



Innovate Collaborate Inspire

Transition Planning

Transition plans must be completed as part of the IEP (section 5) if a child is to turn 14 during the life of the IEP.

[Transition Planning Document Hub](#)

Intervention Specialist/Speech Language Pathologists will:

1. Check the box that the student will turn 14 during the IEP year on the cover page.
2. Complete transition assessments that would apply to the student you are working with. In some cases the assessments would be appropriate for all three areas and sometimes varying the assessments would be more appropriate. Please locate links to transition assessments available on the Transition Planning Doc Hub.
3. Please write a goal for each of the three areas with the student.
4. The Course of Study will be the same for all three of the goals.
5. Target Graduation Date must be included which is located at the bottom of the page.
6. **Check what type of Secondary planning at the bottom of the page** (this correlate to the EMIS page in the background)

The Student Services District office will:

- Check EMIS when IEP is received for accuracy/alignment
- Check EMIS error report when provided by EMIS coordinator



Innovate Collaborate Inspire

**Individualized Education Program
Writing Guide**



Innovate Collaborate Inspire

Student Name _____

IEP Checklist Cover Sheet

Please send the **original IEP, single-sided, in the following order** to the Student Services Department. Please send as soon as complete-do not hold them. **Paperclip** the original, no staples. Make a copy for the building file.

- Medicaid Form** For those that are missing or initial IEP**
- IEP Checklist Cover Sheet
- Cover page, w/student data and the dates (double-check dates)
- Section 1 Future Planning
- Section 2 Special Instructional Factors
- Section 3 Profile
 - RIMP Information if applicable
- Section 4 Extended School Year (Date to revisit if needed: April 30)
- Section 5 Postsecondary Transition (if applicable)
- Section 6 Measurable Annual Goals
- Section 7 Description(s) of Specially Designed Services
- Section 8 Transportation As A Related Service
- Section 9 Nonacademic and Extracurricular Activities
- Section 10 General Factors
- Section 11 Least Restrictive Environment (complete dropdown too)
- Section 12 Testing (also in section 7)
- Section 13 Exemptions
- Section 14 Meeting Participants
- Section 15 Signatures (Fill in the correct location on the form) ** Rights of majority if turning 17
 - Docusign or Handwritten Signature
- Section 16 Children With Visual Impairments (if applicable)
- Alternate Assessment Participation Decision Making Tool
- Prior Written Notice** PR-01 (1-6 completed)
- Parent Invitation** PR-02 (signed/or with email agreeing attached)
- Student Invitation** PR-02 (signed by student)
 - Parent/Guardian Excusal PR-05 (if applicable)
 - Attempts to Contact PR-09 (if applicable)
- Translated copies** of all documents (if applicable)
- FINALIZE/COMPLETE DOCUMENT**
- Attach Completed and Final Previous Progress Report**
- Paperclip** all and send to Student Services as soon as complete
- Provide Copies to family and place a copy in the cumulative folder in the office
- Send a final copy to transportation (if applicable)

Administrator's Signature _____

IEP District Representative Quick Guide

COVER PAGE

- Correct address, phone, parent information – any demographic changes?
- Correct meeting date and type
- IEP TIME LINES
 - **Correct ETR COMPLETION DATE: – verify date is same as signature date in section 5 of current ETR!**
 - Next ETR/IEP (previous date less 1 day)
 - IEP needs to end one date prior to the date of the current meeting date

1. FUTURE PLANNING

- MUST be completed, *even when parent does not attend.*
- Include student interests (e.g. cosmetology, automobiles, science) that could inform course of study or future goals on this or future IEPs.

2. SPECIAL INSTRUCTIONAL FACTORS

- All items checked “yes” must be addressed in IEP.
- Behavior = behavior goal in Section 6.
- Communication = SLP services.
- Assistive Tech = “Low” Tech and “High” Tech.

3. PROFILE

“Big Picture” – inclusive summary of relevant information.

Can include:

- Student strengths and weaknesses,
- Concerns of the parent,
- Medical and safety information,
- Discipline information,
- Results of performance on state and district-wide assessments,
- How disability affects student's access to general education & accommodations/modifications/AT supports required.
- When services are *not* continuing for this IEP (e.g., previous IEP included speech – speech is being discontinued on this IEP).

4. Extended School Year Services

- If team is considering more data put April 30th as the meet by date

5. POST SECONDARY TRANSITION SERVICES

- MUST complete for student turning 14 during THIS IEP (student 13 years now, will turn 14 during this IEP).
- MUST include goal & at least one objective for each of 3 goals.
- COURSES OF STUDY - must be same for all 3 goals.
- Graduation Target Date MUST be included – this is easy to miss at the bottom of the page – PLEASE DOUBLE CHECK!

