

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: Sherrie Brown

SSID: 0000002

School(s): Western Gorge High School

Grad Year: 2021

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 creative. I love art classes and learning about computers
- I know that the strategies that are helpful for me are guided notes, calculators and brainstorming activities for writing
- I want to live in an apartment in a big city and find a job where I can be artistic.
- I am good at art, computers, drama and I like learning more about science
- I want to take more art and computer classes in high school
- My dream job would be to be an animator for Pixar Films

High School:

- I have a great memory. I love work that allows me to think creatively to solve a problem.
- I know that the strategies that help me be successful are to use a tape recorder during lectures, to have a calculator for math and use a graphic organizer for writing.
- I value creativity and finding new ways and innovative solutions to problems
- My dream is to learn more about computer design and become a graphic designer.
- I bring skills in photography, photo editing (including Adobe Photoshop), and using the Microsoft Suit to create products

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. Graphic Designer
2. Computer Programmer
3. Animator
- 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:
- ☐ Apprenticeship
- ☐ Military (enlist)
- ☒ Specialty or Career College : [an Art Institute to study graphic design \(See IEP Transition Plan\)](#)
- ☐ 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:
- ☐ Apprenticeship
- ☐ Military (enlist)
- ☐ Specialty or Career College
- ☐ Technical College
- ☒ Two-year College ([study graphic design](#))
- ☐ Four-year College (includes ROTC and Military Academies)
- ☐ Other:

MY ACADEMIC COURSE PLANNER¹



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
English Credits required for Graduation = 4	English 9 (1.0)	English 10 (1.0)	<i>English 11 (1.0)</i>	<i>Creative Writing (1.0)</i>
Mathematics Credits required for Graduation = 3	Algebra I (1.0)	Geometry (1.0)	<i>Algebra II (1.0)</i>	
Science Credits required for Graduation = 3	Physical Science (1.0)	Biology (1.0)		<i>AP Computer Science Principles (1.0)</i>
Social Studies Credits required for Graduation = 3		World History (1.0)	<i>US History (1.0)</i>	<i>Civics (0.5)</i> <i>Psychology (0.5)</i>
Health and Fitness Credits required for Graduation = 2	PE (0.5) Health (0.5)	Fitness for Life (1.0)		
Arts or PPR Credits required for Graduation = 2	<i>Visual Communications (1.0)</i>	<i>Media Arts/Web Design Technology (1.0)</i>		
World Language or PPR Credits required for Graduation = 2			<i>Commercial Art (1.0)</i>	<i>CAD Drafting and Design (1.0)</i>
Career Technical - CTE Credits required for Graduation = 1	<i>Graphic Design (1.0)</i>			
General Electives Credits required for Graduation = 4	Advisory (0.25)	Advisory (0.25)	<i>Advisory (0.25)</i> <i>Yearbook 1 (1.0)</i> <i>Computer Application (1.0)</i>	<i>Advisory (0.25)</i> <i>Yearbook II (1.0)</i> <i>Personal Finance (1.0)</i>
TOTAL CREDITS: 24	6.25	6.25	6.25	6.25

Graduation requirements may vary. Please note:

- Local Graduation Requirements: In the first column make sure the total 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)

¹ All CTE courses (indicated in red) provided in this example have the potential to meet the Industry Recognized Credential (IRC) or dual credit opportunity requirement of CTE graduation pathways. (For professional guidance only)

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.

- | | |
|--|---------------|
| <input checked="" type="checkbox"/> Transcript/Progress Review with my School Counselor/Advisor/Case Manager | Date: 4/20/16 |
| <input checked="" type="checkbox"/> Transcript/Progress Review with my School Counselor/Advisor/Case Manager | Date: 4/20/17 |
| <input checked="" type="checkbox"/> Transcript/Progress Review with my School Counselor/Advisor/Case Manager | Date: 4/19/18 |
| <input checked="" type="checkbox"/> Transcript/Progress Review with my School Counselor/Advisor/Case Manager | Date: 4/19/19 |
| <input type="checkbox"/> Transcript/Progress Review with my School Counselor/Advisor/Case Manager | Date: |
| <input type="checkbox"/> Transcript/Progress Review with my School Counselor/Advisor/Case Manager | Date: |

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.

