

PUTTING THE  
TRANSITION PLAN  
COURSE OF STUDY  
INTO ACTION

# OBJECTIVES

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Understand the transition plan course of study

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Explore flexible real-world examples of the transition course of study



## DISCLAIMERS

Each student's plan is an *Individual* Education Program

This presentation is meant to provide practical examples, **not** to serve a template for every student's plan

# AZ DIPLOMA REQUIREMENTS

The minimum requirements for a standard high school diploma in AZ are spelled out by the State Board of Education (SBE). These requirements must be met in addition to any requirements set by a school or district's governing board to earn a regular high school diploma.

The following minimum credits are required for a high school diploma in AZ:

- English or English as a Second Language—4 credits
- Mathematics—4 credits
- Science—3 credits
- History & Social Science—3 credits
- Fine Arts or Career and Technical Education—1 credit
- Locally Prescribed Courses—7 credits

**Total=22 credits**

[\*\*ADE High School Graduation Information\*\*](#)

# DIFFERENT ROUTES, SAME DESTINATION



DIPLOMA



COURSE OF STUDY

## TRANSITION PLAN COMPONENTS

- Age-Appropriate Transition Assessments
- Measurable Postsecondary Goals
- Transition Services & Activities
- Course of Study
- Annual IEP Goals
- Student Involvement
- Agency Linkages

# SPIN DATA

## Strengths

- Measure of how well the student does on the activities and coursework
- What basic skills are needed to be a successful candidate for post-secondary goal?

## Preferences

- Require **action/effort** from the student
- What activities does the student complete?
  - What courses do they excel in/enjoy?
  - What are their hobbies?

## Interests

- Expression of **likes/wants**
- Interests do not always mean preference or strength

## Needs

- What skills need to be developed that make post-secondary goal attainment possible?
- What accommodations or AT will the student need to pursue post-secondary goals?

COURSE OF  
STUDY: THE  
ROLE OF THE  
IEP TEAM

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IEP teams can determine the sequence of courses

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IEP teams can determine the pacing of courses

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IEP teams determine which classes the student takes to *meet the diploma requirements*, so long as the classes are aligned to the state standards.

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IEP team determines the pathway through the course of study

# EXAMPLE COURSE SEQUENCE BY GRADE

## **9th grade**

English

Math

Science

3 Electives

## **10th grade**

English

Math

Science

Social Studies

2 Electives

## **11th grade**

English

Math

Science

Social Studies

2 Electives

## **12th grade**

English

Math

Social Studies

3 Electives

**DIFFERENT ROUTES, SAME DESTINATION**



**DIPLOMA**



**COURSE OF STUDY**



SOME COURSE OF  
STUDY  
CONSIDERATIONS  
FOR IEP TEAMS

- Does the student need to develop functional or daily living skills?
- Does the student require work readiness or vocational training?
- Does the student need instruction in social, communication, or self-advocacy skills?
- Is the student transitioning into adult services after high school?
- If the student has an elongated course of study, what are the possible positive and negative impacts on the student?
  - Peer interactions
  - Age gap
  - Independence, Daily Living Skill
  - Potential for regression
- What transition services are available in the community or adult programs that are not available to students still in high school?

# SAMPLE STUDENT PROFILES



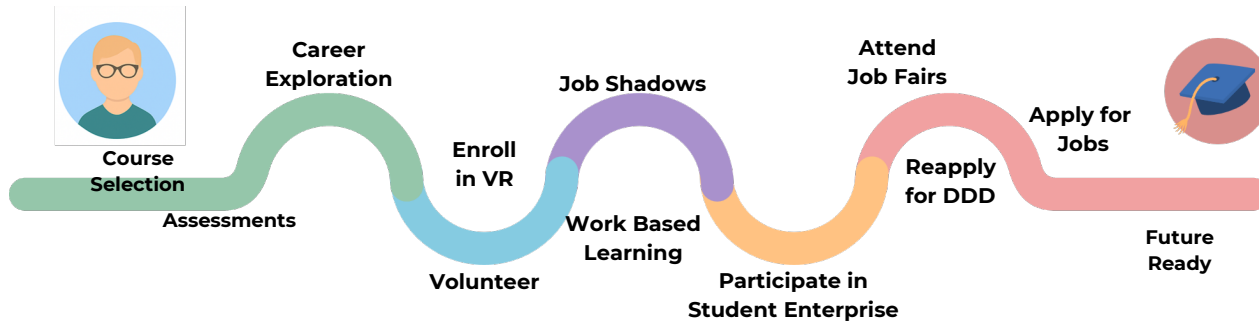
Alex is currently a freshman at Tempe High School. Based on his academic needs and the impact of his disability, he requires modified academic courses along with life skills instruction. Recently, Alex and his case manager met to discuss his post-high school goals. Alex expressed that he is interested in working in a restaurant alongside his favorite uncle.