6. MEASURABLE ANNUAL GOALS & OBJECTIVES

(Align w/ Special Instructional Factors from Sec. 2)

- Check that each goal is numbered and in correct sequence.
- PRESENT LEVEL: Summarizes child's performance, indicates instructional and functional level and includes numeric data.
- Goals contains:
 - Who: student name
 - Will do what: behavior (e.g, math calculation)
 - To what level or degree: criterion (e.g., 80%, 4/5 trials).
 - Under what conditions (e.g., grade level work, independently)
 - In what length of time (e.g., this year, semester)
- METHOD OF MEASURING: must be indicated
- FREQUENCY: reporting period must be indicated. For WLS it is either 41/2 or 5 weeks (either is acceptable).

7. DESCRIPTION OF SPECIALLY DESIGNED SERVICES

- Begin and end dates match IEP EFFECTIVE START/END dates on cover page.
- Specially designed services & supports are specific.

- Time: minutes Frequency: Daily or weekly or monthly (it is an assumed minimum, do not write minimum or maximum)
- Accommodations providing access to course content, tests read, directions repeated are described.
- Modifications altering course content (decreasing amount of information or choices, simplifying information) are described.
- **GQAL(S) Addressed: must link SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES by goal number (e.g., Speech Therapist – G1 & G2). Every Goal must be addressed in this section!**
- ASSISTIVE TECHNOLOGY: include both “low” (e.g., picture schedule/pencil grip) and “high” tech (e.g. communication device).
- Additional Adult Support or Aide support **MUST BE APPROVED BY A COORDINATOR PRIOR TO THE IEP!** Teachers *do not* have authority to add this service to a student's IEP.

8. TRANSPORTATION

- Every “YES”/“NO” question needs to be .
- Transportation *is* a related service when the student is moved based on his or her disability (e.g., CD, ED, MD program placement) – not because a grade level is full (overflow).
- Transportation accommodations/modifications include things like a wheelchair lift or safety vest.

9. NONACADEMIC & EXTRA-CURRICULAR ACTIVITIES

- Note when child participates in a **school sponsored** activity.
 - **Elem only:** includes – Intramurals, cross-county, basketball, 6th-grade camp. (NOT: football, cheerleading, softball, baseball, boy/girl scouts, bowling).
- Q2: leave blank when child DOES participate in school sponsored activities for Q1. When child does *NOT* participate in school sponsored activities (Q1), need a statement after Q2 indicating why child does *not* participate.

10. GENERAL FACTORS

- All areas MUST be “YES”.
- ESY Must be : “...not necessary” for most students.

11. LEAST RESTRICTIVE ENVIRONMENT

- Q1: “YES” for most including “Overflow” students.
- When “NO” is - box must contain explanation.
- Q2: “YES” when student receives all services with gen ed peers. When “NO” – must explain in box.

12. STATEWIDE AND DISTRICT-WIDE TESTING

- ALL Questions must be “YES” or “NO” on page.
- **Easy to miss YES/NO question at top of table. Please DOUBLE CHECK! (Usually “YES”).**
- IF “participation” Question is “NO” (rarely) – skip table and move on to next question and complete alternate assessment.
- When “YES” list accommodations and AT for each area.
- Alternate assessments- **must fill out form**

13. EXEMPTIONS

- 3GRG- mark if applicable
- High school- wait until senior year- mark what is applicable

14. MEETING PARTICIPANTS

- IEP effective dates match the dates on cover page.
- All members at meeting sign the IEP.
- **Make sure related services (e.g., speech, OT) sign when they contribute to IEP (Sections 6 & 7).**
- **Gen Ed teacher must sign OR we MUST have Excusal Form prior to meeting.**

15. SIGNATURES

- Parent must sign.
- Complete “Procedural Safeguards” & “Copy of the IEP”.

IEP Long Guide

BEFORE AN IEP MEETING

- Create a new IEP in Special Programs
 - Create translated copy if necessary of all documents
- After creating a new IEP, inform others who need to have access to the IEP (speech, IS, OT, etc.)
- Arrange a meeting time with the parents (need 3 documented attempts)
 - Create Documents to Attempt Contact to record attempts
 - Create and Send home Parent Invitation
- Invite (Google Calendar Invite)
 - District rep
 - General education teachers
 - Related service providers
- Send reminder to the parent for IEP meeting (document attempt)

WRITING THE IEP

Front Page

- All demographic info is pulled automatically from PowerSchool
- If something is wrong, complete a change of address form to update Power School
- Fill in meeting dates for ETR (look at ETR copy for the correct date) & IEP
- List glasses, medication, etc. in other information
- Complete the checklist for each part being completed
- Complete Compliance Drop down

Section 1 (Future Planning)

- Completed at the meeting with parents

Section 2 (Special Instructional Factors)

- Click any that apply
- If you check the student has behavior needs, there needs to be behavior goal
- If the student receives speech, check communication needs

Section 3 (Profile)

- Fill in the categories (Delete categories which are not necessary)
- Related services will put their own information in
- RIMP information must be included K-3

Section 4 (Post Secondary Transition)

- Complete if age 14+

Section 5 (Secondary Planning)

- Select Non-Applicable unless the student will turn 14 within the span of the IEP.

