in 5 out of 5 role-play scenarios in school and community settings for the duration of this IEP.

Progress Review Dates

10-31	11-5	3-30	6-22
S			

List Transition Services related to Employment:

Community based instructional experiences related to employment, Safety skills in the community

Independent Living (as appropriate)

Post Secondary Goal for Independent Living:

Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.

Annual Transition Goal for Independent Living:

Given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.

Progress Review Dates

10-31	11-5	3-30	6-22
S			

List Transition Services related to Independent Living:

Instruction related to community safety and self defense at the YMCA, Purchase a monthly bus pass

Course(s) of Study: A description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year.

Requirement: List the course(s) of study needed to assist the student in reaching his/her post secondary goals or attach a list of courses. Course of study may also be listed in a narrative format.

1. Functional Math I, II, III, IV (4 Credits); 2. Functional Reading I, II, III, IV (4 Credits); 3. Introduction to Cooking I, II, III, IV (4 Credits); 4. Safety in the Community I, II, III, IV (4 Credits); 5. Recreation Leisure I, II, III (3 Credits); 6. Work Study Skills I, II, III, IV (4 Credits); Lissette has successfully completed three years of this coursework and now has one credit remaining to complete each course series.

Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Voc Rehab will develop an individual rehab plan (IRP) to look at independent employment and post secondary education aptitudes, interests and preferences by December 2010.

When credits are being offered through a Multi-year Plan, this page must be signed by the superintendent or his designee.

Superintendent or Designee Signature

____/____/____
Date