

Welcome to the Place over the Rainbow



Dorothy's IEP

Transition

Student's Preferences, Needs, and
Interests

Student Name: Dorothy

DOB: before she is 18

School District: Pessimistic Place

IEP Meeting Date: the day before graduation

STUDENT'S INTERESTS (Based on student's preferences, needs and interests)	PRESENT LEVELS OF PERFORMANCE
1. Post-secondary training and learning opportunities: (e.g., 2 or 4 year college, vocational education, continuing and adult education). Dorothy would like to go to college.	Current training and learning opportunities in preparation for post secondary training. Dorothy will obtain enough credits to graduate with her class.
2. Future Employment (integrated employment or as appropriate supported employment): Dorothy will have a job.	Current Job Skills: Dorothy is a skilled dog walker.
3. Future Home Independent Living: N/A	Current Home/Independent Living Skills: Lives at home with Auntie Em and Uncle Henry.
4. Future Community Participation: N/A	Current Community Participation: N/A
5. Adult Services: N/A	Current Adult and Adult Type Services: N/A

Student Name: Dorothy
DOB: before she turns 18

School District: Pessimistic Place
IEP Meeting Date: the day before graduation

TRANSITION ACADEMIC TRANSITION PLAN
(ages 16-21, younger if appropriate)

Grade Level	Projected Courses to be Taken Each Year
8th	Fundamental math, general English, Resource Room, basic reading, some science
9th	can't do math, silly science, is this English?, Dr. Suess reading, Resource Room
10th	Really Resource, I Can Read, E is for English, 1+1 Math, Safety Goggle Science, I live in NH Social Studies
11th	Real life reading, Real life math, Real life English, Real life study skills.
12th	Wrap up school life, resource room, lunch bunch, study skills, finding your way home
Ages 18-21	N/A
Total number of credits required for graduation: 20	It is anticipated that this student will: graduate with a regular high school diploma with her peers.

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Transition Academic Transition Plan
(ages 16-21, or younger if appropriate)

Transition Area	Goal	Begin Date	Agency/Person Responsible
1. Instruction	Complete classes to obtain enough credits to graduate with class.	Freshmen-Senior	Dorothy and Family
2. Related Service	N/A	N/A	N/A
3. Education	Will seek out assistance from guidance if needed.	As needed.	Dorothy and Family, guidance counselor.
4. Adult Living and Post-School Objectives	Will get a job and live in the community.	After graduating with peers.	Dorothy and Family.
5. Daily Living (if appropriate)	N/A	N/A	N/A
6. Community Experiences	Will remain active in her community by walking her dog around the neighborhood.	Ongoing.	Dorothy, family, and Toto.
7. Functional Vocational Assessment (if appropriate)	N/A	N/A	N/A

Student Name: Dorothy
DOB: before turning 18

School District: Pessimistic Place
IEP Meeting Date: Day before graduation

Measurable Annual Goals and Benchmarks/Short-Term Objectives/progress Toward Meeting Annual Goal(s)

Area of Need: Transition

Implementation Person(s): Special and Regular education Staff

Present Level of Academic Performance: N/A

Present Level of Functional Performance: N/A

Goal: Dorothy will graduate with her peers with the correct amount of high school credits and the ability to obtain a job on Auntie Em's farm and walk her dog for enjoyment.

Benchmark/short-term objective:	Beginning Date:
Dorothy will complete all of her coursework with passing grades and be able to move on to the next grade without repeating any classes.	Freshmen-Senior year
Dorothy will continue to walk her dog to maintain her community connections 3-5 times per week, as self-reported.	Freshmen-Senior year
Dorothy will meet with her guidance counselor or case manager if she feels that it is necessary through out her transition process.	Freshmen-Senior year
Dorothy will realize that some things just are not within her realm of possibilities and will make realistic goals based on her abilities.	Freshmen-Senior year
Dorothy will realize through role-playing situations, that there is "no place like home".	Freshmen-Senior Year