Section 6 (Measurable Annual Goals)

- Create a goal based on the student's ETR scores. For SLD you will write a goal for the areas they qualify in: math application, math computation, reading fluency, reading comprehension, written expression, etc. For OHI, ED, etc. look at their academic testing on ETR. Any area they scored below 85, you will write a goal for.
- Complete the present level with **data** and write a measurable annual goal/objectives.
- Method and Frequency for Progress Reports should say 12 weeks for Trimester and 9 weeks for quarters. Check the written report and the child's progress will be reported to the child's parents each time report cards are issued.
- Each team member will add his or her own goals: OT, SLP, IS math, IS reading, etc.

Section 7 (Description of Specially Designed Services)

- List how you will provide services for each goal
 - Detailed

- Time- minutes
- Frequency- month/week/day
- DO NOT WRITE MINIMUM OR MAXIMUM
- Use the drop down menus to fill in information.
- Related service providers will complete the related service section if applicable.

Section 8 (Transportation as a Related Service)

- Complete the Yes/No questions.
- Note: to and from provider services is if we are transporting them somewhere to get the services in section 7
- Note: Securement system is for locking a wheelchair to the bus

Section 9 (Nonacademic and Extracurricular Activities)

- Use the drop down menu to complete the top box.

Section 10 (General Factors)

- Answer YES for the first 5 questions.
- Complete ESY question
 - If yes, documentation and data is required

Section 11 (Least Restrictive Environment)

- Click on the appropriate percentage in the drop down menu for the amount of time the student is out of the general education classroom.
- Typically the first box is yes.
- Use the drop down menu for the second box to justify why/when they will be out of the general education classroom.

Section 12 (Statewide and Districtwide Testing)

- Check YES or NO if the student will be participating in statewide tests with accommodations.
- Complete the accommodations for all subject areas.
 - *students can have text to speech on the ELA test only if they qualify in basic reading
 - *students can have a calculator/multiplication chart on the math test only if they qualify in math computation
- *extended time has to have a limit--for example, extended time (up to 50% or 100%)
- If the accommodation is listed in this section it is REQUIRED to be in section 7
- Use the drop down menus to complete the accommodations
- Mark the last box about the alternate assessment
 - If "yes" complete last box

Section 13 (Exemptions)

- 3GRG- Mark if applicable
- High school- Mark what is applicable (senior year)

Section 14 (Meeting Participants)

- Check which kind of meeting it will be.
- Everyone will sign at the meeting. (parents just write via phone or zoom)

Section 15 (Signatures)

- Parents will sign at the meeting (or send email agreement)
 - Top section- If initial (required before services can be provided)
 - Second Section- If reevaluation (not required as long as not a change in placement)
 - Third Section- If change of placement (Placement is not a location- Placement is the IE code on EMIS (ex: IE 13 to IE 14))
- If parents do not attend the meeting, you only need them to sign if it is a change of placement. Otherwise you are ok without their signature as long as you have 3 documented attempts of contacting them.
- If it is a phone conference- Administrator asks if the parents are comfortable signing via phone
 - Admin- sign for parents- initial- write "via phone"

OTHER PAPERWORK NEEDED FOR THE MEETING

- Draft copies of the IEP (@ least 1 extra)
- Signature pages single sided!!
- Additional Forms (if Applicable)
 - Emergency Action Plan
 - BIP
 - FBA
- Prior Written Notice (give copy to parents too)
- Attempts to Obtain Parent Participation
- Parent Invitation (signed)
- Student Invitation (if over age 14) - strikethrough parent signature and write student
- A Guide to Parent Rights

DURING THE IEP MEETING

- The District Representative or Intervention Specialist will run the meetings
- Each person will go over their goals
- Parents will sign the IEP and **leave with a copy**

AFTER THE IEP MEETING

- Put a copy of the IEP in the confidential file of the student's permanent file
- File a copy for yourself
- The original goes to Spenser Silver (Student Services Admin Asst), if the Student Services Director is there, she will take the original
- A copy to the parents if they were not at the meeting
- Make sure all IEP documents are finalized in Special Programs and that the IEP is in the order of the checklist.
- Make Sure Transportation receives a copy if necessary

SPECIAL EDUCATION Administration	
Kim Jude	Director of Student Services
Carol Lentz	Preschool Coordinator
Pam Forder	Student Services Administrative Assistant
Spenser Silver	Student Services Administrative Assistant
Courtney West	Preschool Administrative Assistant

