

My High School and Beyond Plan

WHAT IS A HIGH SCHOOL AND BEYOND PLAN?

Welcome to your High School and Beyond Plan (HSBP)! To be ready for roughly 67% of the jobs in today's world, you need additional education or training after high school. Using the time you are given to work on your HSBP can help you maximize your education and prepare to move forward after high school graduation.

The HSBP graduation requirement focuses on three guiding questions:

- **Who am I?,**
- **What can I become?, and**
- **How do I become that?**

Use these three questions as your guide to think about who you are and what you are passionate about, explore possible jobs that align with your interests, skills and dreams, and discover what kind of post-high school education and/or training will best prepare you for a job that fits you!

Your school counselor, advisor and/or teachers, and your family or guardian(s), can help you create and update this plan as your interests and goals change. Use the activities that help build your HSBP to guide your decisions about which are the best available classes to take. Ideally, you'll be able to enroll in a combination of required and elective classes that will provide an opportunity to explore your interests, develop your skills, meet specific credit and course requirements, and prepare for your future goals.

Post high school options to consider as a meaningful *first* next step after high school include on-the-job training (including internships and public service), technical colleges, industry-recognized certificate programs, apprenticeship programs, military training, or two/four-year colleges. There are multiple state and federal financial aid programs and other sources of financial assistance that can help pay for the further education and training you need to complete through one or more of these post-high school options.

WHAT MUST BE DONE TO COMPLETE THIS GRADUATION REQUIREMENT?

Required elements of your High School and Beyond Plan (sections will be underlined):

- Identification of your **career goals** using a **career interest inventory**.
- Identification of your **educational goals**.
- A **course plan** that meets state and local graduation requirements, aligns with your career and educational goals, and documents your chosen **graduation pathway(s)**.
 - As part of the course planning process, students must be informed of and provided access to *Dual Credit* and *College Bound Scholarship* information and document any completed *Career and Technical Education (CTE) equivalency courses*.
- Evidence you received information about **state and federal financial aid** options.
- A current **résumé or activity log**.



By 8th grade, you will complete your first **career interest inventory**. The results can show you careers that match your interests, skills, and personality. This information may help you decide what classes to take in 9th grade. You should revise your plan each year to match your changing interests and ideas about what you want to do the year after graduating from high school.

If you have not met standard on your statewide math, science, and/or English language arts (ELA) assessments; your plan *must* also include **interventions and academic supports, additional courses, or both** that can help you meet related course and credit graduation requirements.

Remember, the HSBP is used to guide your high school experience and prepare you for postsecondary education or training and/or a career. This plan should be updated each year to:

- reflect your academic progress through a review of your high school transcript,
- document accomplishments and activities, and
- assess progress toward identified goals and make adjustments if needed.

 Your plan should be revised as often as necessary to accurately reflect your changing interests, goals, and needs. If you also have an Individualized Education Plan (IEP) transition plan, your HSBP and IEP transition plan will be developed in alignment with each other. You may notice this IEP magnifying glass throughout the document as a cue for which information should be aligned.

School staff can use the information in your plan to help connect you with opportunities aligned with your HSBP, so help them help you by taking this seriously and only including information that accurately reflects your current plan!

My High School and Beyond Plan

Name: Kaleb George

SSID: 0000001

School(s): Western Gorge High School

Grad Year: 2020 (Grad Cohort 2018)

School Counselor/Advisor/Case Manager: Mary Jones

PERSONAL PROFILE – WHO AM I?

What interests, skills, abilities, values, goals, dreams, and personality traits fit you?

Middle School:

- I am friendly, easy going and driven
- I like to work with my hands and work in groups
- I want to live at home to live with my parents and have money to buy things for my friends
- I want to get a job where I can help people
- I want to learn more about money and want to be a better singer and play sports
- I love to cook

High School:

- I am friendly, have good hygiene, can follow directions and am flexible.
- I learn best by seeing and doing.
- I want to live with my parents, get a paid job in an office and spend time with my family
- I want to take a swimming or singing class and learn how to independently shop.
- To be successful I need clear expectations, routines, written schedules and task lists

To achieve my goal of working in an office setting I am working on:

- Carrying my allowance money in a wallet and using a weekly budget
- Using a checklist and timer to stay focused, get tasks done and manage my time
- Practicing conversations and asking for help in the community
- Practicing finding information on my own
- Using my cellphone to communicate my location and other information to my family
- Participating in the School to Work Program

CAREER GOALS – WHAT CAN I BECOME?



What are some jobs and careers that match who you are and who you want to be? While a career interest assessment must be taken by 8th grade, different assessments can be taken at any time to guide your next steps as your interests and career aspirations change.

MY TOP CAREERS OF INTEREST:

1. Office Professional
2. Courtesy Clerk
3. Stocker
- 4.

EDUCATION GOALS AND PLAN – HOW DO I BECOME THAT?



What education or training do you need – both during and after high school – to prepare for your career interest(s)? For students who are also served by an IEP, HSBP goals need to align with the IEP transition plan goals.

MY EDUCATIONAL GOALS

Once you have ideas of possible career interests, use the websites listed in the **Resources** section at the end of this High School and Beyond Plan (HSBP) to explore what post-high school option(s) can best prepare you for the career(s) you are interested in. When setting your goals, know that there are financial resources available to help students achieve their dreams.

First determine a “priority,” or top choice, educational goal; and then you can build your academic course plan to reach that goal. Then, find a second post-high school education or training option that can also prepare you for what you want to do. Knowing there is more than one post-high school option that can prepare you for your career(s) of interest can provide some flexibility to change your mind and adjust your course choices as needed.

MY TOP POST-HIGH SCHOOL GOAL

- On-the-job training: **in an office setting with supports.** (See IEP Transition Plan)
- Apprenticeship
- Military (enlist)
- Specialty or Career College
- Technical College
- Two-year College
- Four-year College (includes ROTC and Military Academies)
- Other:

MY BACK-UP POST-HIGH SCHOOL GOAL

- On-the-job training: **in a warehouse setting with supports**
- Apprenticeship
- Military (enlist)
- Specialty or Career College
- Technical College
- Two-year College
- Four-year College (includes ROTC and Military Academies)
- Other:

MY ACADEMIC COURSE PLANNER



Directions: List the courses you have taken (or plan to take) each year in high school. Pay attention to local/state graduation requirements and admission requirements for post-high school options of interest.