Listen to the MUSTN'TS

Listen to the MUSTN'TS child,

Listen to the DON'TS

Listen to the SHOULDN'TS

The IMPOSSIBLES, the WON'TS

Listen to the NEVER HAVES

Then listen close to me –

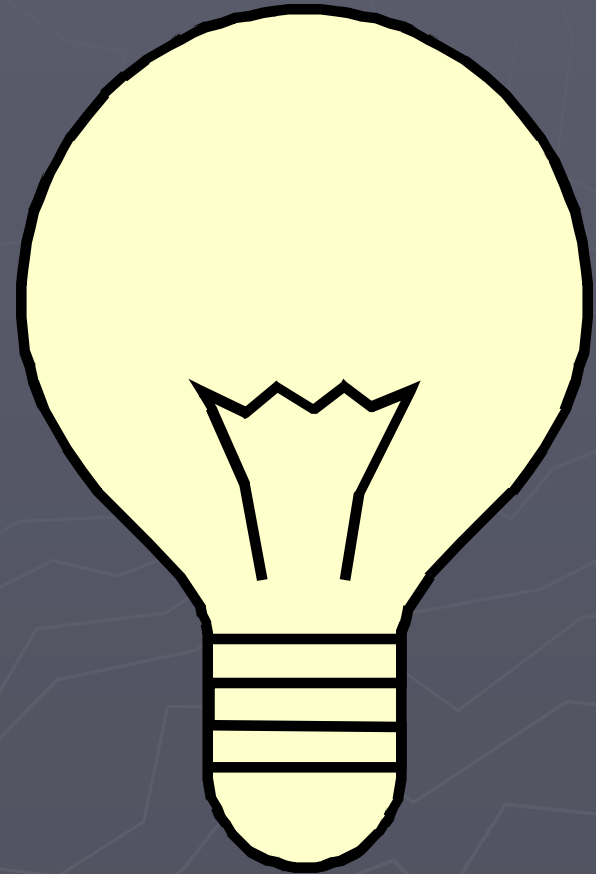
Anything can happen child,

ANYTHING can be.

- Shel Silverstein

STOP!!!

- ▶ This is not successful transition.
- ▶ What about my dreams, my goals?
- ▶ We are a team! This does not begin the day before graduation!
- ▶ I know my rights!
- ▶ I am empowered!



Student Name: Dorothy
DOB: at or around age 15

School District: Delivering Dreams
IEP Meeting Date: beginning in grade 9
(earlier if needed) and addressed annually

STUDENT'S INTERESTS (Based on student's preferences, needs and interests)	PRESENT LEVELS OF PERFORMANCE
<p>1. Post-secondary training and learning opportunities: (e.g., 2 or 4 year college, vocational education, continuing and adult education). I would like to attend a four year college, majoring in fashion design.</p>	<p>Current training and learning opportunities in preparation for post secondary training. I am on track for obtaining the amount of credits to graduate with my class. I have a good understanding of my strengths and weaknesses and what I strategies that I need to use to help me to be successful in classes that are more challenging for me. I need to keep working on developing self-advocacy skills, so I will be ready for college.</p>
<p>2. Future Employment (integrated employment or as appropriate supported employment): I will have a job that I like that uses my skills that I have learned and help me feel like a productive member of society.</p>	<p>Current Job Skills: I have completed job skills inventories with guidance and have been on job shadows as part of our school district career days. I have been writing down what I like and don't like about my experiences. I really like being creative with different materials, and think that I would like to explore fashion design as a possible career.</p>
<p>3. Future Home Independent Living: Not applicable at this time.</p>	<p>Current Home/Independent Living Skills: Not applicable at this time.</p>
<p>4. Future Community Participation: Not applicable at this time.</p>	<p>Current Community Participation: Not applicable at this time.</p>
<p>5. Adult Services: I am beginning to understand the process of a 504 plan and understand that I will need the help of student service centers at whatever college I choose.</p>	<p>Current Adult and Adult Type Services: As I become more aware of the supports that help me in high school, I will need to look into the availability of supports at the various colleges I am applying to.</p>

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IEP Meeting Date: beginning in grade 9
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TRANSITION ACADEMIC TRANSITION PLAN
(ages 16-21, younger if appropriate)

Grade Level	Projected Courses to be Taken Each Year
8th	Eighth grade English, Introduction to Computers, Home Economics, General Science, U.S. History
9th	Freshmen English, Accounting, Fashion Design, Biology, American Sign Language I, World Cultures, PE
10th	Health and Wellness, Sophomore English, Life Science, Advanced Fashion Design, ASL II, Accounting II, Driver's Education, American Culture
11th	Internship in Fashion Design, journalism, small business management, geometry, pottery, physical science
12th	Personal finance, independent study, public speaking, civics, current events, beginning psychology, community service
Ages 18-21	N/A
Total number of credits required for graduation: 20	It is anticipated that this student will: graduate with a regular high school diploma with her peers.

