



NLSEC Guided Secondary Transition IEP Meeting Agenda

Student:

Date:

Employment	Postsecondary Education & Training
<p>Student Vision for after high school:</p> <p><i><u>This is part of the student's measurable postsecondary goals. (trans. Serv. pg 1)</u> Where do they see themselves after high school or parents vision?</i> <i>This could be paid (competitive, supported, sheltered work), unpaid, Job Corps, Peace Corps, volunteering, OJT, military, etc. Make sure to have the student describe the position they want vs. the store or company they want to work at. Ex. Will work as a daycare assistant vs. will work at a daycare.</i></p>	<p>Student Vision for after high school:</p> <p><i><u>This is part of the student's measurable postsecondary goals. (trans. Serv. pg 1)</u> Where do they see themselves after high school or parents vision?</i> <i>This does not just mean college, think "training." What training will the student need in order to meet their employment goal? This could include a 4 year or 2 year college, 9+ month certificate programs (tech. school), apprenticeships, military, Job Corps, OJT, etc.</i></p>
<p>Personal Strengths & Assets -current observable skills/abilities related to employment vision that student demonstrates (acad, funct...):</p> <p><u><i>This is considered the present levels of performance in the IEP.</i></u></p>	<p>Personal Strengths & Assets -current observable skills/abilities related to postsecondary education/training vision that student demonstrates (acad, funct...):</p> <p><u><i>This is considered the present levels of performance in the IEP.</i></u></p>
<p>Skills to build on (current and future goals/objectives/needs):</p> <p><u><i>This is considered the present levels of performance in the IEP.</i></u> <i>Discuss student progress on annual goals that relate to the area of "employment" (basically all goals relate to employment). Ask parents/student if they have worked, volunteered, or demonstrate skills they have observed that relate to employment. If a student participates in WBL, discuss progress, explain job. Where is the student functioning when compared to soft skills (leadership, teamwork, communication, problem solving, work ethic, flexibility, interpersonal)? <u>The needs are identified in the PLAAFP. These can make up the students annual goals and objectives, transitional activities (trans. Serv. pg 2), accommodations, modifications.</u> These should assist in answering what the student needs to do or acquire in order to meet his/her measurable postsecondary goals.</i></p>	<p>Skills to build on (current and future goals/objectives/needs):</p> <p><u><i>This is considered the present levels of performance in the IEP.</i></u> <i>Discuss student progress on annual goals that relate to this area. Topics to discuss if appropriate, academics (reading, writing, math), organization, intellectual abilities, time on task, level of independence, behavior, etc. <u>The needs are identified in the PLAAFP. These can make up the students annual goals and objectives, and transitional activities (trans. Serv. pg 2), accommodations, modifications.</u> These should assist in answering what the student needs to do or acquire in order to meet his/her measurable postsecondary goals.</i></p>
<p>Who/What will help the student? How? -Programming/Supports (courses, specialized instruction, WBL, outside agency involvement, important people in their life and community, family, friends, acquaintances...):</p> <p><u><i>This can include the students participation in the general education setting, specialized instruction, related services, additional adult support or outside agency support. This information could be described in the PLAAFP, transition services pg. 2 (activities), Services pg. and/or LRE.</i></u> Items here should assist in answering what programming, services, related services, or agencies should be implemented to help the student meet his/her measurable postsecondary goals.</p>	<p>Who/What will help the student? How? -Programming/Supports (courses, specialized instruction, WBL, outside agency involvement, important people in their life and community, family, friends, acquaintances ...):</p> <p><u><i>This can include the students participation in the general education setting, specialized instruction, related services, additional adult support or outside agency support. This information could be described in the PLAAFP, transition services pg. 2 (activities), Services pg. and/or LRE.</i></u> Items here should assist in answering what programming, services, related services, or agencies should be implemented to help the student meet his/her measurable postsecondary goals.</p>

Other Items: (Anticipated Graduation date, ESY, AT, Special Transportation, accommodations/modifications, etc...)

