

ARD SUPPLEMENT: TRANSITION SERVICES

Postsecondary Goals (Student's Preferences and Interests):

POSTSECONDARY EDUCATIONAL GOALS:

- | | |
|--|--|
| <input type="checkbox"/> Adult and continuing education | <input type="checkbox"/> Community college |
| <input type="checkbox"/> Technical education | <input type="checkbox"/> Military |
| <input type="checkbox"/> Four-year college or university | <input type="checkbox"/> None |

POSTSECONDARY EMPLOYMENT GOALS:

- | | |
|---|--|
| <input type="checkbox"/> Competitive employment without support | <input type="checkbox"/> Competitive employment/time-limited support |
| <input type="checkbox"/> Competitive employment/long-term support | <input type="checkbox"/> Supported employment |
| <input type="checkbox"/> Sheltered employment | <input type="checkbox"/> Other _____ |

Transition Services needed to assist in reaching postsecondary goals:

Student will pursue the following plan for high school graduation:

- Minimum program
 Recommended program
 Distinguished achievement program
 Completion of IEP
 Student and parent have been provided information about transition planning. (Sent with ARD invitation for ARD meeting which develops the IEP which will be in effect when the student turns 16.)

INSTRUCTIONAL/RELATED SERVICES/VOCATIONAL TRAINING

- For instructional/related services/vocational training objectives based upon Transition Needs, see IEP.
 Career and Technology courses may be taken as electives.

INDEPENDENT LIVING SKILLS GOALS AND OBJECTIVES, IF APPROPRIATE:

- Appropriate (See IEP goals and objectives related to acquisition of daily living skills.)
 Not Appropriate

OTHER POST-SCHOOL ADULT LIVING OBJECTIVES:

- The committee has determined that the student will benefit from specific instruction in adult living skills.
 None needed:
 Student has demonstrated independent living skills.

 Student will need no support with postsecondary adult living skills.

COMMUNITY PARTICIPATION/EXPERIENCES:

- Student instruction will be enhanced through community experiences.
 None needed:
 Student successfully participates in age-appropriate community experiences.

FUNCTIONAL VOCATIONAL EVALUATION, IF APPROPRIATE:

- Appropriate
 Not Appropriate

EMPLOYMENT SKILLS:

- The committee has determined that the student requires special education vocational instruction.
 None needed:
 Student is successfully employed.
 Student has demonstrated employability skills.

 Student has the skills to access postsecondary training programs.

Governmental agency participation/referral, if appropriate:

- | | |
|--|--|
| AGENCY: _____
<input type="checkbox"/> Other Participation: <input type="checkbox"/> Brochure <input type="checkbox"/> Letter <input type="checkbox"/> Phone conference | ATTENDED: <input type="checkbox"/> YES <input type="checkbox"/> NO
REFERRAL: <input type="checkbox"/> YES <input type="checkbox"/> NO |
| AGENCY: _____
<input type="checkbox"/> Other Participation: <input type="checkbox"/> Brochure <input type="checkbox"/> Letter <input type="checkbox"/> Phone conference | ATTENDED: <input type="checkbox"/> YES <input type="checkbox"/> NO
REFERRAL: <input type="checkbox"/> YES <input type="checkbox"/> NO |

Notice of Transfer of Parental Rights: (At age 17, prior to the student's 18th birthday)

- Student has been informed that, unless the student's parent or other individual has been granted guardianship of the student under the Probate Code, Chapter X111, Guardianship:
 - The adult student will have the same right to make educational decisions as a student without a disability.
 - The parental rights once accorded to the parent under the IDEA will transfer to the student upon reaching age 18, other than the right to receive any notice required under IDEA, Part B.
 - Any notice required under the IDEA, Part B will be provided to both the parent and adult student.