SUBJECT AREA	GR 9	GR 10	GR 11	GR 12	12 Plus
English Credits required for Graduation = 4	Applied Communications (1.0)	Applied Communications (1.0)	Academic Work (1.0)	Employment Literacy (1.0)	
Mathematics Credits required for Graduation = 3	Personal Finance (0.5)	Personal Finance (0.5)	Pre-Vocational Training (0.5)	Pre-vocational Training (0.5)	Transition Services (1.0)
Science Credits required for Graduation = 3	Applied Life Science (1.0)	Applied Science (1.0)		Applied Earth Science (1.0)	
Social Studies Credits required for Graduation = 3		World Studies (1.0)	US History (1.0)	Civics (0.5) Psychology (0.5)	
Health and Fitness Credits required for Graduation = 2	Success Oriented PE (0.5)	Creative Dance (1.0)	Core PE (0.5) Health (0.5)		
*Arts or PPR Credits required for Graduation = 1	Arts/Crafts (1.0)	Success Oriented Music (0.5)	Drawing and Painting (0.5)		
*World Language or PPR Credits required for Graduation =			Career Development (1.0)		PPR: Transition Courses (1.0)
Career Technical - CTE Credits required for Graduation = 1	Career Awareness (1.0)				
General Electives Credits required for Graduation = 4	Advisory (0.25)	Advisory (0.25)	Advisory (0.25)	Advisory (0.25) Developmental Learning (1.0)	Transition Services
TOTAL CREDITS: 22	5.25	5.25	5.25	4.75	

Graduation requirements may vary. Please note:

- Local Graduation Requirements: In the first column make sure the credits required for graduation reflect your local high school's credit requirements.
- College Admissions Requirements: Refer to specific institutions' admission requirements or Washington Student Achievement Council (<http://www.wsac.wa.gov/>)

*PPR = Personalized Pathway Requirement; flexible credits based on High School and Beyond Plan (Complete pg. 7)

MY TRANSCRIPT, PROGRESS REVIEW

Review your grades/transcript and progress toward identified goals every year. Revise your course choices and educational or career goals as your interests change.

- ☒ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: 5/20/13
- ☒ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: 5/19/14
- ☒ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: 5/19/15
- ☒ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: 5/19/16
- ☒ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: 5/18/17
- ☒ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: 5/18/18
- ☒ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: 5/13/19

MY PARENT/GUARDIAN/FAMILY CONNECTION TO MY PLAN

Engaging your parent(s)/guardian(s)/family in supporting your HSBP is an important part of the process. Annual Student Led Conferences or student led IEP Team Meetings for middle and high school students are considered a best practice for sharing your progress and inviting adults to help you reach your goals.

High School:

- ☒ Academic Progress Review and Course Selection (SLC/IEP Team Meeting) Date: 5/20/13
- ☒ Academic Progress Review and Course Selection (SLC/IEP Team Meeting) Date: 5/19/14
- ☒ Academic Progress Review and Course Selection (SLC/IEP Team Meeting) Date: 6/03/15
- ☒ Academic Progress Review and Course Selection (SLC/IEP Team Meeting) Date: 6/02/16
- ☒ Academic Progress Review and Course Selection (SLC/IEP Team Meeting) Date: 5/18/17
- ☒ Academic Progress Review and Course Selection (SLC/IEP Team Meeting) Date: 5/04/18
- ☒ Academic Progress Review and Course Selection (SLC/IEP Team Meeting) Date: 4/29/19

MY PERSONALIZED PATHWAY REQUIREMENT (PPR)

Depending on how many total credits your high school requires, there are **at least 7** “flexible” credits – 4.0 electives and up to 3.0 PPR credits – that you can use to choose classes that explore possibilities and best prepare you for the post-high school option you want to pursue.

For the 2.0 World Language and/or second 1.0 Fine Art credit requirements, the PPR allows you to substitute course(s) that better align with your career or educational plan. Course substitution decisions must be aligned with your post-high school plan. Please note that while World Language is only **required** for 4-year college admissions, it is a critical skill in an increasingly global society and economy.

Top Career(s) of Interest: Office Clerk

Post-High School Education/Training Plan (click in box next to your current **first choice** plan):

- On-the-job training Tech College/Program Military
 Apprenticeship 2-year college 4-year college
 Other:

Course(s) Replacing Fine Art (up to 1.0): Not Applicable

Course(s) Replacing World Language (up to 2.0 credits):

Career Development (1.0)

Transition Course (1.0)

How does my career interest connect with the PPR course(s) I am taking or plan to take?

My transition courses are preparing me for on the job training to become an office clerk.



MY GRADUATION PATHWAY(S)



Students must complete at least one Graduation Pathway that will help prepare you for the post-high school option you plan to pursue. Use this section of your HSBP to keep track of which graduation pathway(s) you meet. **You may combine different ELA (E) and math (M) options.**

<input type="checkbox"/> ACT and/or <input type="checkbox"/> SAT	Math Score = <input type="text"/> Date <input type="text"/> "ELA" Score = <input type="text"/> Date <input type="text"/> Math Score = <input type="text"/> Date <input type="text"/> "ELA" Score = <input type="text"/> Date <input type="text"/>
<input type="checkbox"/> ASVAB (AFQT Score) <i>* Only ASVAB scores from the student's jr. and/or sr. year are valid for military entrance/enlistment</i>	Student's AFQT Score = <input type="text"/> Date Taken <input type="text"/> <input type="checkbox"/> Jr. Year* <input type="checkbox"/> Sr. Year* Posted AFQT Score <input type="text"/> Date of Posted Score [updated on SBE website by 9/1 annually] <input type="text"/>
<input type="checkbox"/> CTE Course Sequence <i>[Does <u>not</u> need to meet specific standards for ELA and/or math; 2.0 total credits minimum]</i>	Course #1 Credit <input type="text"/> CTE Program Course #2 Credit <input type="text"/> CTE Program Course #3 Credit <input type="text"/> CTE Program Course #4 Credit <input type="text"/> CTE Program
<input type="checkbox"/> Dual Credit Class (E) <input type="checkbox"/> Dual Credit Class (M) <input type="checkbox"/> Dual Credit Exam (E) <input type="checkbox"/> Dual Credit Exam (M)	Course Grade <input type="text"/> Course Grade <input type="text"/> Exam Score <input type="text"/> Exam Score <input type="text"/>
<input type="checkbox"/> SBA / <input checked="" type="checkbox"/> WA-AIM (check which one)	<input checked="" type="checkbox"/> Math Score 146 <input checked="" type="checkbox"/> ELA Score 162
<input type="checkbox"/> Transition Course (E) <input type="checkbox"/> Transition Course (M)	Course Grade <input type="text"/> College (articulation agreement) Course Grade <input type="text"/> College (articulation agreement)