- | | |
|--|---------------|
| <input checked="" type="checkbox"/> Academic Progress Review and Course Selection (SLC/IEP Team Meeting) | Date: 4/20/16 |
| <input checked="" type="checkbox"/> Academic Progress Review and Course Selection (SLC/IEP Team Meeting) | Date: 4/20/17 |
| <input checked="" type="checkbox"/> Academic Progress Review and Course Selection (SLC/IEP Team Meeting) | Date: 4/19/18 |
| <input checked="" type="checkbox"/> Academic Progress Review and Course Selection (SLC/IEP Team Meeting) | Date: 5/03/19 |
| <input type="checkbox"/> Academic Progress Review and Course Selection (SLC/IEP Team Meeting) | Date: |
| <input type="checkbox"/> Academic Progress Review and Course Selection (SLC/IEP Team Meeting) | Date: |

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: Graphic designer and Computer Programmer

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

- | | | | |
|--|---|---|-----------------------------------|
| <input type="checkbox"/> On-the-job training | <input type="checkbox"/> Tech College/Program | <input checked="" type="checkbox"/> Specialty or Career College | <input type="checkbox"/> Military |
| <input type="checkbox"/> Apprenticeship | <input type="checkbox"/> 2-year college | <input type="checkbox"/> 4-year college | |
| <input type="checkbox"/> Other: | | | |

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

Course(s) Replacing World Language (up to 2.0 credits): **Commercial Art (1.0) and CAD Drafting and Design (1.0)**

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



The Personal Pathway Requirements classes of Commercial Art and CAD Drafting connect to my post-secondary goal of obtaining a job as a graphic designer. I also want to learn more about computer science and mechanical drafting as these may be a secondary career of interest for me.

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 checked="" type="checkbox"/> CTE Course Sequence ² <i>[Does <u>not</u> need to meet specific standards for ELA and/or math; 2.0 total credits minimum]</i>	Career(s) of interest: Graphic Designer (in progress) Course #1 Visual Communications Credit 1.0 Course #2 Media Arts/Web Design Technology Credit 1.0 Career(s) of interest: Computer Programmer (planned) Course #1 Computer Application Credit 1.0 Course #2 AP Computer Science Principles Credit 1.0
<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 <input type="text"/> Grade <input type="text"/> Course <input type="text"/> Grade <input type="text"/> Exam <input type="text"/> Score <input type="text"/> Exam <input type="text"/> Score <input type="text"/>
<input type="checkbox"/> SBA / <input type="checkbox"/> WA-AIM (check which one)	<input type="checkbox"/> Math Score <input type="checkbox"/> ELA Score
<input type="checkbox"/> Transition Course (E) <input type="checkbox"/> Transition Course (M)	Course <input type="text"/> Grade <input type="text"/> College (articulation agreement) Course <input type="text"/> 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 enroll in a specialty college or art institute to study graphic design. I would like to obtain job in graphic design. By taking a CTE course sequence, I will build my skills, learn more about both computer programming and graphic design fields and be ready for technical school after I graduate.

² It is important to note that Sherrie has multiple combination of CTE course sequences within the same CTE pathway/program area that could be used to satisfy the CTE course sequence graduate pathway. *(For professional guidance only)*

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. (Ex: *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 TRACKER



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

I am a motivated young adult who demonstrates strong work ethic and creative ability and aim to apply my graphic design skills and artistic drive as a summer intern at your company. I will leverage by experience as an artist and graphic designer to contribute to your company's goals and needs.

