

- 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: 10/7/2015

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: DRA; Student Interview; California Career Zone

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: Brandy met with Mrs. Wright, her case manager, on 2/3/16 to discuss her interests and preferences. She also helped develop her IEP and attended her meeting on 2/4/16.

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 Brandy, (child) will After graduation, Brandy will attend a community college for Culinary Arts.

Employment Goal: After graduation Brandy, (child) will After graduation from high school and college, Brandy will serve in the Navy and a chef.

Independent Living Skills Goal (when appropriate): After graduation Brandy, (child) will N/A.

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.

2012-2013:

Special Education English 9; Special Education Reading; Special Education Math Connections 1A; Special Education Independent Skills; PE 1; Wellness 2; Natural Science 1 & 2; Academic U.S. History 1.

2013-2014:

Special Education English 10; Special Education Reading; Special Education Math Connections 1B; Special Education Independent Skills; PE 2; Wellness 1; Life Science 1 & 2; Academic U.S. History 2; Special Education Government

2014-2015:

Special Education English 11; Math Connections Geometry; Special Education Independent Skills thru January 2015; Academic World History; Science Electives; Literacy Lab; Guided Study

2015-2016:

Special Education English 12; Independent Skills

General Ed.: Literacy Lab; Electives; LRTC

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:

In preparation for college and career readiness, Brandy will apply to CMCC. Due to below average skills in reading and writing, Brandy will be placed in a Literacy Lab class and specialized English class to improve her writing skills.

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

In preparation for college and career readiness, Brandy will job shadow various employment opportunities within the culinary industry.

Community Experiences:

Brandy has her driver's license and a vehicle. She travels to various locations in the area. In preparation for college and career readiness, Brandy will visit local community colleges to determine if she feels these are appropriate locations for post-secondary education.

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.

Brandy is working with Voc. Rehab.

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: 2/7/2013

N/A

Effective 8/1/2015