

IV. STUDENT'S TRANSITION SERVICES (For Students 16 to 18 Years of age)

Regulations do not require schools to make a POST-SCHOOL OUTCOME statement; the outcomes are considered to be included in the desired post-school outcomes below. It is highly recommended that parents and students come into the meeting with a POST-SCHOOL OUTCOME STATEMENT!

DESIRED POST-SCHOOL OUTCOMES: Define and project the desired post-secondary outcomes as identified by the student, parent and IEP team in the following areas. State how each transition activity/service needed to assist the student in reaching goals will be provided. Indicate whether an IEP goal will be written.

Postsecondary Education and Training Outcomes: Two or four year college/university with support						
<i>Activity/Service (Including Courses of Study)</i>	Location	Frequency	Projected Beginning Date	Anticipated Duration	Agency Responsible	IEP Goal (Y/N)
Employment Outcome: Competitive Employment/Supported Employment with Long Term Support						
<i>Activity/Service (Including Courses of Study)</i>	Location	Frequency	Projected Beginning Date	Anticipated Duration	Agency Responsible	IEP Goal (Y/N)
MS will complete a job and career interest inventory to determine areas of vocational interests. She will also discuss careers and possible job categories during the career development class	LEA/ Community	2x a week	6/20/08	6/20/09	School	Y
MS will participate in community job experience to develop work skills and identify potential career options and interests	LEA	3x a week	6/20/08	6/20/09	School	Y
MS will participate in volunteer opportunities to develop personal work and civic ethics	LEA/Student	During scheduled work and community based hours	6/20/08	6/20/09	School/Student	Y
MS, the team and her family will coordinate services with the Office of Vocational Rehabilitation (OVR) and the Office of Developmental Programs (ODP) in preparation for transition into work and living options	LEA/Student/ Family/OVR/ ODP	As scheduled	6/20/08	6/20/09	School/Student/ Family/OVR/ ODP	N

Independent Living Outcome, if appropriate: Supported Apartment Living/Family Support						
Activity/Service (Including Courses of Study)	Location	Frequency	Projected Beginning Date	Anticipated Duration	Agency Responsible	IEP Goal (Y/N)
MS will be assessed in the areas of Independent Living skills and determine areas of need to develop and instructional plan to teach functional skills	Community/ School	Daily	6/20/08	6/20/09	School/Student	Y
MS will participate in community based experiences and instruction in areas of recreation and leisure	Community School	Daily	6/20/08	6/20/09	School/Student	Y
MS will participate in community based activity and instruction to increase her independence in accessing community resources for medical and psychological needs including transportation instruction	Community	Weekly	6/20/08	6/20/09	School/Student	Y
MS will be instructed and practice functional communication skills in conversation, social situations, requesting assistance, and accessing activities of interest in areas of recreation/leisure opportunities, maintaining a healthy lifestyle and in preparation for employment	Community	Weekly	6/20/08	6/20/09	School/Student	Y
MS will learn functional money handling skills in order to make purchases in stores and pay bills for independent living	Community	Weekly	6/20/08	6/20/09	School/Student	Y
MS will learn daily living and personal hygiene skills (i.e., cooking, cleaning, etc) in the apartment living program	Community	3 Month Period	10/1/08	2/1/09	School	Y