What is your post-school goal? How is your chosen Graduation Pathway(s) preparing you?



My goal is to obtain supported employment in an office setting. My high school diploma and IEP goals will help me obtain a paid position and give me the skills needed to work in an office setting

MY RÉSUMÉ OR ACTIVITY LOG

Your HSBP must include a complete and current résumé by the end of 12th Grade. A résumé or activity log summarizes who you are, including but not limited to, your experience, what you can do, and your unique skills, talents, and abilities. You will usually need one if you are applying for a job, an internship, or scholarship, and one may even be needed for a college application.

CREATING A RÉSUMÉ OR ACTIVITY LOG

For a high school student, a good introductory level résumé or activity log generally has five parts:

- **Contact information:** The top of your résumé or activity log shows your contact information. Make your name in a larger point size so it stands out. Your contact information should include legal name, phone number (where you can be easily reached), and a personal email address that's "professional" – make a habit of checking it!
- **Objective:** Briefly describe (2–3 sentences) why you want the job (or college acceptance or scholarship), and what you can bring to the organization (why they should hire/choose you).
 - ✓ Not applying for a job right now? Write an objective for a job you want someday.
 - ✓ Making an activity log for writing a personal statement for college/scholarship applications? More details about your leadership roles, goals, or unique life circumstances are needed.
- **Skills and Strengths:** Even if you have never held a paid job before, you do have skills, abilities, and interests. When you write about your skills and strengths:
 - ✓ Use short points, not sentences. (Ex: *Delivered after school care for two younger siblings*)
 - ✓ Use action words. (Ex: *Led, organized, managed, designed, developed, delivered, prepared, etc.*)
 - ✓ Use workplace "soft skills" to describe your strengths. (Ex: *Clear communicator, punctual, team builder, adaptable, problem-solver, possibility-creator, responsible, reliable, self-starter, etc.*)
 - ✓ Use numbers and percentages to quantify your accomplishments. (Ex: *Delivered groceries to 200 elderly citizens during COVID-19 stay at home order*)
 - ✓ Include technical or computer skills. (*Proficient with Microsoft Office and Adobe Flash*)
- **Education:** Note the name of your high school and date you expect to earn a high school diploma. Include the names of classes that help build skills related to the job you plan to apply for, especially Career and Technical Education (CTE), leadership and honors, or college level classes. Consider including your grade point average if 3.0 or higher.
- **Experience:** List your paid and unpaid jobs, including name of company (if applicable) and how long you worked there, and community services/volunteer time and activities; especially any that show your leadership skills and/or dedication. Briefly describe what you did. You can also list any awards or other recognitions you have received either in or out of school.

Use the tracker provided on the following page to **document relevant information** as you go through high school, **especially any community service hours if required for graduation**, so that it is ready to be used for creating and updating your résumé or activity log.

MY RÉSUMÉ OR ACTIVITY LOG



Objective: Briefly describe what you want and what you can bring to the organization.

I am a hardworking outgoing young adult seeking to be part of a company's team as a friendly and effective office clerk.

Skills and Strengths: Remember, short points using action words.

- Typing, organization, greetings and following a schedule
- Filing and maintaining records

Education: High School, expected diploma date, related classes, GPA (if over 3.0).

High school(s): Western Gorge Highschool

Diploma date:

Related classes: Career Readiness, Pre-vocational training, Photography, Work Study

Experience: Work, activities, community service, leadership, awards, and recognitions.

What did you do (name)?	For whom/what organization?	How long?	Main responsibilities and tasks? Leadership? Accomplishments?
Barista	Bean Coffee Shop	September 2017-June 2018	Making coffee, greeting customers, keeping a clear workspace and exchanging money
Volunteer	Connection Link	January 2018-June 2018	Stocking, bagging items and greeting customers
Mail Courier	Western Gorge School District Mail Room	September 2018-Present	Collect, sort and deliver mail, greet recipients

MY FINANCIAL AID OPTIONS

Since most adults change career paths multiple times during their working years, it is important to understand what financial resources are available for when/if you choose to pursue further education and/or training through an apprenticeship or a 2- or 4-year college or technical/specialty college.

This section of your HSBP is required to ensure all students know what support is available and how to access state and federal financial assistance after high school.

I will find out my financial aid options through either the Free Application for Federal Student Aid (FAFSA) or the Washington Application for Student Financial Aid (WASFA).

- Go to <https://wsac.wa.gov/apply> to access the different materials and information you and your parent(s)/guardian(s)/family need to apply for these sources of financial aid.
- I will be considered a dependent student for financial aid. Yes No
(Check for dependency status at <https://studentaid.gov/apply-for-aid/fafsa/filling-out/dependency>).

By (digitally) signing below, I indicate that I have received information about which application I can use (FAFSA or WASFA) and how to find out what information and materials are needed to complete the application.