Throughout his first year and the years to follow, Alex will continue to grow as a student and engage in classes and activities that support his development and prepare him to be Future Ready.

**Eligibility**  
MIID

**Post Secondary Goal**  
Food Service

## Alex's Future Ready Transition Plan



Alongside Alex's course of study his high school years will assist him with opportunities, experiences and activities to help him be prepared for his transition from high school to career and life.



**Alex**

Alex adjusted well to high school his first year. The Life Skills program provides the academic support that he needs.

Alex has established relationships with his case manager and counselor. These relationships and career exploration activities have helped him narrow down his employment goal to “baker” and align his goal with his course of study.

<b>Course Sequence</b>	<p><b>ENGLISH</b> English Connections 1 ✓ English Connections 2 English Connections 3 English Connections 4</p>	<p><b>SOCIAL STUDIES</b> World History/Geography Connections ✓ US/AZ History Connections US/AZ Government &amp; Econ Connections</p>
	<p><b>FINE ARTS/CTE</b> Culinary Arts 1 ✓ Culinary Arts 2 EVIT</p>	<p><b>MATH</b> Connected Algebra Applications ✓ Algebra Connections Geometry Connections Financial Math Connections</p>
	<p><b>PHYSICAL EDUCATION</b> Weight Training ✓ Unified Sports</p>	<p><b>SCIENCE</b> Physical Science Connections ✓ Life Science Connections Earth Science Connections</p>
	<p><b>ELECTIVES</b> Ceramics Community Education Preferred Electives</p>	<p><b>HEALTH</b> Functional Health Education</p>

**Age-Appropriate Assessments**

- \*MAIA Learning - Character
- \*TUHSD Self Determination Assessment
- RIASEC -Interest Inventory
- TUHSD Life Skills Checklist - Student and Parent
- TUHSD Transition Questionnaire


\*Accessibility Features


**Coordinated Activities - Year 1**

<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Develop 4-year course of study with counselor and case manager</li> <li>• Explore admission requirements for EVIT</li> <li>• Enroll in Culinary Arts 1</li> <li>• Training on accessibility tools and assistive tech</li> <li>• Complete MAIA Learning grade level activities (ECAP)</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Research Visit the local library and find out about its offerings</li> <li>• Learn how to be safe on social media</li> <li>• Select and order your own food in restaurants</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>• Interview a chef</li> <li>• Complete Career Interest Survey</li> <li>• Explore Three Careers that match your interest</li> <li>• Study for Food Handlers Exam</li> </ul>
<b>Related Service</b>	<ul style="list-style-type: none"> <li>• Sign up for Pre-ETS opportunities in the community and at your school</li> <li>• Apply for DDD</li> </ul>

**Student Centered Transition Planning Activities**

- Attend annual IEP Meeting
- Create steps to reach your personal and educational goals
- Track progress on goals
- Practice communication with case manager, teachers and guidance counselor through email and in person
- Maintain a log of your strengths and things that interest you
- Make a list of the top three careers that interest you