Goals And Objectives Menu

Examples

UNDER WHAT CONDITIONS?	STUDENTS WILL DO WHAT?	LEVEL/DEGREE
<p>Location</p> <ul style="list-style-type: none"> • During lunch • In a large group • In a small group • In a 1 : 1 setting • During free/play time • Across environments • During timed readings • In the community <p>Givens</p> <ul style="list-style-type: none"> • Given ___ paragraphs • Given pictures • Given unfamiliar material • Given words or letters • Given a topic • Given a story starter • Given CVC words • Given a calculator • Given a model • Given a writing prompt <p>Misc.</p> <ul style="list-style-type: none"> • With typical peers • With adults • With ___ software (do not use brand names) • With ___ grade vocabulary • With two hands • With L/R hand • With a (#) key hit sequence through use of ___ (AT) • Through use of ___ strategy/behavior • In (grade level) test/material 	<ul style="list-style-type: none"> • Alphabetize • Answer • Arrange • Ask • Bring • Calculate • Choose • Compare/contrast • Compile • Complete • Compose • Contrast • Contribute • Correct count • Create • Decode • Define • Demonstrate • Describe • Determine • Differentiate • Discriminate • Does not ___ • Edit • Explain • Evaluate • Formulate • Generate • Give • Greet 	<p>LEVEL</p> <ul style="list-style-type: none"> • ___ x each day • ___ x in ___ minutes each day • ___ consecutive days • Fewer than ___ minutes each week • For ___ minutes • For ___ repetitions in ___ (amt of time) • ___ % of the time • ___ our of ___ trials • With ___ errors • No more than random error (define) • ___ words per minute • ___ letters per minute • In less than ___ minute • ___ seconds or less • ___ complete work in ___ minutes • Within ___ minutes of a verbal prompt <p>DEGREE (# of times the student must demonstrate skill/behavior for mastery)</p> <ul style="list-style-type: none"> • ___ per week • On ___ out of ___ trials • In ___ out of ___ transitions • Per Quarter • In ___ out of ___ days • In ___ out of ___ weekly checks • Over ___ consecutive sessions <p>NON-MEASURABLE: comprehend, enjoy, feel, increase (from what to what?), know, listen, learn, manipulate (how?), participate (how?), realize, understand</p>

OEC/SST Work Group Approved 9/16/14

Transition Activities

NOTE: These worksheets are 'originals'. Please make a separate copy of each of these forms before having the student complete them online.

<u>Post Secondary Education and Training Goals</u>
<p>Short career and career cluster videos from Careeronestop.org. I can make a companion piece to determine career interest or research educational options for that career.</p>
<p>TRANSITION QUESTIONNAIRE/INTERVIEW - Overall questionnaire covering topics, such as: personal information, future plans, IEP accommodations, learning style, transitions, current education, employment, and independent living. Student Questionnaire Parent Questionnaire</p>
<p>Self Assessment - Strengths: Students will answer 4 questions - worksheet before taking the Find Your Strengths assessment (Online) to help them identify their strengths (Multiple Intelligences: <i>Musical, Language, Math, Social, Self, Spatial, Body, Nature</i>) and how to build those strengths.</p>
<p>UNDERSTANDING YOUR LEARNING STYLE - SELF ASSESSMENTS: C.I.T.E. Learning Styles assessment, score sheet, results analysis, and reflection. VARK Questionnaire</p>
<p>Strategies for the Visual Learner, Strategies for the Auditory Learner, or Strategies for the Tactile Learner A quick assessment with true or false statements to identify what visual or tactile learner strategies the student utilizes.</p>
<p>"How You Learn" - Learning Styles (website) (Online) Students will take the 20 questions online assessment to help understand how they learn. Assessment results will break down the student's learning style (auditory, visual, and tactical) in percentages and provide suggestions for what helps them learn, how to explain it to others, and how to advocate for themselves. This worksheet has instructions on how to provide the printout and reflective questions to complete.</p>
<p>Time Management Skills Assessment: Complete the self-assessment, identify areas that need improvement, and how the improvements can be made</p>
<p>Work Ethic - Self Assessment/Reflective: Student will take an assessment to identify their current work ethic. A teacher will also assess the student's work ethic. The student will discuss the differences in perception, current work ethic, and what can be improved. (Worksheets) Student's Assessment, Teacher's Perspective</p>

Transition Activities

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Homework Motivation: Using a graphic from the website [My Homework Done](#), students answer reflective questions regarding what would keep them motivated.

4-year High School courses plan: Map out possible courses from the sophomore to senior year of ECHS, considering: graduation requirements, pathway requirements, college/career interests, etc. [Simplified for Freshmen worksheet](#)

ECHS Courses and Credits worksheet

2023-2024 courses - to complete the worksheet

Meet with College Representative: Attend college fair, meet personally or attend meeting conducted by college representative at school. Organize and prepare to 'interview' college representatives and gather information about potential colleges. [College Fair Checklist or College Visit](#)

ACT Prep: ACT practice tests, essay practices.

