

8. POST-SECONDARY TRANSITION PLAN

This section must be completed for each IEP, during but not later than 9th grade or age 16, whichever comes first and updated annually. (MUSER IX.3(A)(1)(h))

<p>A. Projected date of graduation/program completion: 6/10/2018 IDEA 300.102(a)(3)(i)-(iii) limitation to FAPE NOTE: Graduation with a regular diploma will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation this student will no longer be entitled to receive special education and related services.</p>
<p>B. Transition assessments completed: Career Awareness: What Ito Do Self Evaluation: Getting To Know You Student Interview OT Eval (2016) Speech/Language Eval (2016) Academic/Psych Eval (2016) Career Clusters Interest Survey</p>
<p>C. In the case of a child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's preferences and interests: Nate provided input prior to the meeting through a student interview. Due to hyperarousal and anxiety in large group meetings, Nate was able to introduce members of his IEP team. Prior to excusing Nate from the meeting, he brought his classroom portfolio to share with his mother.</p>
<p>D. Measurable Post-Secondary Goals (MUSER IX.3(A)(1)(h)(i)) Measurable post-secondary goals must be based on current age-appropriate transition assessments. Education/Training Goal: After graduation <u>NATHANIEL</u>, (child) will <u>After graduation. Nate will receive training to acquire more vocational skills in a supported community based setting.</u></p>
<p>Employment Goal: After graduation <u>NATHANIEL</u>, (child) will <u>After graduation. Nate will have a part time job in the public sector related to his interests in agriculture (farms).</u></p>
<p>Independent Living Skills Goal (when appropriate): After graduation <u>NATHANIEL</u>, (child) will <u>After graduation. Nate will live with his parents while h further develops his living skills in order to transition to a supported living environments and attend a day community support program.</u></p>
<p>E. Planned Course of Study: (MUSER IX.3(A)(1)(h)(ii)) The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child. 9th Grade: Functional lifeskills English, Math, History, Science & Functional lifeskills. Electives in Principles in Technology, Fiber & Fabric, Phys Ed I & II. 10th Grade: Functional lifeskills English, Math, History, Science & Functional lifeskills. Electives in Art for the Real World, Drawing I & II, Steel Drum, & Project Unify. 11th Grade: Functional lifeskills English, Math, History, Science & Functional lifeskills. Electives in Art 2, Piano I & II, and Project Unify. 12th Grade: Functional lifeskills English, Math, Transition, Vocational skills, & Functional lifeskills. Electives recommended are Piano I & II OR Guitar I & II, Lifetime activities & 2D Design 5th year: Functional lifeskills English, Math, History, Science & Functional lifeskills. Electives will be determined.</p>

F. Transition Services and Activities: (MUSER IX.3(A)(1)(h)(ii)) Describe the activities provided by the adults in the school and in the community that will enable and promote the child's progress toward meeting annual and postsecondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services must be specific and individualized.

Education/Instruction and Related Services:

Nate and his family will continue to receive services through outside case management to access related services. He currently receives child case management from Tricounty Mental Health, and Section #28 services through Woodfords.

Nate participates in vocational skills in the school setting through work experiences related to preparing and cooking meals, cleaning counters and washing dishes, sorting & delivering mail throughout the school, folding papers & stuffing envelopes for mass mailings, stocking paper and supplies in the copier room, tidying up the cafeteria after breakfast and/or lunch, washing & drying laundry and other miscellaneous tasks.

Career/Employment and other Post-Secondary Adult Living Objectives:

Nate and his parents were provided with contact information for Vocational Rehabilitation services. The career counselor that serves students at Leavitt was unable to attend the rescheduled meeting. An informal meeting will be set up to follow up referral and intake processes at the parent's request. Nate & his parents will complete the intake paperwork for Vocational Rehabilitation. If found eligible, Nate will participate in career exploration, job shadowing and possible paid placements. Nate will learn vocational skills related to careers that match his strengths, interests and abilities by completing interest assessments, values assessments, talent assessment, job interview skills, and appropriate behaviors in the workplace in the functional skills classroom.

Nate has been found eligible for Adult Developmental Services upon turning 18 years of age. His parent's have completed paperwork for full guardianship.

Community Experiences:

Nate is a member of the Leavitt Unified Basketball team. He also participates in Project Unify/Special Olympics in the areas of bocce, bowling, snowshoeing, and track & field. He is also a member of the Youth Activation Council at Leavitt that organizes events such as End the R-Word campaign, Inclusive Schools Week, and school socials.

Nate's in-home support provides learning opportunities, as well as leisure activities, for Nate to visit local farms, visiting libraries, shopping at local businesses, ordering at restaurants like Dunkin Donuts and bowling.

Nate's family attends church and also offers Nate a wide range of activities in his community.

if appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

Nate will continue to be offered opportunities in preparing/cooking meals care for clothing, personal hygiene and household management.

G. Agencies responsible to provide and/or pay for services. (MUSER IX.3.E.(1)(2))

What agency linkages, if any, have been made? Written parental consent must be obtained prior to inviting to an IEP meeting any agency or organization that is likely to be responsible for providing or paying for transition services.

Tricoounty Mental Health targeted case management (Mary Verrill)

Woodfords (Section 28 in-home support)

Adult Developmental Services (eligible upon turning 18)

Vocational Rehabilitation (information provided at meeting for intake process)

9. AGE OF MAJORITY

If the student will turn 17 during the course of this IEP period, child and parent(s) have been informed of the transfer of rights at the age of majority (18). IDEA 300.320(c) *Transfer of rights at age of majority.*

Yes

Date: 3/26/2015

N/A

Effective 8/1/2015