 <p>Alex</p> <p>During Alex's second year he has completed his required courses and participated in transition activities that have helped guide him with his post-secondary goals. He has determined that he wants to be a baker within the food service industry.</p> <p>Although Alex was initially interested in attending EVIT, the team decided that his goals are better supported in a Work Based Learning program for student with disabilities at this time.</p>		<b>Coordinated Activities - Year 2</b>		
		<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Enroll in Culinary Arts 2</li> <li>• Meet with counselor at the end of 1st semester to discuss course of study and post secondary goal</li> <li>• Tour EVIT Culinary Program</li> <li>• Complete MAIA Learning grade level activities (ECAP)</li> </ul>	
<b>Course Sequence</b>	<p><b>ENGLISH</b></p> <p>English Connections 1 ✓  English Connections 2 ✓  English Connections 3  English Connections 4</p> <p><b>FINE ARTS/CTE</b></p> <p>Culinary Arts 1 ✓  Culinary Arts 2 ✓  EVIT</p> <p><b>PHYSICAL EDUCATION SCIENCE</b></p> <p>Weight Training ✓  Unified Sports</p> <p><b>ELECTIVES</b></p> <p>Ceramics  Community Education ✓  Preferred Electives</p>	<p><b>SOCIAL STUDIES</b></p> <p>World History/Geography Connections ✓  US/AZ History Connections ✓  US/AZ Government &amp; Econ Connections</p> <p><b>MATH</b></p> <p>Connected Algebra Applications ✓  Algebra Connections ✓  Geometry Connections  Financial Math Connections</p> <p><b>HEALTH</b></p> <p>Functional Health Education</p>	<b>Community</b>	<ul style="list-style-type: none"> <li>• Create a shopping list based on a budget</li> <li>• Grocery shop at a local grocery store</li> <li>• Explore transportation options</li> <li>• Apply for Valley Metro Bus Pass</li> <li>• Participate in Valley Metro Transportation Training</li> </ul>
			<b>Employment</b>	<ul style="list-style-type: none"> <li>• Attend a Job Shadow of someone in the culinary field</li> <li>• Practice using Job Search Engines</li> <li>• Research volunteer opportunities in your vicinity</li> <li>• Join student enterprise club - Buffalo Grounds Coffee Cart</li> </ul>
			<b>Related Services</b>	<ul style="list-style-type: none"> <li>• Attend VR Orientation</li> <li>• Apply for VR</li> <li>• Invite DDD case manager to IEP meeting</li> </ul>
	<b>Age-Appropriate Assessments</b>		<b>Student Centered Transition Planning</b>	
<ul style="list-style-type: none"> <li>• Disability Awareness Self Assessment</li> <li>• TABE Testing</li> <li>• Job Shadow Reflection</li> </ul>		<ul style="list-style-type: none"> <li>• Attend annual IEP Meeting and provide input</li> <li>• Select a meaningful Job Shadow in a realistic career</li> <li>• Practice disability awareness by reviewing your IEP and understanding what supports you need at school to be successful</li> <li>• Advocate for yourself by meeting with teachers and case manager to discuss what type of help you need</li> <li>• Narrow down your employment goal, and determine what training and education you need to reach your goal</li> </ul>		

	 <p><b>Alex</b></p> <p>As decided the year prior, Alex did not attend EVIT's culinary program but rather participated in the TSW Bridge to Success block course for work-based learning opportunities during his third year of high school. Bridge to Success focused on the soft skills needed in the workplace while building technical skills in work environments on campus and in the community. Alex continues to grow in this setting and has requested the course next year as well.</p>	<b>Coordinated Activities - Year 3</b>		
<b>Course Sequence</b>	<p><b>ENGLISH</b></p> <p>English Connections 1 ✓  English Connections 2 ✓  English Connections 3 ✓  English Connections 4</p>	<p><b>SOCIAL STUDIES</b></p> <p>World History/Geography Connections ✓  US/AZ History Connections ✓  US/AZ Government &amp; Econ Connections</p>	<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Enroll in the Bridge to Success - Work Based Learning program</li> <li>• Meet with Vocational Technician for assistance with IPE objectives</li> <li>• Complete MAIA Learning grade level activities (ECAP)</li> </ul>
	<p><b>FINE ARTS/CTE</b></p> <p>Culinary Arts 1 ✓  Culinary Arts 2 ✓  EVIT  Bridge to Success ✓</p>	<p><b>MATH</b></p> <p>Connected Algebra Applications ✓  Algebra Connections ✓  Geometry Connections ✓  Financial Math Connections</p>	<b>Community</b>	<ul style="list-style-type: none"> <li>• Investigate youth volunteer programs at the library</li> <li>• Get a State ID</li> </ul>
	<p><b>PHYSICAL EDUCATION</b></p> <p>Weight Training ✓  Unified Sports ✓</p> <p><b>ELECTIVES</b></p> <p>Ceramics  Community Education ✓  Preferred Electives</p>	<p><b>SCIENCE</b></p> <p>Physical Science Connections ✓  Life Science Connections ✓  Earth Science Connections ✓</p> <p><b>HEALTH</b></p> <p>Functional Health Education</p>	<b>Employment</b>	<ul style="list-style-type: none"> <li>• Draft resume, and cover letters</li> <li>• Practice completing job applications and interviewing skills</li> <li>• Participate in Work Based Learning opportunities offered through school</li> <li>• Apply for summer Work Adjustment Training opportunities</li> <li>• Interview and select a job coach</li> </ul>
	<b>Age Appropriate Assessments</b>		<b>Related Services</b>	<ul style="list-style-type: none"> <li>• Meet with a Vocational Rehabilitation counselor to develop an Individualized Plan for Employment (IPE)</li> </ul>
		<b>Student Centered Transition Planning</b>		
<ul style="list-style-type: none"> <li>• Employability/Life Skills Assessment (ELSA)</li> <li>• Independent Living Checklist</li> <li>• WBL: Job Rotation Assessment</li> </ul>		<ul style="list-style-type: none"> <li>• Attend and lead annual IEP meeting</li> <li>• Present your Future Ready Transition Plan</li> <li>• Track progress on the steps needed to reach your post secondary goals</li> <li>• Determine the best way to communicate with your VR counselor (email, in person meetings, virtual meetings, phone, etc.)</li> <li>• Compile a list of your work experiences and skills learned through the year</li> </ul>		



**Alex**

During his last year of high school, Alex considered enrolling in the Adult EVIT program, he ultimately decided he was ready to enter the workforce. To support his transition into employment, Alex reapplied for services through the DDD as an adult.

