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| **Student Name:** Sample Sample | **Annual IEP:** 01/31/2021 |

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| **Secondary Transition Considerations** |
| **Transition Assessments Completed:** | **Date of Most Recent Assessment:** 01/05/2021 |
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| **Assessments** | **Student/Parent Input** | **School Observation Data** |
| Stat-R: results were as follows%, which means...the sub area of concern is....%, which means...the subareas of concern are....Student earned passing grades in...Student grades and assessment results show weakness in the following area....Extracurricular courses included....Student Interview:Student expressed the following in career/employment...secondary education/training...adult daily living....community participation... | Based on student interview and career cruising, Student said he is most interested in....Parents have shared that Student is... | Student is observed in ELA performing in the following way....Student is observed in Math performing the following way....In elective courses, Student shows particular strength in.... |

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| **Date of Educational Development Plan (EDP):** 01/07/2021 |
| **If student did not attend IEP, describe steps taken to ensure consideration of student's preferences/vision**:If student attended - LEAVE BLANK, evidence should be provided by student as participant on "Participants/Profile" section (student signs in as a participant).If student did not attend-Why? Give the reason and list the steps you took to ensure their preference. |

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| **Student’s Post-Secondary Vision and Transition Activities** |
| **Career/Employment:** As an adult, what kind of work will you do?After graduation, Student will be employed by the public library working with library programs and literacy for children. |
| **Career/Employment Assessment Results:** Present level assessment related to this vision statement.Based on the Stat-R, student received % and this is an area of strength. Student knows what type of career he wants to have, and this is in line with assessments, interview, and school performance. Student does not know... (this may drive your activity below). |
| **Is there a need for activities or services for Career/Employment?** Yes No |
| **Type of Activity** | **Explanation of activity/service** | **Responsible Agency/Persons** | **Expected Completion Date** |
| Community Experiences | Student will call or visit public libraries in the county for volunteer/job shadowing opportunities. | Student with teacher/adult support | 06/16/2017 |
| **Post-Secondary Education/Training:** After leaving school, what additional education and training will you do?After graduation from high school, student will attend a two-year university, moving into a 4-year university if needed, to receive training for work in a public library system. |
| **Post-Secondary Education/Training Assessment Results:** Present level assessment related to this vision statement.Based on Stat-R results %, this is an area of strength, though math courses in college are an area of concern. Student expressed via interview, the desire to attend a 2-year college and potentially transfer to a 4 year college. Student is unsure what type of degree or certificate is needed to have a career at a library. |
| **Is there a need for activities or services for Post-Secondary Education/Training?** Yes No |
| **Type of Activity** | **Explanation of activity/service** | **Responsible Agency/Persons** | **Expected Completion Date** |
| Instruction | Student will research what type of degree, training, or education is needed to have a career in a library. | Student with teacher/adult support | 06/16/2017 |
| **Adult Living:** As an adult, what kind of living arrangements will you have? |
| **Adult Living Assessment Results:** Present level assessment related to this vision statement. |
| **Is there a need for activities or services for Adult Living?** Yes No |
| **Community Participation:** As an adult, how will you want to be involved in your community? |
| **Community Participation Assessment Results:** Present level assessment related to this vision statement. |
| **Is there a need for activities or services for Community Participation?** Yes No |

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| **Course of Study** |
| **Describe how the student's course of study aligns with the postsecondary vision:**Reviewing transcripts from 9th and 10th grade, along with current schedule, Student has completed course requirements leading to a high school diploma earning \_\_\_\_ out of \_\_\_\_ credits. He took available literature courses matching to his area of interest, including "Reading Fiction" in which he received an "A." Student will continue courses working toward a Michigan Merit Curriculum, leading to a high school diploma. |
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| **Check Only One:** |
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|  Michigan Merit Curriculum leading to a high school diploma. Course of Study leading to Certificate of Completion | Is a Personal Curriculum on file? Yes No |

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| Is sample expected to graduate with a Regular Diploma during this IEP year? Yes No |
| Will sample complete age eligibility for Special Education services? Yes No |

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| **Community Agency Involvement** |
| Was there a need to invite a community agency representative likely to provide current or future services? Yes No Please list any additional steps taken to ensure that the student has made connections with any appropriate outside programs and services: At this time, there is no need to invite an outside agency to the IEP team meeting.  |

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| **Parental Rights and Age of Majority** |
| Check all that apply:

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|  | The student will be age 17 during this IEP and the student was informed of parental rights that he or she will receive at age 18. |
|  | The student has turned age 18 and the student and parent were informed of parental rights that were transferred to the student at age 18, including the right to invite a support person such as a parent, advocate, or friend. |
|  | The student has turned age 18 and there is a guardian established by court order. |
|  | The student has turned age 18 and a legally designated representative has been appointed. |

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Item 9 – Were there annual IEP goals related to the student’s transition services needs? Did the annual goal relate to the transition services needs? Did the goal include a skill, baseline for the skill, target, and method of measurement?

\*The adverse impact statement is a good place to outline the potential impact of deficit areas on postsecondary goals. The annual goal must be based on a skill deficit, not an activity.