

## Transition Services (ages 16-21) or younger if appropriate T-1. Measurable Post Secondary Goals

**Education/Training:** After graduation of high school, Brandon will enroll in a four year college and continue education at the graduate level.

**Employment:** After graduation, Brandon will obtain employment at a local coffee shop. He will also maintain his job as a tutor.

**Independent Living Skills:** Upon completion of high school, Brandon will live with his parents to save money and will purchase a house after completion of his undergraduate.

## D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-21

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum. Performance areas to be considered are:

### **Cognitive Functioning (listening skills, listening comprehension, ability compared to same age peers)**

Ability testing in 2018 indicated that Student is functioning in the borderline to low average range of ability as compared to same age peers.

### **Academic Performance (reading, math, learning styles, etc.)**

Brandon is currently a sophomore at St. Agnes School. He is enrolled in PE 10, Pre- Calc, AP Biology, World History, English 10, and Art 10.

English 10 teacher reports that Brandon is a great student and loves having him in class. Like I said in Spelling, Brandon uses very simple sentences in his writing, and I think he believes he needs to use complex words in order for him to be considered smart, His English Teacher thinks his writing is at the age level of a 6th grader and will need extra help to come closer to his grade level. Brandon struggles with spelling very difficult words in all subjects. When there is an assignment of an essay, Brandon uses very large words and does not fully know the meanings of them. Or Brandon uses simple sentences throughout his assignments. Brandon struggles in Reading more than any other subject. His reading fluency is not up to where his peers are at. He struggles mostly with his reading comprehension. His teacher said "Brandon is having a difficult year and this may be the transition from middle school to high school, but compared to his peers, he is not performing where they are at, potentially needing more assistance than I can give him." She has tried using different techniques with Brandon either through small group, large group, or individual work.

Pre-Calc teacher reports that Brandon is far beyond the general education courses given at this school for Math. His testing grades are typically the highest in his class and he understands lessons much more quickly than his peers. In this class, he attends almost everyday, but does not participate with the class as a whole. His teacher stated, "Brandon exceeds all the expectations in the course. The only thing I can teach him deal with communication skills and response to classmates." He was also very shocked when we proposed a potential IEP for Brandon.

AP Biology teacher reports that Brandon enjoys Science class the most because he can stay to himself with experiments and enjoys the topics they discuss in class. Brandon has shown his ability to not only comprehend the material, but also to exceed the expectations at the 11th grade and that of his peers.

### **Communicative Status (receptive and expressive language)**

Receptive: Brandon's body language and overall demeanor show that he really does not want to be at school. When he does interact with peers he comes off as not listening or nonresponsive towards the things they say. With his teachers they do not always think they have his attention.

Expressive:

Brandon does not like to communicate with his peers or many teachers. The teachers he will talk to (Math and Science) both agree that he interrupts them when they speak or when others speak. He also does not understand some words they use around him which prohibits his full knowledge of what they are discussing.

**Physical Characteristics (medical, vision, hearing, motor)**

Health:

Brandon does not show any signs of being not healthy, in fact he is right where he should be according to his P.E. instructor.

Medication: NA

Vision/ Hearing:

On occasion, Brandon wears glasses to classes and has taken the annual eye exam with the rest of his peers.

Gross/ Fine Motor:

Brandon excels in sports compared to others his age, in fact he has been asked to join the schools junior varsity basketball team. His penmanship is very good and cursive writing is incredibly beautiful. However, he does not always take all the notes or write everything down.

Sensory:

The team has not noticed any sensory seeking behaviors nor sensory sensitivities.

**Emotional/Social Development (social skills, leisure)**

Social:

Brandon does not seem to have too many friends at school. In fact, he frequently stays to himself in all subjects and rarely will group together with other students. I mainly see him with other teachers who help him.

Emotional:

Brandon is described as being very calm and collected in classes. He really does not show many emotions during classes or during other periods in school.