With the support of VR, Alex secured a job at the Safeway Bakery located near his home. He will also receive assistance from a job coach to help ensure his success in the workplace.

<b>Course Sequence</b>	<p><b>ENGLISH</b>            English Connections 1 ✓            English Connections 2 ✓            English Connections 3 ✓            English Connections 4 ✓</p>	<p><b>SOCIAL STUDIES</b>            World History/Geography Connections ✓            US/AZ History Connections ✓            US/AZ Government &amp; Econ Connections ✓</p>
	<p><b>FINE ARTS/CTE</b>            Culinary Arts 1 ✓            Culinary Arts 2 ✓            EVIT            Bridge to Success ✓</p>	<p><b>MATH</b>            Connected Algebra Applications ✓            Algebra Connections ✓            Geometry Connections ✓            Financial Math Connections ✓</p>
	<p><b>PHYSICAL EDUCATION</b>            Weight Training ✓            Unified Sports ✓</p>	<p><b>SCIENCE</b>            Physical Science Connections ✓            Life Science Connections ✓            Earth Science Connections ✓</p>
	<p><b>ELECTIVES</b>            Ceramics ✓            Community Education ✓            Bridge to Success ✓</p>	<p><b>HEALTH</b>            Functional Health Education ✓</p>
	<b>Age Appropriate Assessments</b>	

- Work Readiness Self-Assessment
- Work Based Learning: Job Rotation Assessment
- Financial Literacy Assessment

<b>Coordinated Activities - Year 4</b>	
<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Retake Food Handlers Exam for 3 years recertification</li> <li>• Complete MAIA Learning grade level activities (ECAP)</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Register to vote</li> <li>• Explore banking options in the vicinity</li> <li>• Open a bank account</li> <li>• Learn bus route to and from important locations (doctor's office, grocery store, bank, work site, etc.)</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>• Compile a portfolio with employment documents (references, resume, cover letters, important addresses and phone numbers, food handlers card, etc.)</li> <li>• Attend job fairs and hiring events</li> <li>• Apply for jobs within a 5 mile radius of home</li> </ul>
<b>Related Services</b>	<ul style="list-style-type: none"> <li>• Arrange monthly meetings with VR Counselor and meet objectives on IPE</li> <li>• Upon turning 18, reapply for DDD services as an adult</li> </ul>
<b>Student Centered Transition Planning</b>	
<ul style="list-style-type: none"> <li>• Attend and lead annual IEP meeting and present your Future Ready Transition Plan and discuss supports and services that you will need after high school (job coach, Paratransit, etc.)</li> <li>• Begin meeting your VR counselor outside of school hours to practice the new routine</li> <li>• Apply for job openings at a bakery</li> </ul>	



**Alex**

During high school, Alex successfully completed all graduation requirements by taking the required academic and elective courses. With ongoing support and guidance from his school counselor, case manager, teachers, family, and outside agencies, Alex was able to stay on track and make informed decisions about his educational path.

His coursework was intentionally selected to align with his post-secondary interests and long-term career goals. In addition to his classes, Alex actively participated in student-centered transition activities, which helped him build essential life and job readiness skills. These activities included career exploration, community-based instruction, and opportunities to practice independence and vocational training in real-world settings.

Through this collaborative support system and targeted planning, Alex developed the knowledge and confidence needed to successfully transition from high school into adulthood.

<b>Eligibility</b>	<b>Post Secondary Goal</b>		<b>Outside Agencies</b>
MIID	Bakery Attendant at Safeway		<input checked="" type="checkbox"/> Department of Developmental Disabilities <input checked="" type="checkbox"/> Vocational Rehabilitation
	<b>Post Secondary Plan</b>	<b>Work and Volunteer Experiences</b>	<b>Employed</b>
	<input checked="" type="checkbox"/> Competitive Employment <input type="checkbox"/> Group Supported Employment <input type="checkbox"/> Day Treatment Centers for Adults <input type="checkbox"/> Vocational School or Training <input type="checkbox"/> College <input type="checkbox"/> Military	<input checked="" type="checkbox"/> Student Enterprise <input checked="" type="checkbox"/> Bridge to Success <input checked="" type="checkbox"/> Work Adjustment Training <input checked="" type="checkbox"/> Community Volunteer	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Work Adjustment Training
	<b>Aligned Courses</b>	<b>Transportation</b>	<b>Job Coach Needed</b>
	Culinary 1 & 2 Bridge to Success Block	<input checked="" type="checkbox"/> City Bus <input checked="" type="checkbox"/> Walk <input checked="" type="checkbox"/> Parent or family member <input type="checkbox"/> Self (Drivers License) <input type="checkbox"/> Paratransit	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



