

- EXPIRED -

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))

A. Projected date of graduation/program completion: 6/12/2016

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.

B. Transition assessments completed: California Career Zone assessments, informal interviews, DRA, NWEA, NECAP, WIAT III, WISC IV, GORT 5, OWLS

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:
Dalton attended the IEP meeting.

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 Dalton, (child) will attend training to become a gunsmith.

Employment Goal: After graduation Dalton, (child) will pursue employment working as a gunsmith.

Independent Living Skills Goal (when appropriate): After graduation Dalton, (child) will live independently.

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.

Dalton currently has 21 credits towards graduation. He needs to complete the following courses: Art 1, English 12, Math 12, Vocational Skills, Exploring River Valley, Basic Government.

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:

Dalton will investigate programs, and or training opportunities which allow him to pursue this career choice of gunsmithing.

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

Dalton will pursue opportunities where he can work as a gunsmith.

Community Experiences:

Dalton and his family will investigate opportunities for him to learn about working as a gunsmith.

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

N/A

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.

Information was given to Dalton and his mother to contact Vocational Rehabilitation Services.

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.

X

Yes

Date: 11/26/2013

N/A

Effective 8/1/2015