[ACT Practice test PDF](#)

[ACT Essay Practice](#)

College Website Research (Fresh/Soph): Become familiar and comfortable *navigating through a college website*. Choose one or two colleges, search through the website to find information and complete the [worksheet](#)

2 year - 4 year - Post Secondary Education School Comparison: Research and compare colleges (according to several filters), identify the major(s) available for the career of interest and complete a worksheet. Printable results.

Nursing School Programs comparison: Research and compare colleges and universities to complete a worksheet. Printable results.

College Living vs. Commuting Cost Comparison - Simple worksheet for calculations.

College Comparison (Jr./ Sr.): Take and analyze college assessment results and options, compare the pros vs cons of different colleges, (do they match personal interest and abilities, majors of interest, campus community, extracurricular activities) (see assessments below) **"College Research Worksheet" and "College Application Worksheet"** packets from ACAC/ACE. It is a more extensive activity. Freshmen: [US World and News Reports](#)- You need to be signed in to website to complete. Once the student gives me up to [three college choices](#), I will print off the comparison results. The student will use this worksheet to indicate their likes and dislikes of each school and answer 3 questions.

Transition Activities

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College Registration Steps: After identifying colleges of interest, determine necessary requirements, dates, and steps needed to apply in the college's website. [Worksheet](#).

Trade School Research and Comparison: Research possible trade schools according to student's interests. Complete comparison form. [Comparison website worksheet](#)

Education Needed to Become a Police Officer: There isn't much research that needs to be done for this career. This [worksheet](#) explains the simple process but includes an interview with Officer Findley about her education.

High School IEP vs. College Academic Support: Learn about the Individuals with Disabilities Education Act, Americans with Disabilities Act, High School vs College 'accommodations', and compare the differences. -research/investigate the difference between accommodations at the high school level versus the college level

[CSCC - High School and College Comparison - How Accommodations Differ](#)
[CSCC - Disabilities and College Credit Plus](#)

Research Office of Disabilities: Complete 5 questions that help them reflect on how they learn with their learning disability. Research Office Of Disabilities in post-secondary education choice, identify necessary requirements and what is needed to apply, etc. Complete form. [Questionnaire and Research Form](#)

College Support System: Students will identify who (friends, family, teachers, etc.) can be a good resource (advice: emotional, motivation, financial, studies, etc.) to help them with obstacles and challenges in college.

Goal-Setting Worksheet - Step-by-step process that helps the student create a pathway to achieving a specific goal.

Apprenticeship: Students will complete a worksheet with links to different websites and videos about apprenticeship opportunities.

Ready for College Checklist from CSCC website
<https://www.cscce.edu/services/disability/pdf/Ready%20for%20College%20Checklist.docx>

Athletic Scholarships: Students will watch three short videos and answer 4-5 simple questions based on the video.

On-line self vocational trade career assessment: Students will complete a [worksheet](#) that includes this link: [Which vocational trade is right for you](#). (Verify the quiz will work on the website.) They will answer questions regarding the results or chose another career. They will then use this link: [88 Ohio Trade School Comparisons](#)

Transition Activities

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[Hi-Point Education Research](#) - Students will use the link in this worksheet to research possible

Employment Goals

[American Disability Act](#) (for learning disabilities) - Explanation of rights, how to request Reasonable Accommodations at work, list of possible accommodations, and what to do if denied an accommodation.

[Career Comparison: Computer Programmer](#)

[Career Research: Hardware Engineering](#)

[Short career and career cluster videos](#) from Careeronestop.org. I can make a companion piece to determine interest or research education pathways.

[Comparing Engineering Careers](#): Using the US Bureau of Labor and Statistics website (linked), the student will search through a list of engineering careers, choose two, and fill out a worksheet.

[Automotive Careers](#): Using Carscareer.org, the student will review 8 possible automotive careers, choose three possible careers, and complete a worksheet.

[Architecture entry-level careers comparisons](#). Students look through 10 entry-level careers in architecture, watch a short video, and complete a worksheet regarding their interest in two chosen careers.

[Investigation/Forensic Career Test](#) - A set of questions to help determine which career paths in the field of Investigation and Forensics Career Test.

[A day in the life of a surgical nurse](#): The student will watch a video and answer 5 questions reflecting on their interest in that career.

[A day in the life of a Certified Registered Nurse Anesthetist](#): The student will watch a video and answer 5 questions reflecting on their interest in that career.

Transition Activities

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[A day in the life of a Auto Technician](#): The student will watch a short video and answer 5 questions reflecting on their interest in that career.

[Apprenticeship](#): Students will complete a worksheet with links to different websites and videos about apprenticeship opportunities.