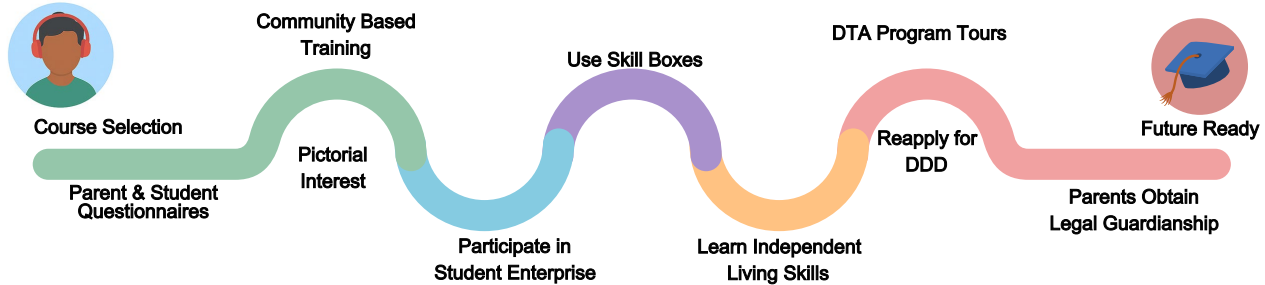
**Cory**

Cory is beginning his high school journey at Desert Vista High School, where he receives specialized support and services as a student with autism, moderate intellectual disabilities, and speech-language needs. He participates in the Life Skills program, which is designed to address his complex learning profile. Within this program, Cory takes modified academic courses tailored to his ability level and participates in daily living and functional instruction that supports the development of independent living skills and foundational workplace skills. He also receives daily support from paraprofessionals, who provide individualized assistance, help implement visual supports, and support his participation and independence across classroom and community settings.

**Eligibility**  
Autism, MOID, Speech

**Post Secondary Goal**  
Group Supported Employment

## Cory's Future Ready Transition Plan



Alongside Cory's course of study his high school years will assist him with opportunities, experiences, and activities to help him be prepared for his transition from high school to life.



**Cory**

Cory's transition from middle to high school was difficult in the beginning, but eventually he adjusted and had a great year. The special education teacher and paraprofessionals provided consistent support as he learned his new routines.

Cory completed his academic connected courses successfully. His favorite part was working on the Cross Curricular Skill Boxes that blend academic standards with real-world application and supports skill building for independence.

<b>Course Sequence</b>	<p><b>ENGLISH</b>            English Connections 1 ✓            English Connections 2            English Connections 3            English Connections 4</p> <p><b>FINE ARTS/CTE</b>            Art 1 ✓            Art 2</p> <p><b>PHYSICAL EDUCATION</b>            Adaptive PE ✓            Unified Sports</p> <p><b>ELECTIVES</b>            Daily Living ✓            Community Education ✓            Functional Workplace Skills</p>	<p><b>SOCIAL STUDIES</b>            World History/Geo Connections            US/AZ History Connections            US/AZ Gov &amp; Econ Connections</p> <p><b>MATH</b>            Connected Algebra Applications ✓            Algebra Connections            Geometry Connections            Financial Math Connections</p> <p><b>SCIENCE</b>            Physical Science Connections            Life Science Connections            Earth Science Connections</p> <p><b>HEALTH</b>            Functional Health Education</p>
	<b>Age Appropriate Assessments</b>	

- TUHSD Likes and Preferences Pictorial
- TUHSD Life Skills Checklist - Student and Parent
- TUHSD Transition Questionnaire

<b>Coordinated Activities - Year 1</b>	
<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Learn public safety signs</li> <li>• Complete Pictorial Preferences and Interests</li> <li>• Practice identifying personal information</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Join Best Buddies</li> <li>• Attend supervised field trips in community (grocery store, park, library, etc.)</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>• Complete Workplace Skill Boxes series</li> <li>• Learn to use and follow class job schedules</li> </ul>
<b>Related Service</b>	<ul style="list-style-type: none"> <li>• Apply for DDD</li> </ul>
<b>Independent Living</b>	
<b>Student Centered Transition Planning Activities</b>	
<ul style="list-style-type: none"> <li>• Attend annual IEP Meeting</li> </ul>	



**Cory**

Cory's second year included classes required for graduation as well as community-based training. This involved trips to the grocery store, making purchases, laundry, using public transportation and other activities.