Name: *Kaleb George*

Date: 05/21/2019

- 1. If applicable, the colleges I am most interested in attending with their financial aid deadlines are:**
College: _____ Priority Deadline: _____
- 2. If I need help figuring out or applying for financial aid, the trusted adult I will talk to is:** Mary Walker, my school counselor
- 3. I can also get help at my school's Financial Aid Advising Day on:** October 11th 2019
- 4. I applied for financial aid using the FAFSA or WASFA on (date):** Not applicable
- 5. I applied for a College Bound Scholarship in middle school:** Yes No Not applicable
(If not sure, ask your School Counselor, Advisor or Case Manager to help you find out.)
- 6. I have reviewed and compared my financial aid award offers:** Yes No Not applicable
- 7. I do not plan to apply for financial aid because:** My educational and career goals include supported employment in an office setting. My plan at this time is not to attend college.

ACADEMIC INTERVENTIONS AND SUPPORTS



I have satisfied my state assessment and do not need any additional academic interventions and supports in this area

ADDITIONAL REQUIREMENTS FOR 8TH GRADE STUDENTS

I met my state assessments in middle school and do not need additional supports going into high school.

EXAMPLE

RESOURCES FOR DEVELOPING HIGH SCHOOL AND BEYOND PLANS

Free Websites for Taking a Career Interest Inventory

Career Bridge: http://www.careerbridge.wa.gov/Survey_Cluster.aspx

Career One Stop: <https://www.careeronestop.org/toolkit/careers/interest-assessment.aspx>

Advance CTE: Interest Survey for Career Clusters: <https://careertech.org/student-interest-survey>

US Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

Free Websites to Explore Post-High School Options

Using your career interests and goals to guide you, explore these links to various educational and training options that can prepare you for a first job after high school.

- **Apprenticeship Programs:** <http://www.lni.wa.gov/tradeslicensing/apprenticeship/>
- **Apprenticeship Program of Study:**
<http://www.k12.wa.us/careerteched/pubdocs/ProgramsofStudyandApprenticeshipAlignmentGrid.pdf>
- **CTE Programs of Study:** <http://www.k12.wa.us/careerteched/ProgramsofStudy.aspx>
- **Industry Standard Certificate Programs and Career Clusters:**
<http://www.k12.wa.us/CareerTechEd/clusters/>
- **Military Training:** <http://todaysmilitary.com/>
- **Plan Your Future** (planning resources for career/college/apprenticeship/financial aid):
<https://wsac.wa.gov/actionplan>
- **2-year Community or Technical Colleges in WA state:**
<https://www.sbctc.edu/our-colleges/search-college-programs/default.aspx>
- **4-Year Public Colleges in WA state:** <http://www.wsac.wa.gov/college-admissions>
- **4-Year and 2-Year Colleges (Out of state/Private)**
 - College Board's Big Future: <https://bigfuture.collegeboard.org/>
 - Peterson's College Guide: <https://www.petersons.com/college-search.aspx#/sweeps-modal>

Free Resources to Inform Students About Financial Aid Applications

Use these links to access FREE resources and support to help you and your family understand and apply for potential financial aid options.

- **How to Create your FSA ID** for the FAFSA (video) at <https://www.youtube.com/watch?v=Fp-fAMe4aa0&feature=youtu.be>
- **College Bound Scholarship** information at <https://readysctgrad.wa.gov/college/college-bound-scholarship-program> (remember to apply by June 30th of your 8th grade year!)
- **Washington College Grant** information at <https://wsac.wa.gov/wcg>
- FREE **texting reminder service** (for financial aid steps) at <https://wsac.wa.gov/otterbot>

10/20/19

Strengths Assessment 1

Directions: Look at the list of strengths below. Circle all the strengths you think apply to you!

List of Strengths:

Friendly

Honest

Creative

Positive attitude

Likes working

Good hygiene

Flexible

Following directions

Polite

Patient

On time

Confident

Good listener

Quick learner

Organized

2/4/20

Strengths Assessment 2

Directions: Look at the list of strengths below. This time, only circle the top 3 strengths that represent you

How many should I circle? ONLY 3!

List of Strengths:

Friendly

Honest

Creative

Postive attitude

Likes working

Good hygiene

Flexible

Following directions

Polite

Patient

On time

Confident

Good listener

Quick learner

Organized

Name: Kaleb George

Date: Nov 2019

Work Readiness Skills: Self-Assessment

Directions: Put a check under "I got it" or "I need more practice" for each skill.

Work Readiness Skill	I got it 	I need more practice 
1. Following directions	✓	
2. Reading company rules		✗
3. Finding information on my own		✗
4. Asking for help	✓	
5. Listening to others	✓	
6. Set goals	✓	
7. Be patient with others	✓	
8. Have a positive attitude	✓	
9. Offer help to others	✓	
10. Motivate self to finish work		✗
11. Create and make a budget		✗
12. Lead a group or activity	✓	
13. Work with computers	✓	
14. Use a business phone	✓	
15. Manage money	✓	



Where do you want to live?



with my
parents



with my
sister



with my
brother



with my
friends



apartment



group home



my home



What do you want to do?



take classes



go on a trip



get married



have a
family



have a job



get paid for
working



hang out
with friends



spend time
with family



go to the
movies



go for walks



be in a band



dance



sports



be outside



see a game



go camping



go shopping

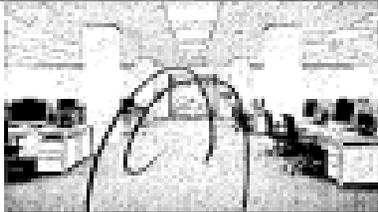


go
swimming

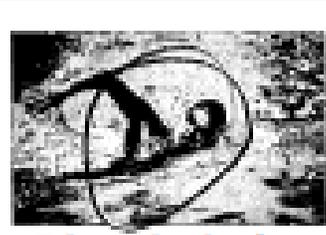
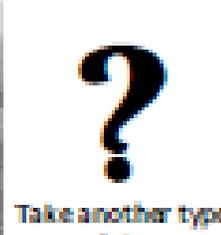
Name: Kaleb George

12-17-19

1. My specific goal for employment is:

 Get a paid job in an office	 Get a paid job in a grocery store	 Get another type of paid job	 Practice typing my resume	 Practice job skills before I apply for a job
--	--	--	--	---

2. My specific goal for education is:

 Go to a college to take math and reading classes	 Take a baking class	 Take singing classes	 Take a swimming class	 Take another type of class
--	---	--	---	--

1. I would like to meet my goals in:

1 week	1 month	1 year	Other
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Setting Goals Worksheet

Name: Kaleb George

1. My post secondary goal for education is:

take a singing class

2. My post secondary goal for employment is:

work at the office

3. My goals are specific:

Yes

No

I'm not sure

4. My goals are realistic:

Yes

No

I'm not sure

Name: Kaleb George

Challenges in the Classroom and Beyond

Directions: For each of the statements, mark the column that best describes you.