[Creative Writing Careers](#): A worksheet based on the online article, "[What can you do with a creative writing degree?](#)". Students rate (1 through 10) their interest in seven writing careers. At the end, they are asked to pick their top three and tell what makes that career interesting.

[Is Cosmetology For You?](#): The student takes a 9-question quiz, and totals the overall score to see the amount of interest they have in a cosmetology career. There is a link to a virtual tour of High Point's cosmetology lab. Students are then asked to reflect on their interest in the career.

[Illustration Careers](#): A worksheet based on the online article, "7 common illustration jobs", where students rate (1 through 10) their interest in seven careers in illustration. At the end, they are asked to pick their top three and tell what makes that career interesting.

[Career Clusters Interest Survey](#): In PDF form. A self-assessment where students circle the activities that best describe what they like to do, personal qualities, and preferred school subjects. The questions are divided into 16 separate boxes which correspond to a "career cluster". The totals will indicate the student's career interests.

[Career Interest Assessment Worksheet](#): This worksheet has a link to the Career Cluster assessment on the Ohio Means Jobs website. The student will take the assessment, print the results, choose a career pathway and career, print off the education requirements, and complete a worksheet about the specific career.

[Career Cluster Comparisons](#): This website provides information about career clusters in 16 broad categories. It provides sample job titles, tasks, technology skills, work activities, work context, experience requirements, skills and abilities required, work values and styles, wages and trends, and ability to research applicable secondary schooling.

[Day in the life of a Veterinarian](#): The student will watch a video and answer 5 questions reflecting on their interest in that career.

[Day in the life of a Police Officer](#): The student will watch a video and answer 5 questions reflecting on their interest in that career.

[What it takes to be a Police Officer in Ohio](#): This transition provides the criteria needed to enter the police academy and a worksheet to complete after interviewing Officer Findley about her time in the academy.

Transition Activities

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Career Interest Survey: Students will use a link in this worksheet to take a 60, short question survey with printable results. They will use highlighters to indicate what is interesting in the results printout and answer a few questions on the worksheet.

Career Field Trips: Sign up for and attend field trips regarding career interest areas. Use the Job [fair Career Conversation worksheet](#). to interview professionals.

Career Assessment, Research and Comparison: Students research specific occupations of interest and identify interests, aptitudes, values and opportunities that can relate to careers.

[Occupation Search](#)
[Healthcare Career Research/Comparison](#)

[Holland Code Career Test](#) - This is a worksheet with the link to the [Holland Code Career Test online](#) and a link to [how to use](#) the career test.

Engineering Occupation Research - Take an online career assessment (<https://spacefem.com/quizzes/engineer/>), reflect on the results, complete a worksheet to compare results. Identify interests, aptitudes, values, and opportunities that can relate to careers. Worksheets to record results.

Quick Engineering Occupation Research - Same as above but without additional research. Should take around 20 minutes to complete.
Welding, Construction, Heavy Equipment Operator Career (Occupation) Research - Utilizes Ohio Means Jobs website to research the above 3 careers.

[Engineer Career Research](#)

Are you cut out to be a mechanic? This is a simple assessment and information on possible automotive careers that do not require a college education. Students will circle their answer and checkmark their career interests.

Cosmetology License Information: The student will look through the [cos.ohio.gov](#) for instructions (PDF and video resources) on obtaining a cosmetology license. This includes creating an account on eLicense, applying for and scheduling an exam, and applying for the license.

Military Career Search: Through a link, students will explore the Careers In The Military website (<https://www.careersinthemilitary.com/home>), take a short assessment, choose 3 suggested careers, and complete a table with information regarding their career choice.

Joining the Military: Students complete this graphic organizer when they research information from the website, <https://www.careersinthemilitary.com/home>. Most of the information is regarding enlistment but there is a section with information about joining officer training.

Transition Activities

NOTE: These worksheets are 'originals'. Please make a separate copy of each of these forms before having the student complete them online.

Career Conversation: Talk to professionals in the various careers of interest. Includes: sending correspondence for a meeting, preparing questions and reflecting on the information provided. [Career Conversation worksheet.](#)

Honda Manufacturing Positions - Research and Apply: Research available positions at Honda Manufacturing through AdeccoUSA.com. Identify responsibilities, requirements, pay and benefits for each position. Worksheet includes checklist of steps needed to apply. [Honda Positions Worksheet](#)

Careers on Honda Website: This is mostly used to become familiar with what positions are available in the entire company. This is an extensive activity.