**Adaptive Characteristics (including adaptive behavior, self care, independent living, self direction, health and safety, work)**

Brandon's adaptive behaviors in terms of following rules at home and school are not an area of concern. There are no concerns for his safety beyond what is typical for other children his age.

He is able to do things by himself which has been expressed above. He primarily relies on himself for everyday activities.

**Ecological Factors (functional skills and community participation, home/family, neighborhood)**

Brandon lives at home with his parents Tim and Daniele Plasch. He has 4 brothers and 2 sisters with a dog named Mojo.

**Other**

**Address the present level of performance in each of the following domains with documentation of student needs, preferences and interests and identify by what method this information was obtained. )**

**Jobs and Job Training**

While completing the Student Transition Inventory, Brandon enjoys doing physical labor and staying independent from others while doing yard work and other laborious activities for his neighbors and his family. He enjoys doing experiments at home and has made many that he has used in his home. His mother has shown pictures of his creations and indicates that she has heard many of times he enjoys created and exploring new ideas and science related things.

**By what method was this obtained:**

Formal Assessment  
Student Interview  
Parent Interview  
Informal Assessments.

**Recreation and Leisure**

According to observations performed by the IEP team, interactions with peers and teachers is a cause for concern as well as being involved in extracurriculars has been difficult for Brandon.  
His basketball coach indicates that there has been improvement since last year and that he is beginning to initiate conversations with teammates. He likes to stay active in both extracurriculars as well as involvement in the community. He has shown that he enjoys communicating with adults more than his peers.

**By what method was this obtained:**

Observations in the classroom and student interviews.

**Home/Independent Living**

According to teacher and parent observations, Brandon demonstrates appropriate hygiene, dresses appropriately according to the weather, and wears appropriate clothing to school. He indicated that it would be difficult for him to find a place to live, but felt he could do it. He has never moved, but would be able to pack, move, and set up a place. He enjoys doing household tasks and likes a clean home. Brandon does have a driver's license and drives his siblings into school.

**By what method was this obtained:**

Teacher and parent observations.  
Student Interviews.

**Community Participation**

Brandon does not have an understanding in the following areas of need: identifying agencies that can provide support and assistance, understanding charge accounts and loans, and practicing comparative shopping. These are all areas that will be addressed while student is in high school and are areas of need for many students at this grade level.

**By what method was this obtained:**

Student Interviews.  
TPI

**Post-Secondary Training and Learning Opportunities**

Brandon's rating on the ESTRS, in the area of Post Secondary Education was right in the middle. He is a junior this year and his progress to obtain this information has been difficult. He does plan on attending college focusing on Math or a Science.

**By what method was this obtained:**

Student Interview  
ESTRS

**Related Services**

Brandon has received some counseling with the help of his social worker and has made tremendous progress with his communication. He also has had some assistance with reading strategies.

**By what method was this obtained:**

School Councilor.

Teachers.

Student.

## T-2. Course of Study

School Year	Grade Level	List Courses and Educational Experiences to be taken each year	Credits to be earned	Credits Earned	Total Credits Earned
2018-19	Ninth grade	English 1 (1) Algebra II (1) Physical Science (1) US Government (1) Phy. Ed. (1) Spanish 2(1)	21	3	3
2019-20	Tenth grade	Honors English 10 (1) Applied Trig (1) Biology (1) US Gov. (1/2) Econ. (1/2) Phy. Ed. (1) Spanish 3(1)	15	9	12
2020-21	Eleventh grade	AP English 11 (1) Pre-Calculus (1) Problems and Democracy (1) AP Chemistry (1) AP Spanish 4( 1) Phy. Ed. 11 (1)	9	15	27
2021-22	Twelfth grade	AP English 12 (1) AP Calculus (1) AP Physics (1) Civics (1) AP Spanish 5 (1) Concert Choir (1) Phy. Ed. 12 (1)	3	21	48
Ages 18-21					

**Total Number of credits required by this district for graduation: 24**

**Anticipated month and year of graduation:** May 2022

**Will this student exit secondary school with fewer credits than required of all students by the district?**

Yes  No

**If yes, identify the alternate document approved by the district that the student will receive.**

**Transfer of Rights:**

No later than one year before the age of majority (18) the student and family must be informed of the educational transfer of rights.

