NLC Secondary Transition IEP Meeting Agenda

Student: **Date:**

Employment	Postsecondary Education & Training
Student vision for after high school:	*Student vision for after high school:*
Personal strengths and assets (current observable skills/abilities that student demonstrates related to employment vision):	*Personal strengths and assets (current observable skills/abilities that student demonstrates related to education and training vision):*
Skills to continue building (current and future goals, objectives, needs)	*Skills to continue building (current and future goals, objectives, needs)*
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):	*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):*
Additional items (anticipated graduation date, ESY, AT, special transportation, accommodations/modifications, state and district assessment, etc.):	

Graphic organizer obtained from Northern Lights Cooperative

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 regarding where they will live, type of housing, level of independence:	*Student vision for after high school (interests, preferences, likes, skills, abilities):*	❑ *Transportation/Accessibility to the Community*
		❑ *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):		❑ *Personal Identification (state I.D., Social Security Card)*
		❑ *Safety and Security*
		  ❑ *Financial*
		  ❑ *Emotional*
		  ❑ *Physical*
		❑ *Self-Advocacy Skills*

Skills to continue building (current and future goals, objectives, needs):	*Skills to continue building (current and future goals, objectives, needs):*	❑ *Social Relationships*
		  ❑ *Healthy Friendships*
		  ❑ *Adult Relationships*
		❑ *Healthcare*
		  ❑ *Lifestyle*
		  ❑ *Managing Healthcare Supports*

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):	*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):*	