	I have a hard time paying attention in class.	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Sometimes <input type="radio"/>
	I am easily distracted by noises and movements.	Yes <input type="radio"/>	No <input checked="" type="radio"/>	Sometimes <input type="radio"/>
	It is difficult for me to learn new information when presented orally.	Yes <input type="radio"/>	No <input checked="" type="radio"/>	Sometimes <input type="radio"/>
	I need visuals or videos to help me follow a multi-step task.	<input checked="" type="radio"/>	No <input type="radio"/>	Sometimes <input type="radio"/>
	It is difficult for me to participate in class discussions.	Yes <input type="radio"/>	No <input checked="" type="radio"/>	Sometimes <input type="radio"/>
	I am hesitant to join in group discussions in social or work settings.	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Sometimes <input type="radio"/>
	I forget what I am supposed to do after instructions.	Yes <input type="radio"/>	No <input checked="" type="radio"/>	Sometimes <input type="radio"/>
	I have difficulty understanding what I read.	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Sometimes <input type="radio"/>
	Reading out loud is embarrassing for me.	Yes <input type="radio"/>	No <input checked="" type="radio"/>	Sometimes <input type="radio"/>
	Taking notes is hard for me.	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Sometimes <input type="radio"/>
	I have difficulty organizing my thoughts in an essay.	Yes <input type="radio"/>	No <input checked="" type="radio"/>	Sometimes <input type="radio"/>
	I have difficulty identifying and organizing things to be ready for work or school.	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Sometimes <input type="radio"/>
	I misunderstand what people say to me.	Yes <input type="radio"/>	No <input checked="" type="radio"/>	Sometimes <input type="radio"/>
	I have a hard time saying what I mean.	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Sometimes <input type="radio"/>
	Working in groups or teams is difficult for me.	Yes <input type="radio"/>	No <input checked="" type="radio"/>	Sometimes <input type="radio"/>
	I lose track of time and don't finish tasks.	Yes <input type="radio"/>	No <input type="radio"/>	Sometimes <input type="radio"/>
	I am easily frustrated with a new task.	Yes <input checked="" type="radio"/>	No <input type="radio"/>	Sometimes <input type="radio"/>

EXCERPT: INDIVIDUALIZED EDUCATION PROGRAM (WITH SECONDARY TRANSITION)

Student name: Kaleb George Date of IEP meeting: 5/20/2019
Student ID: 0000001 IEP annual review date: 5/17/2020
Eligibility category: Autism Evaluation Date: 5/01/2017
Primary language: English Birthdate: 09/05/1998 Age: 20 Grade: 12
District: Western Gorge Serving School: Western Gorge High School
Parent(s) name(s): Kara and Curt George Resident School: Western Gorge High School
Primary language at home: English Interpreter needed? Yes No
Surrogate parent: Yes No If yes, name: N/A
Primary staff contact name: Mary Jones Title: Special Education Case Manager

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(including the strengths of the student and the concerns of the parents for enhancing the education of their student)

Present levels of academic achievement:

Kaleb is an adult student in his second year in the community-based program for transition services. There are no formal tests while attending this program. He passed the Washington Alternate Assessment System: Portfolio Assessment (WAAS) Portfolio in high school and there are no more tests at this time.

He receives 1:1 paraeducator support throughout his school day to maintain safety in navigating school and community locations, when crossing the street, while riding the metro bus and to help Kaleb engage in positive behavior. Kaleb also receives specially designed instruction (SDI) in the following areas: Reading, Writing, Math, Adaptive and Communication.

Kaleb's academic goals may be considered truly functional in nature and target skills such as safety, shopping, functional communication, and self-management.

Special Education Teacher input from May 2019, Kaleb is able to:

- Independently eat and has greatly improved his ability to open packages and containers independently. Staff must remain close to monitor food safety to ensure he does not eat too quickly and choke.
- Independently navigate the school building and transition from the restroom lockers, kitchen, and classroom without assistance.
- Independently use the restroom and complete hygiene (brush, flossing, rinsing/spitting, and applying deodorant). Staff currently remain close to provide reminders.
- Independently navigate technology of access preferred videos and content.

In the community, Kaleb requires additional instruction on self-management in order to gain safety skills and learn how to be aware of his surroundings and remain on task. At times, Kaleb appears to be distracted (i.e. not looking at the road) and will miss a critical step like looking before crossing. In the past, Kaleb had mastered crosswalk safety and a community awareness goal that required him to answer ten questions related to community safety (naming someone to go to in an emergency, finding a restroom, listing exits, identifying landmarks along route, etc.). Kaleb will continue to gain instruction on self-management of on task behavior to increase his attention to the environment; this instruction will work on generalizing these previously mastered goals to the community setting.

Regarding vocational skills, Kaleb was previously working on increasing his work skills by reading a task list. He made great process with his independent work skills. He demonstrated that he does best with routine tasks. This year he excelled at mail delivery in the district office. He increased his independence to the point where he is largely independent and just needs occasional reminders from his job coach to stay focused. At times, he will get distracted by the environment, such as wanting to change wall calendars that are on the wrong month. He is able to complete his job tasks in a timely manner, builds relationships at work and enjoys recognition and social praise for hard work.

Regarding social/communication skills, Kaleb was formerly working on learning how to make phone calls (completing a four-step task analysis to call a communication partner of his choice). The person he calls the most is his mom.

Kaleb got a personal phone last year and has been making progress making phone calls independently, carrying his phone and independently keeping it charged. Kaleb has also been working on sending emails (completing an eight-step task analysis independently). Kaleb mastered this goal with simple messages and will work next to use the "find my iPhone" app to send information about his location to his family. He will also work on an informational texting goal where he will be required to text information about his job or community experience to a communication partner to improve written communication.