Although he has difficulty expressing his likes and preferences verbally, paraprofessionals have observed that he appears happy and engaged during art class. His teacher has also noted Cory's strengths and talents when working with his hands, particularly in crafting activities. Based on these insights, the team has added ceramics to Cory's schedule to further support his interests and skills.

**Course Sequence**

**ENGLISH**

- English Connections 1 ✓
- English Connections 2 ✓
- English Connections 3
- English Connections 4

**FINE ARTS/CTE**

- Art 1 ✓
- Art 2 ✓

**PHYSICAL EDUCATION**

- Adaptive PE ✓
- Unified Sports ✓

**ELECTIVES**

- Daily Living ✓
- Community Education ✓
- Functional Workplace Skills

**SOCIAL STUDIES**

- World History/Geo Connections ✓
- US/AZ History Connections
- US/AZ Gov & Econ Connections

**MATH**

- Connected Algebra Applications ✓
- Algebra Connections ✓
- Geometry Connections
- Financial Math Connections

**SCIENCE**

- Physical Science Connections ✓
- Life Science Connections
- Earth Science Connections

**HEALTH**

- Functional Health Education

**Age Appropriate Assessments**

- TUHSD Likes and Preferences Pictorial
- TUHSD Life Skills Checklist - Student and Parent
- TUHSD Transition Questionnaire

**Coordinated Activities - Year 2**

**Instruction**

- Practice personal hygiene routines and basic self-care
- Identify preferred activities through classroom surveys and observations
- Participate in art class

**Community**

- Navigate the school campus independently with map or peer support
- Participate in class field trip using City Transportation
- Participate in community outings focused on leisure: library, mall, etc.

**Employment**

- Explore on-campus jobs (e.g., office helper, recycling, snack cart)
- Participate in Student Enterprise activities

**Related Service**

**Independent Living**

- Participate in cooking lessons using visual recipes

**Student Centered Transition Planning Activities**

- Attend annual IEP Meeting



**Cory**

Cory successfully completed his junior year with continued support from his teachers and paraprofessionals in the Life Skills setting. During second semester, the team made the decision to remove Ceramics 2 from his schedule, as he appeared to experience adverse sensory reactions to the wet clay.

Instead, Cory took Functional Health. Cory continues to develop independent living and work skills through a variety of activities, including Skill Boxes, participation in the Functional Workplace Skills class, and Community-Based Training experiences.

<b>Course Sequence</b>	<p><b>ENGLISH</b>            English Connections 1 ✓            English Connections 2 ✓            English Connections 3 ✓            English Connections 4</p> <p><b>FINE ARTS/CTE</b>            Art 1 ✓            Art 2 ✓</p> <p><b>PHYSICAL EDUCATION</b>            Adaptive PE ✓            Unified Sports ✓</p> <p><b>ELECTIVES</b>            Daily Living ✓            Community Education ✓            Functional Workplace Skills ✓            Ceramics ✓            Ceramics            Adaptive PE ✓</p>	<p><b>SOCIAL STUDIES</b>            World History/Geo Connections ✓            US/AZ History Connections ✓            US/AZ Gov &amp; Econ Connections</p> <p><b>MATH</b>            Connected Algebra Applications ✓            Algebra Connections ✓            Geometry Connections ✓            Financial Math Connections</p> <p><b>SCIENCE</b>            Physical Science Connections ✓            Life Science Connections ✓            Earth Science Connections</p> <p><b>HEALTH</b>            Functional Health Education ✓</p>
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<b>Age Appropriate Assessments</b>
<ul style="list-style-type: none"> <li>• TUHSD Likes and Preferences Pictorial</li> <li>• TUHSD Life Skills Checklist - Student and Parent</li> </ul>

<b>Coordinated Activities - Year 3</b>	
<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Participate in Functional Workplace Skills class</li> <li>• Select preferred Workplace Skill Boxes</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Visit local businesses with teacher and peers</li> <li>• Practice handling money during weekly shopping trips</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>• Tour adult day programs offering group supported work in arts/crafts or light manufacturing</li> <li>• Use communication tools to make choices about job tasks</li> </ul>
<b>Related Service</b>	<ul style="list-style-type: none"> <li>• Attend family/student info nights about DDD, VR, and post-secondary programs</li> </ul>
<b>Independent Living</b>	
<b>Student Centered Transition Planning Activities</b>	
<ul style="list-style-type: none"> <li>• Attend annual IEP Meeting</li> </ul>	



**Cory**


During his senior year, Cory continued to make progress in developing his independent living and vocational skills. He actively participated in the Functional Workplace Skills course, regularly engaged with Skill Boxes, and took part in weekly Community-Based Training activities.