Job application: How to apply for a job (complete a sample application, w-2 form explanation and how to complete it) [Job application practice sample application and W-9 Tax form](#)

Internship: Use the [meeting worksheet](#) to set up a meeting with Mrs. Cooper through school email (using correct correspondence etiquette), create talking points for the meeting and take notes during the meeting. Complete the necessary steps to be eligible for an internship. (Skills: oral/written communications, correspondence etiquette, meeting preparation)

Mock Interview: Review most asked interview questions, prepare answers, interview with a fake potential employer, and go over results. Peer to peer evaluation and [guest interviewer evaluation needs to be completed.](#)
[Interview Checklist Activity](#)

New Employee Packet: What to expect as a new full time employee [Need examples of what is in a new hire packet. I need to contact businesses to get a sample.](#)

Work Study Program: For students who are working (paid) outside of school. (IEP students are eligible even if the work is not associated to their pathway.) Use the [meeting worksheet](#) to set up a meeting with Mrs. Cooper through school email (using correct correspondence etiquette), create talking points for the meeting and take notes during the meeting. Complete necessary steps to be eligible for the Work Study program. (Skills: oral/written communications, correspondence etiquette, meeting preparation)

Job Shadow: Use the [worksheet](#) to set up a meeting with Mrs. Cooper through email, create talking points for the meeting and take notes during the meeting. (Skills: oral/written communications, correspondence etiquette, meeting preparation)

Resume: Complete [Resume Building worksheet](#), use the information to fill in a resume template. Have the resume reviewed and edited. [Resume format ideas](#)

Transition Activities

NOTE: These worksheets are 'originals'. Please make a separate copy of each of these forms before having the student complete them online.

<p>Cover Letter: Create a cover letter by completing the Cover Letter Worksheet. Have the cover letter reviewed by a teacher.</p>
<p>Extracurricular school involvement: Research interests. Extracurricular activities helps with employability: to gain experience for future employment. Simple, easy tests/assessments that will help identify possible outside of school interests/hobbies. Needs a worksheet or print results</p> <p>These tests are very similar:</p> <p>What Hobby Should I Have? - What Hobby Should You Try? -</p> <p>MHS & ECHS Clubs spreadsheets</p>
<p>Volunteer activities: Research and analyze two volunteer opportunities and if they are a good fit. Volunteering Opportunities Worksheet. Employability: to gain experience for future employment (Links below: hobby/interest assessment, community involvement for teens)</p>

<u>Independent Living Goals</u>	
	<p>COST OF LIVING website</p>
New 1/2023	<p>Soft Skills - Students will look through a list of soft skills, choose 5, and write up a real-world example of how that skill is needed once they are living independently. Then they will self-assess their current soft skills.</p>
New 11/22	<p>Goal-Setting Worksheet - Step-by-step process that helps the student create a pathway to achieving a specific goal.</p>
	<p>Credit Cards: Contains a link to the article Best Credit Cards for Young Adults and First Timers and directs them to look through the article and answer questions regarding choosing a credit card.</p>
	<p>Pros and Cons of Debit Cards: Simple activity to read a few details about Debit Cards and, according to that information and their own opinion, write out the pros and cons of having a debit card.</p>

Transition Activities

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	<p><u>Driver's License Requirements for 18 +:</u> Directs students to the BMV of Ohio's website. Students research the steps necessary to obtain a license, as well as, become familiar with the information on the website.</p>
	<p><u>Pros and Cons of buying New or Used cars:</u> Students are provided a link to an online article comparing the purchase of new or used cars. They are then asked to complete a table of what pieces of information is most important to them when buying a car.</p>
	<p><u>Cost of Car Maintenance:</u> Students are provided a link to an online article and are to identify the cost of regular car maintenance and calculate the amounts to a monthly budget line item.</p>
	<p><u>VISA Practical Money Skills:</u> 22 lessons/activities available. Materials (Teacher's Guide and Student Activities) are printable. Subjects include: money goals, buying a car, financing education, finding a career, credit score, protecting your identity, using credit, etc.</p>
	<p><u>Apartment Comparison:</u> Utilize Realtor.com to search for apartments by area/zip code. Consider personal interests/wants in an apartment and complete a comparison <u>worksheet</u> for three possible apartment complexes.</p>
	<p><u>Organizational Habits:</u> Create and regularly use an organizer. Utilize Schoology and PowerSchool to monitor assignments and grades.</p> <ul style="list-style-type: none">• Tracking and adhering to due dates within core content classes.• Practice good time management skills. <p><u>Time Management -Assessment and Worksheet</u></p>
	<p><u>Communication - Correspondence etiquette:</u> How to write emails, messages, and letters - what to say and how. Learn the importance of effective communication. <u>Business Letter Practice</u> and <u>Email Practice_Sophomores - Seniors</u></p>
<u>Under construction</u>	<p><u>Maintaining a Bank Account:</u> Identifying vocabulary and sections of checks and balance sheets. Practice writing checks and balancing checking account practice. How to read the different parts of the account statements, balance your checking account, and write a check. <u>Worksheet Packet</u></p>