Regarding other goals, he also worked on shopping (locating five items in a variety of grocery stores) and using the internet (completing an eight-step task analysis to search for desired information).

SDI will be provided by the Special Education teacher with the support of program paraeducators who are monitored by the Special Education teacher. The school counselor met with the Case Manager to review and discuss Kaleb's needs and services in preparation for the IEP team meeting. Additionally, the school counselor worked directly with both Kaleb and the Case Manager to support the development of the High School and Beyond Plan.

Present levels of functional performance (e.g., communication, motor, social, behavior, life/adaptive skills, etc.):

According to the previous teachers report, Kaleb is a charming student who greets his peers and staff each morning. He is eager to please staff and friends as well as participate in classroom and community instruction (shown through raising his hand to volunteer, etc.). He is very hard working and can demonstrate great focus when he is settled into a task. He follows daily routines, written schedules and task lists well; especially when given clear expectations. He has excellent memory for tasks and events, which improved his ability to communicate verbally with others. An area of growth this year has been Kaleb's social and communication skills including his conversational exchanges and initiation of conversation. Kaleb has greatly improved his ability to be flexible to changes in his routine (e.g. which staff are present and modes of transportation). Additionally, his parents report that Kaleb has been happier and more readily communicating his wants and needs at home. He has a great memory, is organized, and is always looking to help others.

Parent concerns are continued safety in the community. The IEP team will continue to work on Kaleb's self-management skills in the community in order to increase his awareness of his behavior and build his independence. Predictable routines help Kaleb understand safety boundaries.

Effect of the disability on the student's involvement and progress in the general education curriculum:

Kaleb's autism and cerebral palsy adversely impact his ability to communicate effectively and to read the emotions and intentions of others. His low cognitive and adaptive function have a significant adverse impact on his ability to learn in the classroom setting without special education support. Kaleb currently qualifies for SDI in the areas of Reading, Writing, Math, Adaptive and Communication. At present, Kaleb's academic goals may be considered truly functional in nature and target skills such as functional communication, safety and self-management. Due to the nature of the transition services, there are no general education teacher or courses. The community serves as the general education setting in which Kaleb accesses daily with his support staff.

CONSIDERATION OF SPECIAL FACTORS:

1. Does this student require special transportation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, describe (if not addressed on the service matrix):
2. Does this student require Extended School Year (ESY) services?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> To be determined by: Date:	If ESY is determined by the IEP team to be necessary, complete and attach the ESY addendum.
3. Does the student's behavior negatively impact his/her learning or the learning of others?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, consider the student's need for positive behavioral supports/ interventions, a Functional Behavioral Assessment (FBA), and/or a Behavioral Intervention Plan (BIP). <input type="checkbox"/> A Behavioral Intervention Plan has been developed for this student (refer to the BIP addendum).
		If yes, describe those needs as they relate to the student's IEP:

4. For a student with limited English proficiency, does the student have language needs?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
5. For a student with a visual impairment, is the student in need of Braille instruction and/or use of Braille?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, describe:
6. Does the student have communication needs? <i>(Consider the communication needs of the student, and in the case of a student that is deaf or hard of hearing, consider the language and communication needs, opportunities for direct communication with peers/professional personnel in the child's language and communication mode.)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, describe: He has a functional communication impairment and needs specifically designed instruction in communication. See present levels of education performance for more information.
7. Does the student need assistive technology devices and/or services?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, describe:
8. Are there any other factors not already addressed (such as medical concerns or other issues), or other adaptations needed?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, describe: Community safety

SECONDARY TRANSITION

Student participated in IEP meeting? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If no, what steps were taken to ensure that the student's preferences/interests were considered?
<p>AGE APPROPRIATE TRANSITION ASSESSMENTS (include results of informal and/or formal assessments including student's needs, strengths, preferences, and interests):</p> <input checked="" type="checkbox"/> surveys/questionnaires <input checked="" type="checkbox"/> profiles/portfolios <input type="checkbox"/> vocational assessment(s) <input checked="" type="checkbox"/> interview(s) <input type="checkbox"/> other: _____	
<p>Strengths</p> <p>According to a parent questionnaire, staff input, & a student interview information collected in April of 2020, strengths are:</p> <ul style="list-style-type: none"> • Charming and endearing • Happy and cheerful disposition • Well-groomed and always dressed appropriately for work • Very sensitive to the feelings of others—classmates, staff, community members • Improved expressive communication skills—i.e. starting conversations, etc. • Improved recall of events • Improved willingness to complete more non-preferred tasks like metro routes and resume • Improved ability to focus on lunch/eat slowly—staff should still monitor eating for choking danger • Matching, sorting, and memory tasks • Independent computer and iPad navigation—almost too much of a strength as he will occasionally attempt to turn on the Internet to access preferred videos on the iPad versus earning this time on the computer • Money skills and operating cash registers • Good reading skills • Learning and following routines—i.e. independently transitioning from activities on written schedule, raising hand to volunteer, getting bus pass before community outings, etc. • Dancing and singing—self-reported strength • Jumping—self-reported • Running and walking—self-reported • Organized—self-reported • Punctual—self-reported 	

- Kaleb’s mom reports that he is a happy guy who is great at communicating his needs and wants. He has an amazing memory, is organized, and enjoys helping others.

Preferences

According to a student interview & staff input, preferences are:

- Work with others
- Work during the day
- To work inside
- To work a job where he is both able to sit and move around
- Would like an organized workspace
- Would like a job where he can wear a uniform
- A well-structured and routine job
- Predictable routines
- Being a leader with activities.

Interests

According to a student interview & staff input, preferences are:

- Dancing
- Sports—Seahawks
- Music—Katy Perry, Bob Marley, Counting Crows, and more
- TV Shows/Movies—Shrek II, Family Feud, Wheel of Fortune
- Playing baseball
- Playing Uno, Bingo and Game Cube
- Participating in Sparkle Cheer
- Participating in music class
- Participating in Little Bits Horse Back Riding
- Community trips
- His mom states that his interests include playing games, shopping, spending time with friends and family, playing basketball, and playing solitaire on his iPhone.