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

- Proficient in the Microsoft Suit in a variety of applications to create work products
- Skilled in photography and utilizing Photoshop and Adobe Creative Suite
- Detail driven artist whose graphic design work was featured in the Western Gorge Highschool Yearbook and Western Gorge Highschool website.

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

High school(s): Western Gorge Highschool

Diploma date: 6/10/2022

Related classes: Visual Communications, Graphic Design, Media Arts/Web Design Technology

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?
Yearbook Committee Editor	Volunteer-Western Gorge Highschool	September 2019-Current	Supported the development of the school yearbook by editing and organizing photos in alignment with yearbook themes.
Logo Designer	Volunteer-Western Gorge Highschool	Project: September of 2020	Worked collaboratively with both school staff and club members to design the logo for Robotics Club. This was featured on club shirts, the yearbook and on the team website.
Volunteer	Busy Bee Child Development Center	September 2018-May 2019	Worked primarily with preschool age children to provide to childcare and deploy enrichment activities to support child growth.

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:

Date:

1. If applicable, the colleges I am most interested in attending with their financial aid deadlines are:

College: Art Institute of Western Washington Priority Deadline: To be determined, 2021

College: Art Institute of Western Gorge Priority Deadline: To be determined, 2021

College: Eastern Community College Priority Deadline: To be determined, 2021

2. If I need help figuring out or applying for financial aid, the trusted adult I will talk to is: Mary Jones

3. I can also get help at my school's Financial Aid Advising Day on:

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:

ACADEMIC INTERVENTIONS AND SUPPORTS



For students who haven't yet met standard on the 10th grade statewide assessment in ELA and/or math, additional support to ensure readiness for a meaningful first step after high school must be provided. Any interventions, supports, or specific courses being considered as ways to help you meet high school graduation requirements must be consistent with your educational and career goals. Options **may** include (but are not limited to):

Priority class choices or schedule changes
1:1 support for "on track" graduation plan
Academic interventions with frequent progress checks
Social/emotional supports
Dual credit course(s)
Career and technical equivalency course(s)
Transition course(s)
Credit recovery course(s)

Locally determined courses with qualifying assessments
Remedial course(s)
Tutoring/Mentoring
Parent/guardian/teacher/school counselor conference
Attendance contract
Extended school day opportunity
Summer school

MY ACADEMIC INTERVENTIONS AND SUPPORTS

I plan to graduate using a CTE course sequence graduation pathway. Based on my state test scores from my freshman year I do not need any additional interventions and supports at this time.

Chosen Strategy:	Timeline:	Result:
Tutoring after school 1x per week	Freshman year	By getting help with writing and reading comprehension, I passed my 9 th English class with a C+.
Tutoring after school 2x per month	Sophomore year	By getting help with writing and reading comprehension, I passed my 10 th English class with a B- in the first semester.
1:1 support for "on track" graduation plan	Monthly check-in with case manager during Advisory	During monthly check-in's we look at all my grades to make sure I've got all my work turned in and to see if anything needs to be made up or retaken; So far, I'm passing all my classes with at least a C

ADDITIONAL REQUIREMENTS FOR 8TH GRADE STUDENTS

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

8th GRADE STUDENTS WHO HAVE NOT EARNED A LEVEL 3 ON THE MIDDLE SCHOOL STATE ASSESSMENT IN MATH

High school students who earned a middle school math state assessment score below Level 3 must take a math course in both 9th and 10th grades. The planned courses may include career and technical education equivalencies in math, if in alignment with your post-high school goals.

- ☐ Planned 9th grade math course:
- ☐ Planned 10th grade math course:
- ☐ Complete a Student Learning Plan before entering 9th grade
(<http://www.k12.wa.us/studentlearningplan/default.aspx>)

For your parent/guardian:

By signing below (which is **optional**), I acknowledge that my son/daughter needs to take math, or an appropriate CTE equivalent course, in 9th and 10th grades. I also recognize that additional academic interventions and supports may be proposed to ensure my son/daughter is prepared to meet state and local graduation requirements.

