

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>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) Upon completion of high school, Sarah will attend a 4 year college related to her area of interest in writing.</p>	<p>Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training: Sarah is on track to graduate with a regular high school diploma. She has a good understanding of her disability and learning needs, but needs to develop self-advocacy skills and opportunities to practice them.</p>
<p>2. Post-Secondary Employment Goal: Upon completion of high school, Sarah will work full-time in a field that utilizes her skills and passion for writing.</p>	<p>Current Job Skills in Preparation for Post-Secondary Employment: Sarah's most recent evaluations put her writing skills at or above grade level. She enjoys writing and frequently does so for pleasure. Sarah is unsure what careers her skills and interests could lead to so she needs opportunities for career exploration.</p>
<p>3. Post-Secondary Independent Living Goal. If Needed: Not applicable at this time.</p>	<p>Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living: N/A</p>
<p>4. Future Community Participation: Not applicable at this time</p>	<p>Current Community Participation in Preparation for Post-Secondary Independent Living: N/A</p>
<p>5. Adult Services: Upon completion of high school, Sarah will attend a 4 year college and will require support from the college's disabilities services office.</p>	<p>Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living: Sarah is aware of the supports she needs to be successful in high school. Sarah will need to learn more about her rights and responsibilities in college and what services may be available to assist her.</p>

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

Grade Level	Projected Courses to be taken each year
8th	Key Boarding/Pre-algebra/Introduction to Computers/English/Science
9th	Freshman Seminar/Freshman English/Algebra/Introduction to American Sign Language/Health/World Cultures/Biology/Computer Technology
10th	American History/Intermediate Sign Language/Geometry/Physical Education/Career Pathways/Driver's Education/Sophomore Seminar/English Composition 1/Desktop Publishing
11th	Algebra 2/World History/Creative Writing Workshop/Advance Sign Language/Economics/English Composition 2/Physical Science/Physical Education

Student Name: Sarah A Smith

New Hampshire Training Site

DOB:10/01/1996

IEP Meeting Date:10/22/2011

12th	Journalism/Introduction to Public Speaking/Civics/Chemistry/Understanding Personal Finance/Poetry/Psychology/ Art elective-Photography/Current Events
Ages18-21	NA

Total number of credits required by this district for graduation:26

It is anticipated that this student will:Regular High School Diploma

Anticipated graduation date/completion of program:06/30/2015

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

Transition Area	Transition Service	Begin Date/End Date	Person/Agency Responsible
Adult Living and Post School Objectives	Driver's education and accommodations request	10/22/2012 10/21/2013	Sarah, Family, Case Manager
Community Experiences	Attend college fairs	10/22/2011 10/21/2014	Sarah, Family
Employment	Career exploration using Naviance Program	10/22/2011 10/21/2014	Sarah, Case Manager, Guidance
Instruction	PSAT and instruction in use of My College Quick Start	10/22/2011 10/21/2012	Sarah, Case Manager and Guidance
Instruction	SAT Prep and accommodations	10/22/2012 10/21/2013	Sarah, Case Manager, Guidance
Instruction	Self-advocacy skills instruction	10/22/2011 10/22/2014	Sarah, Case Manager
Instruction	Exploration of college resources centers	10/22/2011 10/21/2013	Sarah, Case Manager, Guidance
Related Services	Assistive Technology evaluation	10/22/2013 10/21/2014	Case Manager School

Did the IEP Team determine that the student, if age 16 or older, may benefit from New Hampshire Vocational Rehabilitation services (NHVRS) assistance? No

Date NHVRS notified:

**Measurable Annual Goals and Benchmarks/Short-term Objectives /
Progress Toward Meeting Annual Goal(s)**

Area of Need:Transition

Implementation Personnel/Position Responsible:
Case Manager

Present Level of Academic Achievement: Sarah is on track to graduate with a regular high school diploma and her most recent evaluations put her written skills at or above grade level. She enjoys writing and frequently does so for pleasure.

Present Functional Performance: Sarah has a good understanding of her disability and learning needs but needs to learn self-advocacy skills and have opportunities to practice them. Sarah knows she wants to continue onto post-secondary education however she is unsure what career her skills and interests could lead to.

Annual Measurable Goal:1. By June 2014, given support from her case manger and/or guidance counselor, Sarah will re-search 3 post-secondary programs that match her area of interest to determine the entry requirements and disability services and supports offered by the program as measured monthly by the completion of a pre-made form generated by Sarah and her case manager.

Projected Beginning Date: 09/01/2013

Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal	Beginning Date
By October 2013, Sarah will develop, with support of her case manager or guidance counselor a comprehensive form to complete when researching post-secondary programs of interest to her regarding entry requirements and disability services offered.	09/01/2013
By November 2013, Sarah will identify three post-secondary programs of interest to her with the support of her case manager or guidance counselor.	09/01/2013
By January 2014, with support from her case manager or guidance counselor, Sarah will use and complete the pre-made form to research her first choice of post-secondary programs listing the admission requirements and disability services offered.	09/01/2013
By March 2014, with support from her case manager or guidance counselor, Sarah will use and complete the pre-made form to research her second choice of post-secondary programs listing the admission requirements and disability services offered.	09/01/2013
By April 2014, with support from her case manager or guidance counselor, Sarah will use and complete the pre-made form to research her third choice of post-secondary programs listing the admission requirements and disability services offered.	09/01/2013
By June 2014, with support from her case manager or guidance counselor, Sarah will compare the forms for the three post-secondary programs and determine which program would be a good match for her.	09/01/2013

Measurable Method for Evaluation	Method of Reporting to Parent
Checklist	Quarterly Progress Reports