

**Transition**  
**Student's Preferences, Needs and Interests**

Was the student invited to the IEP meeting? Yes

Did the student attend the IEP meeting? Yes

Student's Post-Secondary Goals (Based on student's preferences, needs and interests)	Present Levels of Performance
<p><b>1. Post-Secondary Education/Training Goal: (e.g. 2 or 4 year college, vocational education, continuing and adult education, training program, or on-the job training)</b> Upon completion of high school, Ryan will attend the police academy.</p>	<p><b>Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training:</b> Ryan will exit his educational program at age 21. Ryan is very articulate and communicates his wants and needs well. Ryan needs to improve his social skills and learn how to interact more appropriately with others in social situations.</p>
<p><b>2. Post-Secondary Employment Goal:</b> Upon completion of high school, Ryan will work as a state trooper.</p>	<p><b>Current Job Skills in Preparation for Post-Secondary Employment:</b> Ryan has a strong desire to become a state trooper. Ryan needs to learn more about the job and its requirements. Ryan also needs to explore additional vocational opportunities that match his interest.</p>
<p><b>3. Post-Secondary Independent Living Goal. If Needed:</b> Upon completion of high school, Ryan will live independently.</p>	<p><b>Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:</b> Ryan has a strong desire for independence after high school. He currently lives at home and does his own laundry and helps prepare meals. Ryan needs to learn how to navigate the community and other independent living skills.</p>
<p><b>4. Future Community Participation:</b> Upon completion of high school, Ryan will participate in the Police Athletic League (PAL)</p>	<p><b>Current Community Participation in Preparation for Post-Secondary Independent Living:</b> Ryan has been involved in PAL for the last two years. He really enjoys it and it has helped him to improve his communication and social skills. He requires minimum support to participate and his family is working to develop natural supports for his future participation.</p>
<p><b>5. Adult Services:</b> Upon completion of high school, Ryan will receive services from the local area agency.</p>	<p><b>Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:</b> While he knows he needs help and is able to ask for assistance, Ryan is not fully aware of the support needs he has for life after high school. Support in helping Ryan identify and connect to resources is a need.</p>

**Secondary Transition**  
**Courses of Study**  
(ages 14-21, or younger if appropriate)

Grade Level	Projected Courses to be taken each year
<b>8th</b>	
<b>9th</b>	Life Skills English/Life Skills Math/ Introduction to Computers/ Adapted Physical Education/ Freshman Seminarchoice

**Student Name:** Ryan A Jones

**New Hampshire Training Site**

**DOB:**06/03/1996

**IEP Meeting Date:**08/01/2012

<b>10th</b>	US History/Introduction to Public Speaking/ Foundations Science/ Health/Sophomore Seminar/ Foundations English 2
<b>11th</b>	Real World Math/ Introduction to Careers/ Healthy Living/ Crime and Justice in America/ Portfolio Development
<b>12th</b>	Exploring the World (Job Internship)/ Introduction to Community Living/ Real World Com- munications/ Skills for Independent Living
<b>Ages18-21</b>	Community Job Experience/Life Skills class/ Travel training

**Total number of credits required by this district for graduation:**25

**It is anticipated that this student will:**Certificate of Attendance

**Anticipated graduation date/completion of program:**06/26/2017