Cory demonstrated increased independence in following routines, using visual schedules, and communicating basic needs in familiar settings. He also began exploring potential job interests through on-campus vocational tasks and supported volunteer experiences. Cory has not completed graduation requirements and will continue next year.

<b>Course Sequence</b>	<p><b>ENGLISH</b>            English Connections 1 ✓            English Connections 2 ✓            English Connections 3 ✓            English Connections 4 ✓</p> <p><b>FINE ARTS/CTE</b>            Art 1 ✓            Art 2 ✓</p> <p><b>PHYSICAL EDUCATION</b>            Adaptive PE ✓            Unified Sports ✓</p> <p><b>ELECTIVES</b>            Daily Living ✓            Community Education ✓            Functional Workplace Skills ✓            Ceramics ✓            Ceramics            Adaptive PE ✓            Adaptive PE ✓            Functional Workplace Skills ✓            Community Education ✓</p>	<p><b>SOCIAL STUDIES</b>            World History/Geo Connections ✓            US/AZ History Connections ✓            US/AZ Gov &amp; Econ Connections</p> <p><b>MATH</b>            Connected Algebra Applications ✓            Algebra Connections ✓            Geometry Connections ✓            Financial Math Connections ✓</p> <p><b>SCIENCE</b>            Physical Science Connections ✓            Life Science Connections ✓            Earth Science Connections</p> <p><b>HEALTH</b>            Functional Health Education ✓</p>
	<b>Age Appropriate Assessments</b>	

- TUHSD Life Skills Inventory
- Job Preferences - Observations

<b>Coordinated Activities - Year 4</b>	
<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Use visual schedules for multi-step tasks with fading prompts</li> <li>• Learn about personal boundaries in a work setting</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Attend Best Buddies Prom</li> <li>• Attend supervised field trips in community (grocery store, park, library, etc.)</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>• Create a picture resume or "All About Me" job profile</li> <li>• Participate in Student Enterprises</li> </ul>
<b>Related Service</b>	<ul style="list-style-type: none"> <li>• Reapply for DDD</li> </ul>
<b>Independent Living</b>	
<b>Student Centered Transition Planning Activities</b>	
<ul style="list-style-type: none"> <li>• Attend annual IEP Meeting</li> </ul>	

 <p><b>Cory</b></p> <p>In his fifth year, Cory continued to build skills through structured activities, both on campus and in the community, with increased emphasis on independence and self-advocacy. Cory also engaged in learning experiences such as shopping with a budget, navigating community locations, and practicing public transportation safety. As part of his transition planning, Cory toured Day Treatment programs with Group Supported Employment services, where he was able to observe adults working in a structured, supportive environment. This DTA program includes a shop that features client-created artwork. Cory especially enjoyed visiting the wind chime crafting area.</p>		<b>Coordinated Activities - Year 5</b>	
		<b>Instruction</b>	<ul style="list-style-type: none"> <li>Develop fine motor and creative skills through classroom art projects, aligned with his interest in crafting</li> <li>Participate in lessons using visuals or video clips about community jobs and work expectations.</li> </ul>
<b>Course Sequence</b>		<b>Community</b>	<ul style="list-style-type: none"> <li>Learn bus safety, reading visual bus schedules, and riding with a support person to familiar destinations.</li> <li>Research social events at near by rec centers such as Tempe, ARC</li> </ul>
		<b>Employment</b>	<ul style="list-style-type: none"> <li>Participate in community-based volunteer roles with support (e.g., food bank, library)</li> <li>Tour and shadow at Day Treatment program with Group Supported Employment</li> </ul>
<b>Course Sequence</b>		<b>Related Service</b>	<ul style="list-style-type: none"> <li>Maintain contact with DDD Case Manager</li> </ul>
		<b>Independent Living</b>	
<b>Student Centered Transition Planning Activities</b>			
<b>Course Sequence</b>		<b>Student Centered Transition Planning Activities</b>	
		<ul style="list-style-type: none"> <li>Attend annual IEP Meeting</li> </ul>	
<b>Age Appropriate Assessments</b>			
<ul style="list-style-type: none"> <li>Independent Skills Readiness Checklist</li> </ul>			



**Cory**

In his fifth year, Cory continued to build skills through structured activities, both on campus and in the community, with increased emphasis on independence and self-advocacy. Cory also engaged in learning experiences such as shopping with a budget, navigating community locations, and practicing public transportation safety. As part of his transition planning, Cory toured Day Treatment programs with Group Supported Employment services, where he was able to observe adults working in a structured, supportive environment. This DTA program includes a shop that features client-created artwork. Cory especially enjoyed visiting the wind chime crafting area.