Parent/Guardian Signature: **Date:**

Possible future implications for the third credit of math and science

For your academic course planning, if math and/or science are courses in which you may struggle, be aware that your third credit of mathematics and third credit of science can be somewhat flexible but must be aligned with your career interests and post-high school plan. In addition, your parent(s) or guardian(s) and/or the school counselor or principal must agree with your course choices for these specific credits.

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/careertech/pubdocs/ProgramsofStudyandApprenticeshipAlignmentGrid.pdf>
- **CTE Programs of Study:** <http://www.k12.wa.us/careertech/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://readysetgrad.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>

EXCERPT: INDIVIDUALIZED EDUCATION PROGRAM (WITH SECONDARY TRANSITION)

Student name: Sherrie Brown Date of IEP meeting: 4/19/2019
Student ID: 0000002 IEP annual review date: 4/17/2020
Eligibility category: Specific Learning Disability Evaluation Date: 4/01/2017
Primary language: English Birthdate: 02/05/2004 Age: 16 Grade: 10
District: Western Gorge Serving School: Western Gorge High School
Parent(s) name(s): Noah and Jayleen Brown 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:

Sherrie is currently a 10th grader. Her strengths are in the area of short and long-term memory and problem solving. Additionally, Sherrie excels at developing meaningful relationships with her peers and is very artistic and creative. Her learning disability in the areas of reading comprehension and written expression require specially designed instruction in the resource room and accommodations in her general education classes. Sherrie has a significant learning disability in reading (4.7) and writing (4.0). Her comprehension (with accommodations of recording and graphic organizers) is in the average range. Sherrie self-reports that it is much easier to comprehend when listening vs. when reading and during applied tasks and this is supported by classroom data. She is able to independently advocate for and utilize spellcheck, recording devices and word lists.

Academically, she maintained Bs with a C in Biology for the first semester of her 10th grade year. She met her IEP goals for her 9th grade year. She is currently earning As and Bs in her classes.

Sherrie is interested in graphic design and computer design. She wants to attend a vocational technical school, or an art institute. Sherrie's secondary program should be delivered in the general education setting with special education support and include CTE classes in graphic design, CAD, and Web design. She also needs to fulfill requirements in math and English. Sherrie's goal area should include:

- Academics: She continues to need services in reading and written language, including strategies and accommodations. She needs a tape recorder to record class lectures and demonstrations in her English, Biology, and CAD classes. She also needs a calculator for completing assignments, quizzes, and tests in her Algebra classes.
- Career: She would benefit from the CTE classes offered at the high school in art, design, computer design and technology.
- Community Experiences: Sherrie should explore training programs in her areas of interest. She would benefit from a work-based learning experience and/or internship in graphic design.

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

Sherrie's oral expression skills are also a strength as are her interpersonal skills. Sherrie volunteered at the Busy Bee Child Development Center during her 9th grade year. She worked primarily with the three-year-olds and her supervisor reported that she was dependable and reliable and related very well with the students. Additionally, Sherrie has communication and artistic ability have led to her exceeding expectations in the role of both yearbook committee editor and logo designer to assist with the development of the Western Gorge yearbook. According to Sherrie and her parents, she is independent at home and intends to pursue living on her own after graduation. She is athletic and is on the junior bowling league and enjoys rollerblading. Her PE teacher reports she is a leader in her PE class. She is also quite active in church activities outside of school at this time. She reports she plans to stay active in group activities (bowling, music, sport events) and independent activities (sewing, reading, roller-blading).

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

Sherrie's learning disability in the areas of reading comprehension and written expression requires specially designed instruction in the resource room and accommodations in her general education classes. She requires extended time on tests (English, Algebra, Biology, and World History classes). She will be provided with preferential seating in Algebra. She will be provided with digital recorded texts, study guide, and multiple choice or short answer tests rather than essay for all subjects. She may record lectures in across all subjects and use a calculator for Algebra.

