

INDIVIDUALIZED EDUCATION PROGRAM

_____ County Schools

Student's Full Name _____

Date _____

PART VI: TRANSITION PLANNING

(For students beginning no later than the first IEP to be in effect when the student is 16, or younger if appropriate)
 (Refer to Policy 2419, 2510, and IEP instructions)

Age of Majority

The student and parent have been informed of the transfer of educational rights that will occur on reaching age 18

___ Yes ___ No

Date _____

Student Initials _____

Parent/Guardian Initials _____

NOTE: *Age of Majority brochure is available on the WVDE website.***Transition Planning Considerations:**

How were the student's preferences and interests considered?

___ Student interview/survey ___ Interest inventory ___ Parent interview/survey ___ Functional vocational
 evaluation

Transition Assessments Reviewed (specify):

The student's educational program will lead to a: ___ standard diploma ___ alternate (modified) diploma

NOTE: *Alternate (Modified) Diploma brochure is available on the WVDE website.***Appropriate measurable postsecondary goals based upon age appropriate transition assessments:**

1. Education/Training Goals:

2. Employment Goals:

3. Independent living skills goal(s) (if appropriate):

Select one of the following Career Clusters:

- | | | |
|---|---|--|
| <input type="checkbox"/> Agriculture, Food and Natural Resources | <input type="checkbox"/> Architecture and Construction | <input type="checkbox"/> Finance |
| <input type="checkbox"/> Business Management and Administration | <input type="checkbox"/> Education and Training | <input type="checkbox"/> Hospitality and Tourism |
| <input type="checkbox"/> Government and Public Administration | <input type="checkbox"/> Health Sciences | <input type="checkbox"/> Law, Public Safety, Correction and Security |
| <input type="checkbox"/> Human Services | <input type="checkbox"/> Information Technology | <input type="checkbox"/> Science, Technology, Engineering and Mathematics |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Marketing | <input type="checkbox"/> Cluster Undetermined (<i>Option for Grade 7 or below</i>) |
| <input type="checkbox"/> Transportation, Distribution and Logistics | <input type="checkbox"/> Arts, A/V Technology and Communication | |

Specify the program of study that aligns with the career cluster the student selected: _____

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Select one of the following program of studies which aligns with the student's chosen career cluster and provides the best option for success in the global workplace and postsecondary education.

State-Approved Career and Technical Education (CTE) Program of Study is an approved sequence of four CTE courses which align to a CTE cluster and pathway, impacts state economic labor market needs as verified by Workforce data and leads to an industry-recognized credential or certificate or opportunity for continuing into postsecondary level education. Students must be capable of passing 100% of the safety exams for the respective program of study.

State-Approved Individual Work Readiness Competencies (IWRC) - *Preequisites: Before selecting IWRC, students must have initially selected the State-Approved (CTE) Program of Study option; completed at least two CTE courses in their chosen area of career interest; passed ALL safety exams; demonstrated the ability to acquire basic/core CTE skills at an entry level; were unable to master ALL of the required skill sets associated with their state-approved CTE program of study.*

IWRC is an approved sequence of four CTE courses which align to a CTE cluster and pathway that provides students with a current IEP the opportunity to gain valuable work readiness through a CTE program of study. Students demonstrate the necessary skill sets for entry level support jobs in a specific occupational area. Students must be pursuing a standard diploma and be capable of passing 100% of the safety exams for the respective program of study.

State-Approved Career Integrated Experiential Learning (CIEL) a CTE program of study that provides opportunities for students to test for multiple nationally recognized certifications while earning credit for relevant job-readiness skills. CIEL can only be initiated at the Office of Diversion and Transition. CIEL credits will transfer to the receiving high school allowing for the continued enrollment for graduation credit.

Locally Developed Career and Technical Education (CTE) Program of Study is a locally approved sequence of four CTE courses which align to a CTE cluster and pathway, impacts a local economic labor market need as verified by local advisory council and leads to an industry-recognized credential or certificate or opportunity for continuing into postsecondary level education.

Locally Developed Personalized Program of Study is a locally approved sequence of four courses which align to a career cluster and a program of study that could lead directly to an industry-recognized certificate or license or credit-bearing academic college courses. Best practice would be to encourage college bound students to take at least 1 (one) AP and/or AC course with corresponding examination, a fourth science or computer science credit, and 2 credits in one world language.

Locally Developed Community Ready Program of Study is a locally approved sequence of four courses which align to a career cluster that will lead to placement in entry-level support jobs or workforce training programs.

Undetermined – Option for Grade 7 or below

Specific course selections must be documented in the student's Personalized Education Plan (PEP) in collaboration with the school counselor, teachers, advisors and parent/guardian. A copy of the PEP must be kept with student's IEP.

Activities/Linkages: Identify activities needed for attaining postsecondary outcomes and the lead party/agency responsible for those services.

Lead Party/Agency					
Activities/Linkages	Parent/ Student	School	Agency (Specify)	Description of Service	Annual Goal to Support Activity
Instruction/education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Vocational aptitude/interest assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Career awareness/work- based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Independent living/mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Agency referral/application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>