

Part 1: Postsecondary goals – This section states the student’s specific postsecondary goal(s).

Postsecondary Area	NA	Postsecondary Goal
Training	NA	
Education		Upon completion of high school, I (Chase) will attend a building trades program for building and carpentry.
Employment		Upon completion of high school, I (Chase) will work part-time in the building trades field until I finish the program, then I will work full-time in a related position.
Independent living , if appropriate		Upon completion of high school, I (Chase) will live at home until I finish the building trades program and will be responsible for my car and laundry.

Part 2: Summary of Performance: This section includes information on academic achievement and functional levels of performance. Next to each specified area, complete the student’s present level of performance and the accommodations, assistive technology and supports that were **provided** in high school to assist the student in achieving progress.

Academic Achievement and Functional Performance	Present Level of Performance (grade level, strengths, preferences, interests)	Accommodations, Assistive Technology and Supports Provided in the Area
Reading (basic reading/ decoding, comprehension and speed)	At the time of this SOP, Chase was reading at the 10 th grade level on 2-page texts, but his comprehension falls to 8 th grade level on longer texts due to his processing speed/fluency. Chase frequently listens to recorded books while reading along with text to help him understand larger words. He is able to read and understand directions for construction projects and all functional reading, such as reading street signs, the newspaper, forms, etc.	Use planner to track assignments Study guides Adapted text/material/recorded material Extended Time for completion of test & lengthy reading Check often for understanding/review
Math (calculation, algebraic problem solving, quantitative reasoning)	At the time of this SOP, Chase was doing calculations and problem solving at the 9 th grade level with a calculator (4 th grade level without a calculator). Chase understands how to solve problems using equations but is not always able to explain how to apply that information without a diagram of the problem.	Use planner to track assignments Study guides Adapted material with diagrams Calculator for all calculations Check often for understanding/review
Written Language (written expression, spelling)	At the time of this SOP, Chase was using written language at the 11 th grade level when typing assignments on a computer. He is able to accurately fill out job and college applications and write legibly.	Use planner to track assignments Allow student to record or type assignments Provide structured time for organization of materials
Functional Performance (e.g. general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment)	At the time of this SOP, Chase was able to problem-solve effectively, stay focused and organized on tasks, communicate with teachers and peers, behave in a socially acceptable way, maintain friendships, and be a self-advocate. He is talking with his parents about the possibility of living on his own after he	

	finishes the building trades program.	
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Part 3: Recommendations to assist the student in meeting postsecondary goal(s) (see Part 1) – This section presents recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in postsecondary goals.

Postsecondary Area	NA	Recommendations to Assist the Student in Meeting Postsecondary Goals
Training	NA	
Education		<p>Assist Chase in preparing for building trades program.</p> <p>Seek information & support from the Disability Support Services office at Vo-Tech.</p> <p>If the building trades program allows accommodations, it would be beneficial for Chase to be allowed the following accommodations: Study guides, Calculator for all computation, Allow student to record or type assignments, and Extended Time for completion.</p> <p>Walk through Vo-Tech application and registration process with Chase.</p>
Employment		<p>Provide on-the-job training and support when Chase enters the workforce.</p> <p>Practice completing job applications and interviewing skills.</p> <p>Consider internship opportunities to learn more about work in building trades professions.</p>
Independent Living		<p>Monitor regular car maintenance such as: oil changes, tire pressure, routine tune-ups.</p> <p>Practice laundry, food, cooking, and clothing at home.</p> <p>Access community agencies and resources as needed for services.</p>