Needs

According to student interview and teacher input collected in April of 2020, Kaleb’s needs are:

- Recognition of positive behavior through verbal praise, recognition and other reinforcers
- 1:1 staff ratio in the community to ensure safety
- Staff to monitor use of bathroom—to ensure quick use and hygiene vs engagement in dancing
- Staff to remain in close proximity during eating—for safety, to prompt slow down when needed to prevent choking
- Access to a token board to earn preferred reinforcers —i.e. computer time
- A written schedule
- Choices throughout his school day
- Instruction of self-monitoring behaviors vs monitoring the behaviors of others —staff can use the phrase “you do you”
- Staff to make learning fun though the use of games like “beat the clock” or jumping high fives after completion of a difficult task
- Placement further away from students who may engage in loud vocalizations or self-injurious behaviors
- Reminders to use calming strategies—take a deep break, use hallway as a quiet space, etc.
- Activities that allow for Kaleb to be social
- Instruction on when it is appropriate to dance and sing vs when it is not appropriate to dance and sing
- Opportunities to engage in physical exercise —running/walking the track, dancing, playing basketball, etc.
- Continued instruction on crosswalk safety
- Priming prior to work to review expectations—i.e. ask before action, getting started right away, etc.
- Use of social stories for difficult concepts—like a change in schedule or a new job task, etc.
- Minimization of unstructured idle time—like downtime between customers at the coffee shop.

Currently he reports that he does NOT like the following: people yelling, being corrected in a negative tone, being forced to try certain foods.

EDUCATION/TRAINING *(Required to be addressed for all students)*

Measurable Postsecondary Goal(s) <i>(What the student will do after graduation from high school in the area of education/training)</i>	Upon leaving public school, Kaleb will receive on-the-job-training in an office setting.	
Transition Services <i>(list Transition Services related to Education/Training, including IEP goal number(s) if applicable)</i>		
Transition Service	Staff/Agency Responsible	IEP Goal #
Kaleb will visit work sites to job shadow an office assistant in 3 different work environments (private business, manufacturing, school)	School District	G#1:Reading: Self-Management, G#4 Math: Time Management, G#5: Adaptive: Cellphone Safety, G#6 Written Language: Informational Texting

EMPLOYMENT *(Required to be addressed for all students)*

Measurable Postsecondary Goal(s) <i>(What the student will do after graduation from high school in the area of employment)</i>	Upon leaving public school, Kaleb will obtain employment in an office setting, with job coaching supports.	
Transition Services <i>(list Transition Services related to Employment, including IEP goal number(s) if applicable)</i>		
Transition Service	Staff/Agency Responsible	IEP Goal #
Kaleb will explore and applying for eligibility with DVR/DDA (if not already a client) to support employment in an office setting.	School District	G#2: Communication: Reciprocal Conversations, G#7: Communication: Functional Communication, G#1: Reading: Self-Management, G#4 Math: Time Management

INDEPENDENT LIVING SKILLS *(Must be addressed if determined appropriate by the IEP Team)*

Measurable Postsecondary Goal(s) <i>(What the student will do after graduation from high school in the area of living skills)</i>	Upon leaving public school, Kaleb will independently manage his money.	
Transition Services <i>(list Transition Services related to Independent Living Skills, including IEP goal number(s) if applicable)</i>		
Transition Service	Staff/Agency Responsible	IEP Goal #
Kaleb will work on using a wallet to carry his money and keep on his person during school community trips. He will also determine what he wants to purchase based upon a set weekly budget based upon a weekly allowance from his parents.	School District	G#3: Communication: Requesting Help

COURSE(S) OF STUDY (list the course(s) of study needed to assist the student in reaching his/her postsecondary goals, unless already described above, or attach a list of courses)

Kaleb will have functional academics and school-based internships that lead to internships in the community. In addition, Kaleb will receive adaptive skills instruction related to pre-vocational and vocational instruction and leisure training. Due to this emphasis on community-based internships, the 40 hours of community service will be earned at the community job site experiences. To help Kaleb generalize skills across a variety of settings, instruction and practice will be provided in school and community settings. Kaleb's projected graduation date is in 2020 in order to provide sufficient time for mastery of skills. However, Kaleb can graduate before age 21 after he has connected with the appropriate adult agencies. The extended graduation date will also provide time to connect to adult agencies that can support Kaleb in accomplishing the post-secondary goals. Kaleb will earn a certificate of individual achievement (CIA) and has already passed the WA-AIM Assessment.

MEASURABLE ANNUAL GOAL(S)

Subject Area & Goal #	Measurable Annual Goal	Method/Criteria for Evaluating Progress <i>(if not addressed in a separate document)</i>
Reading: Self-Management Goal #1	By 5/13/2020, when given a self-management checklist (hard copy or accessible on a tablet, watch, or phone), predetermined intervals of time, and classroom opportunities (i.e., morning group, afternoon group) to self-manage his on-task behavior (on task defined as: hands still, on-topic vocalizations) first in the classroom, then in the community, Kaleb will complete all steps necessary to self-manage on task behavior for 15 minutes improving ability to self-manage his on-task behavior from 5 minutes to 15 minutes.	as measured by teacher data reviewed weekly
Communication: Reciprocal Conversations Goal #2	By 5/13/2020, when given a change in routine or schedule (i.e.: staff/student absences, change in jobsite, etc.), Kaleb will independently make at least three on-topic reciprocal conversational exchanges (i.e.: question, comment, comment in regards to an event/change) improving his social skills from 0–5 occasions to 4–5 occasions.	as measured by teacher data reviewed weekly
Communication: Requesting Help Goal #3	By 5/13/2020, when given weekly shopping trips in the community, (i.e. Safeway, Fred Meyer, Grocery Outlet, Walmart, etc.), Kaleb will independently verbally request help from a store clerk when he is unable to locate an item improving his ability to shop from 0–5 opportunities to 4–5 opportunities.	as measured by teacher data reviewed weekly
Math: Time Management Goal #4	By 5/13/2020, when given access to his cell phone or watch, Kaleb will independently follow the steps necessary to manage his own time independently improving his ability to transition from one activity to the next from 0% of opportunities on three consecutive occasions to 80% of opportunities on three consecutive occasions.	as measured by teacher data reviewed weekly
Adaptive: Cellphone Safety Goal #5	By 5/13/2020, when given access to a cellphone and the app "find my iPhone" Kaleb will follow steps necessary to communicate his location to his parents (or sister) by completing the following steps improving functional communication & safety skills from completing 0–6 steps on three consecutive opportunities to completing 5–6 steps on three consecutive opportunities	as measured by teacher data reviewed weekly
Written Language: Informational Texting Goal #6	By 5/13/2020, when given access to his cell phone, Kaleb will text a family five details about his job experience improving texting and functional communication skills from 0–5 details on three consecutive occasions to 4–5 details on three consecutive occasions.	as measured by teacher data reviewed weekly
Communication: Functional Communication Goal #7	By 05/13/2020, when given a direction or when listening to others Kaleb will repeat the direction or information using a complete sentence and appropriate vocal volume improving functional communication skills from 0–5 opportunities to 4–5 opportunities.	as measured by SLP data reviewed weekly