- *Make sure to discuss anticipated graduation date starting in 9th grade and at each annual IEP meeting thereafter. This conversation can include the student graduating based on school district required credits or based on meeting IEP goals and objectives.*
- *If appropriate, make sure to collect data prior to and after winter and/or spring break to determine if the student qualifies for ESY services or more data is needed.*
- *Assistive Technology (AT) -this may have already been included above, but discuss what tools are needed to assist the student in increasing his/her academic ability and functioning in multiple settings.*
- *Special Transportation*
- *District and State Testing accommodations*

***Additional Adult Support -if students have a plan to attend any type of postsecondary training, it is highly encouraged that the student's plan and services mimic that of a postsecondary setting. For example, limited modifications, accommodations, and especially additional adult assistance.*

These 3 subcategories are all part of the "Independent Living" category of the post secondary measurable goals.

Home Living Skills	Recreation & Leisure	Community Participation
<p>Student Vision on where they will live, type of housing, level of independence?</p> <p><u><i>This is part of the student's measurable postsecondary goals. (trans. Serv. pg 1) Live independently, semi-independently, etc. Home, apartment, alone, with relatives, friends, etc. What city or state do they envision living in? In an urban or suburban setting? **Be cautious when asking if a student will live in a group home, this is a difficult decision for many families. You can frame it in terms of what level of support the student will need.</i></u></p>	<p>Student Vision for after high school. Student Interests, Preferences, Likes, Skills, Abilities...</p> <p><u><i>This is part of the PLAAFP and can be part of the measurable postsecondary goal.</i></u></p> <p><i>Leisure is defined as time free from obligations, work and tasks required for existing (sleeping, eating).</i></p> <p><i>Examples-watching tv, reading, computer time, sports, exercise, hanging with friends, biking...</i></p>	<p><u><i>All of the information in this column can be added to the PLAAFP and Trans. Serv. pg 2</i></u></p> <p>Needs: <u><i>think of activities the student will need to do or learn about in order to make progress in these areas.</i></u></p> <p><input type="checkbox"/> Transportation/Accessibility to the Community <i>attain a driver's license? Knows how to use public transportation if appropriate, possesses required documentation (bus pass, license).</i></p> <p><i>If appropriate discuss other modes of transportation, Arrowhead Transit, Urban Rides, Uber, Stride, relatives, friends, etc.</i></p>
<p>Personal Strengths & Assets -current observable skills/abilities demonstrated by student related to their future vision (acad, funct...):</p> <p><u><i>This is considered the present levels of performance in the IEP.</i></u></p>	<p><i>Recreation is defined as an activity people engage in during their free time that they enjoy and have socially redeeming qualities.</i></p> <p><i>Examples-shopping, gaming, sports, fitness, entertainment, Special Olympics, volunteering...</i></p> <p><i>Will these activities be enough to fill time as an adult?</i></p>	<p><input type="checkbox"/> Self Determination Skills (Ability in Making Decisions Independently)</p> <p><input type="checkbox"/> How can student have control of their life to the greatest extent</p> <p><input type="checkbox"/> Discuss Supportive Decision Making/Guardianship</p> <p><i>How well and with what degree of independence can the student make appropriate decisions about their life. What level of support does the student rely on for making decisions? Who do they consider as trusted individuals in their life that can provide support and guidance, etc?</i></p>
<p>Skills to build on (current and future goals/objectives/needs):</p> <p><u><i>The needs are identified in the PLAAFP. These can make up the students annual goals and objectives, and transitional activities (trans. Serv. pg 2).</i></u></p> <p><i>These should assist in answering what the student needs to do or acquire in order to meet his/her measurable postsecondary goals.</i></p>	<p>Skills to build on (current and future goals/objectives/needs):</p> <p><u><i>The needs are identified in the PLAAFP. These can make up the students annual goals and objectives, and transitional activities (trans. Serv. pg 2).</i></u></p> <p><i>These should assist in answering what the student needs to do or acquire in order to meet his/her measurable postsecondary goals.</i></p>	<p><input type="checkbox"/> Documentation for work (State ID Card/SS Card)</p> <p><i>If the student does not have a driver's license they should get a state ID card from their DMV by age 16.</i></p> <p><input type="checkbox"/> Safety and Security</p> <p><input type="checkbox"/> Financial</p> <p><input type="checkbox"/> emotional</p> <p><input type="checkbox"/> physical</p> <p><i>Does the student demonstrate financial literacy, budgeting skills, money management, handling cash responsibility, checking, savings</i></p>

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