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 (earlier if needed) and addressed annually

Transition Academic Transition Plan
 (ages 16-21, or younger if appropriate)

Transition Area	Goal	Begin Date	Agency/Person Responsible
1. Instruction	▶ Review graduation requirements and current courses	Freshmen-Senior	Dorothy and Family, case manager, and guidance
	▶ Explore college options	Freshmen-Senior	Dorothy and Family, case manager, and guidance
	▶ Take PSATs	Sophomore-Junior	Dorothy and Family
	▶ Enroll in SAT prep course	Sophomore-Junior	
	▶ Arrange for SAT accommodations and take SATs		
	▶ Research college entrance requirements	Sophomore	Dorothy and Family, Guidance
	▶ Research Financial Aid options	Junior-Senior	Dorothy and Family, Guidance
	▶ What do I need for support and accommodations in College and what do various colleges offer	Freshmen	Dorothy and Family, case manager
▶ Learn self-advocacy strategies	Freshmen	Dorothy, and case manager, school	
▶ What are my rights and responsibilities after HS?	Freshmen	Dorothy, and case manager/school	

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2. Related Service	<ul style="list-style-type: none">▶ Research assistive technology▶ Research DSS support services▶ Document need for future services via re-evaluation	Junior Freshmen-senior Junior-senior Dorothy, family, case manager, and special education team
3. Employment	<ul style="list-style-type: none">▶ Complete interest inventory▶ Explore career options that would match interests▶ Complete internship while in school	Dorothy, case manager, guidance counselor
4. Adult living and post school objectives	<ul style="list-style-type: none">▶ Learn money management and small business finance▶ Take drivers education	Dorothy, case manager, guidance Dorothy and family
5. Daily Living	N/A	N/A
6. Community experiences	<ul style="list-style-type: none">▶ Attend college fairs and financial aide workshops▶ Visit colleges	Sophomore-junior Junior
7. Functional Vocational Assessment	<ul style="list-style-type: none">▶ Currently Dorothy's goal is to attend college, however, vocational rehabilitation is always a resource available to her	Dorothy, case manager

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Measurable Annual Goals and Benchmarks/Short-Term
Objectives/progress Toward Meeting Annual Goal(s)

Area of Need: Transition

Implementation Person(s): Case Manager

Present Level of Academic Performance: N/A

Present Level of Functional Performance: N/A

Goal: Dorothy will use appropriate self-advocacy skills.

Benchmark/short-term objective:	Beginning Date:
Dorothy will learn about her rights under section 504 and the ADA.	
Dorothy will apply for accommodations on the PSATs and the SATs.	
Dorothy will learn about her needs for accommodations for high school.	
Measurable Method for Evaluation: Quarterly meetings with case manager.	
Method of Reporting to Guardians: Quarterly Transition Progress Meetings	

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Area of Need: Transition

Implementation Person(s): Case Manager

Present Level of Academic Performance: N/A

Present Level of Functional Performance: N/A

Goal: Dorothy will be informed about post secondary education programs.

Benchmark/short-term objective:	Beginning Date:
Dorothy will meet with the guidance counselor at least once per quarter to discuss career goals and potential post secondary education programs.	
Dorothy will meet with her guidance counselor to review her current course load and credits accumulated to make sure she has met requirements for graduation and continuing education.	
Dorothy will learn about supports and services offered by the Disability support Services Office at colleges she is interested in.	
Measurable Method for Evaluation: Quarterly Meetings with Case Manager	
Method for Reporting to Guardians: Quarterly Transition Progress Meetings	

DREAMS REALLY DO COME TRUE