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| <p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>English Connections 1 ✓</li> <li>English Connections 2 ✓</li> <li>English Connections 3 ✓</li> <li>English Connections 4 ✓</li> </ul> <p><b>FINE ARTS/CTE</b></p> <ul style="list-style-type: none"> <li>Art 1 ✓</li> <li>Art 2 ✓</li> </ul> <p><b>PHYSICAL EDUCATION</b></p> <ul style="list-style-type: none"> <li>Adaptive PE ✓</li> <li>Unified Sports ✓</li> </ul> <p><b>ELECTIVES</b></p> <ul style="list-style-type: none"> <li>Daily Living ✓</li> <li>Community Education ✓</li> <li>Functional Workplace Skills ✓</li> <li>Ceramics ✓</li> <li>Adaptive PE ✓</li> <li>Adaptive PE ✓</li> <li>Functional Workplace Skills ✓</li> <li>Community Education ✓</li> <li>Adaptive PE ✓</li> </ul> | <p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"> <li>World History/Geo Connections ✓</li> <li>US/AZ History Connections ✓</li> <li>US/AZ Gov &amp; Econ Connections ✓</li> </ul> <p><b>MATH</b></p> <ul style="list-style-type: none"> <li>Connected Algebra Applications ✓</li> <li>Algebra Connections ✓</li> <li>Geometry Connections ✓</li> <li>Financial Math Connections ✓</li> </ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>Physical Science Connections ✓</li> <li>Life Science Connections ✓</li> <li>Earth Science Connections ✓</li> </ul> <p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>Functional Health Education ✓</li> </ul> <p><b>ELECTIVES CONT'D</b></p> <ul style="list-style-type: none"> <li>Art 1 ✓</li> <li>Daily Living Skills ✓</li> <li>Community Education ✓</li> </ul> |
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**Age Appropriate Assessments**

- Independent Skills Readiness Checklist

<b>Coordinated Activities - Year 5</b>	
<b>Instruction</b>	<ul style="list-style-type: none"> <li>Develop fine motor and creative skills through classroom art projects, aligned with his interest in crafting</li> <li>Participate in lessons using visuals or video clips about community jobs and work expectations.</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>Learn bus safety, reading visual bus schedules, and riding with a support person to familiar destinations.</li> <li>Research social events at near by rec centers such as Tempe, ARC</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>Participate in community-based volunteer roles with support (e.g., food bank, library)</li> <li>Tour and shadow at Day Treatment program with Group Supported Employment</li> </ul>
<b>Related Service</b>	<ul style="list-style-type: none"> <li>Maintain contact with DDD Case Manager</li> </ul>
<b>Independent Living</b>	

**Student Centered Transition Planning Activities**

- Attend annual IEP Meeting



**Cory**

During high school, Cory made steady progress toward his individual goals with the support of his special education team, family, and outside agencies. His coursework and daily activities were designed to support his development in functional academics, independent living, and vocational skills. Cory's educational program was intentionally structured to align with his post-secondary needs and interests, particularly in hands-on creative activities such as arts and crafts. In addition to his classes, Cory participated in student-centered transition activities, including community-based instruction, functional job tasks, and practice with daily living skills in real-world settings.

With consistent guidance and collaborative support, Cory gained valuable experience that has prepared him for his transition into an adult day program. His engagement in creative tasks and community activities helped build the confidence and skills needed for meaningful adult participation and continued growth beyond high school.

<b>Eligibility</b>	<b>Post Secondary Goal</b>
Autism, MOID, Speech	Craft Artist- Handmade Goods
<b>Post Secondary Plan</b>	<b>Work and Volunteer Experiences</b>
<input type="checkbox"/> Competitive Employment <input checked="" type="checkbox"/> Group Supported Employment <input checked="" type="checkbox"/> Day Treatment Centers for Adults <input type="checkbox"/> Vocational School or Training <input type="checkbox"/> College <input type="checkbox"/> Military	<input checked="" type="checkbox"/> Student Enterprise <input type="checkbox"/> Work Adjustment Training <input checked="" type="checkbox"/> Community Volunteer
<b>Aligned Courses</b>	<b>Transportation</b>
Art 1 & Art 2 Functional Workplace Skills Daily Living Skills Community Education	<input type="checkbox"/> City Bus <input type="checkbox"/> Walk <input checked="" type="checkbox"/> Parent or family member <input type="checkbox"/> Self (Drivers License) <input checked="" type="checkbox"/> Paratransit
	<b>Outside Agencies</b>
	<input checked="" type="checkbox"/> Department of Developmental Disabilities <input type="checkbox"/> Vocational Rehabilitation
	<b>Employed</b>
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Work Adjustment Training
	<b>Job Coach Needed</b>
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No