Transition Activities

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	Types of savings accounts (Savings deposit accounts (High-interest savings accounts, Rewards savings accounts, Joint savings accounts, Student savings accounts, Certificates of deposit (CD), College savings accounts, etc.) Need activity to go along with information sheet.
	Online -Game: Through Richwood bank, this game walks students through different real-life interactive financial scenarios.
	One Week Meal Plan - Complete a week's worth of meals, identify needed ingredients, make a grocery list, research prices on store's website, and total the costs for the meal plan.
<u>New</u> <u>2022</u>	Categorizing Budget Line Items: Worksheet with listed, in no order, budget line items. Students will categorize whether it is a NEED, WANT, or for their FUTURE financial stability and categorize whether it is a MONTHLY payment, WEEKLY expense, or YEARLY expense.
	Budget Activity "Budget Brainstorm": Determine why having a budget is important, brainstorm (discussion) what line items need to be included in a budget, and review how a monthly budget would work. Budget Worksheet
	Realistic Budget: Research and create a realistic budget that can be utilized after graduation , when living independently. (Budget Spreadsheet - This spreadsheet will automatically total the budget numbers.)
	College Budget Activity: Through Nex Gen Personal Finance. Activity that has the students read through a slide presentation and fill out a corresponding worksheet. NexGen Personal Finance & NexGen Worksheet
	Tax Forms: Understanding the purpose and the different portions of a W2 form and how to fill it out. IRS website contains materials/lesson plans for teachers.(assessments, pdf, and tutorials) IRS website - 'Understanding Taxes' - Tax Calculator - Income tax activity -
	Understanding Insurance: Understanding different types of insurance, how much insurance would you need, and how to complete the forms. Slideshow and fun and informative game explaining basics of insurance. (from Texas Department of Insurance) Overview of types of insurance sheet. Importance of insurance worksheet & (Understanding Auto Insurance) lesson from Ohio Insurance Institute

Transition Activities

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<p><u>Under construction</u></p>	<p>Loans: Understanding different uses of loans (car, school, mortgage, etc.), interest rates, how to calculate payments (interest vs principle), how to complete the forms, and types of loans (Unsecured personal, Secured personal, Fixed-rate, variable-rate, Co-sign, Personal line of credit, etc.)Need information and activity.</p>
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<p>Assessments and Websites (preferences, interests, needs, strengths)</p>	
<p><u>Career Search:</u></p>	<p>Ohio Means Jobs - Career Profile Occupation Search (Search criteria: industry, education requirements, salary range desired, degree and keyword) Career One Stop - Interests Assessment Career Interests & Work Values Assessment Holland Code Career Test For Engineering:</p> <ul style="list-style-type: none"> • What kind of engineer should you be? (Quiz and analysis)
<p><u>College Recommendations and Tips:</u></p>	<ul style="list-style-type: none"> • Tips for College Bound High School Students with Diagnosed Learning Problems
<p><u>College Search:</u></p>	<ul style="list-style-type: none"> • Ohio Means Jobs (Go to College Student / School Finder) • 10 Free Search Tools to Find Your Dream School • 33 Factors for How to Choose a College
<p><u>Keeping a Balance in College</u></p>	<p>Time for Payback This is a fun online game where the choices you make during college alter your Focus, Connections, Happiness and Debt levels.</p>
	<p><u>Personal Interest (Hobby/Extra Curricular) Search:</u></p>

Transition Activities

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- [What Hobby Should I Have?](#)

Personal Assessment:

- [Listening Skills Assessment](#)
- [AIR Self Determination Scale](#)
- [High School Success Checklist-STUDENT](#): Skills the student has as of 'today' and what skills they want to develop.

Community Involvement:

- <https://www.winterparkha.org/10-practical-ways-teens-get-involved-community-service/>

1.
 - Go to the <https://jobseeker.ohiomeansjobs.monster.com/ExploreIt/Default.aspx> (Ohio means jobs website) to complete the Career Cluster Inventory and/or the Career Profile. **Print your results!!**
 - Go to <http://personal.psu.edu/bxb11/L/SL/SL.htm> and answer the 24 questions. Click "determine style" and copy and paste your learning style (either auditory, visual or tactile) into a word document. **Print your results!!**
 - Multiple Intelligences Self-Assessment: <https://www.edutopia.org/multiple-intelligences-assessment> **Print your results!!**
 - VARK Questionnaire: <http://vark-learn.com/the-vark-questionnaire/> or paper copy - complete reflection sheet
 - Study Skills Survey ([paper copy](#)) OR Online Version (<http://sarc.sdes.ucf.edu/form-studyskills>) - Answer a set of 51 multiple choice questions and **print** before hitting "calculate." **Print your results!!**
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Transition Activities

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Transition Assessment: Ready for College Checklist from CSCC website

<https://www.csccl.edu/services/disability/pdf/Ready%20for%20College%20Checklist.docx>

Feedback: