

Transition Planning Template

Student Name: Jamarreo Franklin

DOB: 7/15/1997

School District Name: NorthSouth SAU

IEP Meeting Date: 12/25/14

Transition Student's Preferences, Needs and Interests

Was the student invited to the IEP meeting? Yes

Did the student attend the IEP meeting? Yes

If no, describe the step taken to ensure that the student's preference and interests were considered.

Post-secondary Goals <i>Based on student's preferences, needs and interests</i>	Present Levels of Functional Performance:
<p>1. Post-Secondary Education/Training Goal: (e.g. 2 or 4 year college, vocational education, continuing and adult education, training program, or on-the job training):</p> <p>Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.</p>	<p>Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training:</p> <p>According to the WAIS-R administered on 09/10/2013, Jamarreo's performance IQ is in the high average range while his Verbal IQ is in the low average range. He also performed in the high average range on the <i>Differential Aptitude Test</i> – Mechanical Comprehension and Spatial Reasoning subtests.</p> <p>These results suggest Jamarreo has potential of meeting his postsecondary goals of being a self-employed welder. According to the <i>Woodcock Johnson</i>, administered 9/15/11, his academic achievement in reading and written language is below average. His psychological report and placement paperwork has identified Jamarreo has having an emotional and behavioral disorder as well as a specific learning disability in written expression, oral language processing, and reading. With the provision of the testing accommodations identified in Jamarreo's IEP (extended time and separate testing location), he demonstrated proficiency on all end of course exams required for 10th and 11th grade. These findings suggest that Jamarreo may need time limited supports after graduation from high school as he transitions into a postsecondary educational setting and employment.</p>
<p>2. Post-Secondary Employment Goal:</p> <p>Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in the welding industry and eventually own his own shop.</p>	<p>Current Job Skills in Preparation for Post-Secondary Employment:</p> <p>Jamarreo reported to his special education case manager on 3/22/14 during an informal interview that he has worked parttime in his uncle's metal shop for the past year and is interested in welding as a career. <i>Career Planning Survey</i> completed in 2012 and then the <i>Work Adjustment Inventory</i> completed March, 2013 suggest Jamarreo has strengths in the area of mechanical work and will likely be a serious, dedicated employee.</p>
<p>3. Post-Secondary Independent Living Goal. If Needed:</p> <p>After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others' safety.</p>	<p>Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:</p> <p>An audiological report was completed as part of the three year reevaluation. A note from his pediatrician dated 8/15/09 states he continues to require use of a hearing aid and will need assistance with proper maintenance and care. In an informal interview with his family in preparation for the IEP meeting, mother noted concerns about Jamarreo's lack of concern for legal consequences of his behavior. His uncle and mother are pleased that Jamarreo intends on furthering his education and are proud of the skills he has developed thus far.</p>

Transition Planning Template

Student Name: Jamarreo Franklin

School District Name: NorthSouth SAU

DOB: 7/15/1997

IEP Meeting Date: 12/25/14

Transition Services/Needs (ages 16-21, or younger if appropriate) ☐

Transition Area	Services	Begin Date/End Date	Agency/Person Responsible
Instruction	Instruction related to on the job safety Instruction related to safety in the workplace Instruction related to workplace social behavior		
Community Experiences			
Employment	Work-based instruction with a local welder		
Related Services	Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid)		
Adult Living & Post-School Objectives	Self-determination training		
Daily Living (if appropriate)	Social skills/social safety training		
Functional Vocational Assessment (if appropriate)	No Services Required		

Measurable Annual Goals

Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy (during the duration of the IEP.)

Given direct instruction for completing a small business license application, guided practice, and personal information, Jamarreo will complete an application with 100% accuracy by (the end of the 1st school semester.)

Given computer/video enacted role-plays of legal and illegal activities, Jamarreo will categorize activities with 80% accuracy by March of 2009

Transition Planning Template

Student Name: Jamarreo Franklin
DOB: 7/15/1997

School District Name: NorthSouth SAU
IEP Meeting Date: 12/25/14