NLC Secondary Transition IEP Meeting Agenda

Student: **Date:**

Employment	Postsecondary Education & Training
Student vision for after high school: **This section is part of the student's measurable postsecondary goals (Transitions Services page 1).** Where does the student see themself after high school or the parent's vision? This could be paid (competitive, supported, sheltered work) and unpaid employment, volunteering, military, etc. Make sure to have the student describe the position they want versus the store or company with which they want to work.	*Student vision for after high school:* **This section is part of the student's measurable postsecondary goals (Transitions Services page 1).** Where does the student see themself after high school or the parent's vision? This does not only refer to college, for some students think training. What training is needed to meet their employment goal? Postsecondary could include 4 or 2-year college, 9+ month certificate program, apprenticeships, military, etc.
Personal strengths and assets (current observable skills/abilities that student demonstrates related to employment vision): **This is part of the present levels of performance in the IEP.**	*Personal strengths and assets (current observable skills/abilities that student demonstrates related to education and training vision):* **This is part of the present levels of performance in the IEP.**
Skills to continue building (current and future goals, objectives, needs) **This is part of the present levels of performance section of the IEP.** Discuss progress on annual goals related to employment. Ask student/parents if student has worked, volunteered, or demonstrated observable skills related to employment. If the student participates in work-based learning explain the job and discuss progress at the job site. Also, discuss how the student is progressing with soft skills (leadership, teamwork, communication, problem-solving, work ethic, flexibility, etc.). **Student needs can make up the student's annual goals, transitional activities (Transition Services page 2), and accommodations and modifications.** These should assist in answering what the student needs to do/acquire in order to meet their measurable postsecondary goals.	*Skills to continue building (current and future goals, objectives, needs)* **This is part of the present levels of performance section of the IEP.** Discuss student progress on annual goals related to this area. Topics to address may include academics, organization, intellectual abilities, time on task, level of independence, behavior, etc. **Student needs can make up the student's annual goals, transitional activities (Transition Services page 2), and accommodations and modifications.** These should assist in answering what the student needs to do/acquire in order to meet their measurable postsecondary goals.

Programming and supports (Who will help the student? How will they help? Courses, specialized instruction, work-based learning, outside agency involvement, important people in the student's life and community): **This can include the student's participation in the general education setting, specialized instruction, related services, additional adult support, or outside agency support. This information could be described in the PLAAFP, Transition Services page 2 (activities), Services page, and/or LRE.** Items here should assist in answering what programming services, related services, or agencies should be implemented to help the student meet their measurable postsecondary goals.	*Programming and supports (Who will help the student? How will they help? Courses, specialized instruction, work-based learning, outside agency involvement, important people in the student's life and community):* **This can include the student's participation in the general education setting, specialized instruction, related services, additional adult support, or outside agency support. This information could be described in the PLAAFP, Transition Services page 2 (activities), Services page, and/or LRE.** Items here should assist in answering what programming services, related services, or agencies should be implemented to help the student meet their measurable postsecondary goals.

Additional items (anticipated graduation date, ESY, AT, special transportation, accommodations/modifications, state and district assessment, etc.):

- Discuss anticipated graduation date starting in 9th grade and at each annual IEP meeting thereafter. This conversation can include the student graduating based on school district required credits or based on meeting IEP goals and objectives.
- If appropriate, make sure to collect data prior to and after winter and/or spring break to determine if the student qualifies for ESY services or more data is needed.
- Assistive Technology (AT) - may have already been included above, but discuss what tools are needed to assist the student in increasing their academic ability and functioning in multiple settings.
- Special Transportation
- District and State Testing accommodations

**Additional Adult Support - if students have a plan to attend any type of postsecondary training, it is highly encouraged that the student's plan and service mimic that of a post-secondary setting. For example, limited modifications, accommodations, and especially additional adult support.

The following three subcategories are all part of the "Independent Living" category of the postsecondary measurable goals.

Home Living Skills	Recreation & Leisure	Community Participation
Student vision on where they will live, type of housing, level of independence: **This is part of the student's measurable postsecondary goals (Transition Services page 1).** Live independently, semi-independently, etc. Home, apartment, alone, with relatives, friends, etc. In which city or state does the student envision living? In an urban or rural setting? **Be cautious when asking families if the student will live in a group home as this can be a very difficult decision for families. You can frame the conversation in terms of what level of support the student will need.	*Student vision for after high school (interests, preferences, likes, skills, abilities):* **This is part of the PLAAFP and can be a part of the measurable postsecondary goal.** Leisure is defined as time free from obligations, work, and life tasks. Examples include watching television, sports, spending time with friends, etc. Recreation is defined as an activity people engage in during their free time that they enjoy and these activities have socially redeeming qualities. Recreation activities include shopping, Special Olympics, fitness, volunteering, etc. Will these activities be enough to fill time as an adult?	**All of the information in this column can be added to the PLAAFP and Transition Services page 2.** **Needs: Think of activities the student will need to do or learn about in order to make progress in these areas.** ❑ *Transportation/Accessibility to the Community* Is the student planning to attain a driver's license? Can they access and use public transportation? ❑ *Self Determination Skills (ability to make decisions independently)* ❑ *How can the student have maximum control of their life* ❑ *Supportive Decision Making/Guardianship*
Personal Strengths and Assets (current observable skills/abilities that student demonstrates related to their future vision): **This is part of the present levels of performance in the IEP.**		How well and with what degree of independence can the student make appropriate life decisions? What level of support does that student rely on for decision-making? Who do they consider trusted individuals in their life that can provide support and guidance? ❑ *Personal Identification (state I.D., Social Security Card)* If the student does not have a driver's license they should get a state ID card from the DMV by age 16.

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