ACCOMMODATIONS AND MODIFICATIONS

Subject	Accommodations/ Modifications Needed	Subject	Accommodations/ Modifications Needed	POINTS TO CONSIDER:
Presentation		Setting		
	Use large print/Braille/audio books	a	Individualized/small group instruction	
	Audio Digital Books		Preferential seating	
	Alter format of materials (<i>highlight, type, spacing, color-code, etc.</i>)	a	Reduce environmental distractions (<i>test/study in separate location, noise buffers, etc.</i>)	
	Provide study outlines/guides/graphic organizers	a	Other: Reduced noise work environments	
Cloze Reading Strategy		Response		
	Read class materials orally		Speech to Text	
	Low-vision devices (<i>magnifiers, Closed Circuit TV, etc.</i>)		Text to Speech	
	Sign Language – ASL or SEE	a	Allow dictation to a scribe	
	Shortened assignments		Allow use of a calculator	
	Limited multiple choice		Allow use of digital recordings	
a	Modify/repeat/model directions		Utilize oral responses to assignments/assessments	
	Rephrase test questions and/or directions		Spelling and grammar check	
	Provide test/assessment study guide		Hands-on assignments	
	Provide extra credit options		Other:	
	Simplify text wording/language	Other		
	Read class materials orally		Provide desktop list of tasks	
	Assign peer tutor/note taker		Provide homework lists	
a	Other: Predictable daily routine with task list		Behavior plan/contract	
			Provide daily assignment list/schedule	
Timing/Scheduling			Modified grading (<i>describe below</i>):	
a	Prior notice of assignments/assessments			
	Extra time to complete assignments			
	Modify student's schedule (<i>describe below</i>):	q	Other: Adult Proximity	
		a	Other: Allow movement breaks and standing while working	
		a	Other: Positive reward system embedded within self-monitoring and task lists	
	Extra time on assignments/assessments	a	Other: Social Stories	
a	Allow breaks (<i>during work, between tasks, during testing, etc.</i>)	a	Other: School/Home Communication System (daily)	
a	Other: break tasks into manageable parts	a		
a. All subjects	e. Math	i. Health	m. Vocational	p. Extracurricular Activities
b. Reading	f. Science	j. Economics	n. Lunch/Recess	q. Other: Community settings
c. English	g. Social Studies	k. Physical Education	o. Library	r. Other:
d. Spelling	h. History	l. Music/Art		

SUMMARY OF SERVICES MATRIX

Service	Initiation Date	Frequency <i>(e.g., minutes per week)</i>	Location <i>(setting)</i>	Duration <i>(end date)</i>	Staff Responsible for Delivering Service
Special Education <i>(specially designed instruction):</i>					
Adaptive	5/20/2019	630 Minutes Weekly	Special Education	05/16/2020	Special Ed Teacher
Reading	5/20/2019	150 Minutes Weekly	Special Education	05/16/2020	Special Ed Teacher
Writing	5/20/2019	150 Minutes Weekly	Special Education	05/16/2020	Special Ed Teacher
Math	5/20/2019	150 Minutes Weekly	Special Education	05/16/2020	Special Ed Teacher
Adaptive	5/20/2019	750 Minutes Weekly	General Education	05/16/2020	Special Ed Teacher
Communication	5/20/2019	30 Minutes Weekly	Special Education	05/16/2020	Speech-Language Pathologist
Related Services <i>(i.e. – speech, motor, counseling, vision/hearing, transportation, interpreting services, orientation/mobility, parent training, etc.):</i>					
Supplementary Aids and Services <i>(allows student to be educated with non-disabled peers to the maximum extent in general education or other educational setting):</i>					
1:1 Para-Educator Support	5/20/2019	1080 Minutes Weekly	Special Education	05/16/2020	Special Ed Teacher
1:1 Para-Educator Support	5/20/2019	750 Minutes Weekly	General Education	05/16/2020	Special Ed Teacher

PARTICIPANTS IN IEP MEETING *(Signatures are used to document participation in the meeting and do not constitute agreement or disagreement):*

<i>Kara George</i>	<i>Curt George</i>
<i>Parent/Guardian</i>	<i>Parent/Guardian</i>
<i>Kaleb George</i>	<i>Mary Jones</i>
<i>Student</i>	<i>Special Education Teacher</i>
<i>General Education Teacher</i>	<i>Michael Robinson</i>
<i>Tammy Watson DVR Counselor</i>	<i>District Representative</i>
<i>Name/Title</i>	<i>Georgina Mitchel, SLP</i>
<i>Name/Title</i>	<i>Name/Title</i>

Other individuals who should be informed of his/her responsibilities in implementing the IEP (bus driver, librarian, etc.):
job coach and employers

TRANSFER OF RIGHTS: Beginning at least one year before reaching age 18, the student has been informed that all rights will transfer to the student at age 18, unless there is a guardianship or other determination that the student cannot make educational decisions.

Yes No

POINTS TO CONSIDER:

- When the student reaches age 18 (or majority), the district must notify the parents and the student that rights have transferred to the student, and provide any notices required to the student and parents.



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