**Discussion of transfer of rights must be held and documentation here.**

Date of IEP Meeting when transfer of rights was discussed 02/14/2019

**Procedural Safeguards:**

Upon turning 18, the student and parent must receive written notification that the educational rights of the student have transferred.

Date transfer of rights to students occurred and "Transfer of Rights to Student" form was signed, if applicable

## T-3. Transition Services

### Strategies and Activities Needed to Assist the Student in Reaching Post-Secondary Goals

**Education/Training:**

Goal: After graduation of high school, Brandon will enroll in a four year college and continue education at the graduate level.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
1. College prep: courses, ACT/SAT, application.	1. Student, Parents, and School.	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Enroll in an adult living course	2. Student, School, and School Councilor.	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Employment:**

Goal: After graduation, Brandon will obtain employment at a local coffee shop. He will also maintain his job as a tutor.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
1. Learn how to interview, write resumes, cover letters, and do a job search.	1. Student and School.	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Obtain a paid job in an area of interest	2. Student and Parents.	2018-2019	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Optional)

**Independent Living Skills:**

Goal: Upon completion of high school, Brandon will live with his parents to save money and will purchase a house after completion of his undergraduate.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
1. Develop skills to know where and how to find post school housing	1. Student, Parents, School, VR Councilor.	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Manage money and pay bills	2. Student, Parents, and School.	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## F. Annual Goals, Short-Term Objectives, and Periodic review of services

### Reference From North Dakota Mathematics Content Standards 2017

**Grade:** Statistics and Probability

**Subject:** Mathematics

**Domain:** Using Probability to Make Decisions

**Cluster** Calculate expected values and use them to solve problems

### Annual Goal

**Intent/purpose:**

Brandon's decision making to solve, calculate, and managing money will increase. (The instructional strategy or goal should be targeted to reducing the gap between the level at which the student currently functions and the level of proficiency needed to meet the grade-level standard or increased proficiency in using the selected strategy or independent use of the strategy).

**Behavior:**

Brandon will demonstrate, through written and verbal forms or communication, his understanding of finances.

**Ending Level:**

Assistive Tech.

Brandon will be able to calculate how much he will need to take out in loans for his post secondary education with the internet, calculator, and communicating with peers when he is at a stand still.

**Characteristics of services:**

Who provides the instruction. Special Ed Personal.

**How and when periodic progress reports will be provided:**

Progress reports will be reported with general education progress reports. Also available upon request.

Will a graph be used to report progress toward the annual goal and associated objectives?  Yes  No



## F. Annual Goals, Short-Term Objectives, and Periodic review of services

### Reference From North Dakota Content Standards

**Standard:** 11.HE.4 Standard 4: Students demonstrate the ability to use communication skills to enhance health.

### Annual Goal

**Intent/purpose:**

Brandon will demonstrate through verbal, written, and expressive forms of language, how he is feeling using a behavior chart in the Special Education Resource Room. Identify healthy ways to express needs, wants, feelings, and emotions (e.g., discuss how you are a special person, listen, take turns, happy-laugh, happy-cry, sad-cry)

**Behavior:**

Brandon will express her emotions, sad, happy, angry, etc... to her mentor in a calm manner.

**Ending Level:**

With 80% accuracy within one reporting period for two consecutive reporting periods by IEP end through observations. (Baseline 10%). Trials: 10

**Characteristics of services:**

This IEP goal will be met through direct instruction by the special education teacher and classroom teacher. The skill will be reinforced through support of paraprofessionals. Prompts consist of gestures and verbal cues. The manipulatives may be tangible or digital. The trials will be presented throughout the reporting period.

**How and when periodic progress reports will be provided:**

Progress reports will be reported with general education progress reports. Also available upon request.

Will a graph be used to report progress toward the annual goal and associated objectives?  Yes  No