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).
4. For a student with limited English proficiency, does the student have language needs?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, describe those needs as they relate to the student's IEP:
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, describe:
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, describe:

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?
AGE APPROPRIATE TRANSITION ASSESSMENTS (include results of informal and/or formal assessments including student's needs, strengths, preferences, and interests): <input checked="" type="checkbox"/> surveys/questionnaires <input type="checkbox"/> profiles/portfolios <input type="checkbox"/> vocational assessment(s) <input checked="" type="checkbox"/> interview(s) <input type="checkbox"/> other: _____	
According to surveys, questionnaires and student interviews conducted in March 2019: Strengths: <ul style="list-style-type: none"> Oral expression skills and interpersonal skills 	

- Short and long-term memory and problem solving
- Has natural leading tendencies and thrives in roles where she can support others
- Ability to independently advocate for and utilize spellcheck, recording devices and word lists
- Art and tasks which require creativity
- Using computers to create art and graphics
- Very career oriented and driven to improve her skillsets in computers, art and graphic design

Preferences:

- The option to listen to materials rather than read them
- Working with others
- Being a leader in activities
- To work at a job where she is able to be creative and create visual products
- To live independently upon graduating for high school

Interest:

- Athletics (bowling, rollerblading)
- Yearbook Committee
- Graphic design, art and computers
- Being active in church activities
- Attending sporting events
- Sewing and reading

Needs:

- Ability to record lectures and demonstrations
- Graphic organizers
- Access to a calculator for math classes and content
- Extended time on tests
- Preferential seating during math tasks
- Digital recorded texts
- Study guides
- Multiple or short answer tests rather than essay

Sherrie is interested in computers and graphic design. She took the ASVAB on 3/19/2019 and demonstrated mechanical aptitude. Her art teacher said that she is talented (Grade: A). She is currently learning Media Arts/Web Design Technology and her teacher reports she is exceeding task expectations (Grade: A). She also exceeded task expectations in Graphic Design and Visual Communication courses in her freshman year.

Sherrie would like to attend a technical college or an art institute to study graphic design. She will need instruction, work-based training, and community experiences to prepare for this goal. Sherrie needs the opportunity to explore technology that will allow her to fully access computer graphic design. Sherri needs to meet with the DVR counselor her senior year for intake purposes. She and her family should receive information about DVR this year to better understand and access the agency.

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

Measurable Postsecondary Goal(s) <i>(What the student will do <u>after</u> graduation from high school in the area of education/training)</i>	After graduation, Sherrie will enroll in a technical college or an art institute to study graphic design.	
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 #
Practice and support to fill out applications to technical colleges	Special Education and General Education Staff	Goal 1, 3, 4
Practice and Support to draft and revise a resume	Special Education and General Education Staff	Goal 1, 3, 4

ACT testing and accommodations	School Staff	N/A
Visit three technical colleges or art institutes and apply to school(s) of her choice no later than 12/1 of her senior year	Special Education and General Education Staff	N/A
Apply for all possible financial aid and vocational rehabilitation eligibility for tuition assistance	Sherrie and parents will be supported by Special Education and General Education Staff	N/A

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

Measurable Postsecondary Goal(s) <i>(What the student will do <u>after</u> graduation from high school in the area of employment)</i>	After graduation, Sherrie will be employed as a graphic designer.	
Transition Services <i>(list Transition Services related to Employment, including IEP goal number(s) if applicable)</i>		
Transition Service	Staff/Agency Responsible	IEP Goal #
Three job shadow experiences in graphic design company.	Special Education and General Education Staff	N/A
Job preparation skills and review	Special Education and General Education Staff	N/A

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)*

Grade 9: English 9, Algebra 1, Physical Science, PE, Health, Visual Communications, Graphic Design, Advisory
Grade 10: English 10, Geometry, Biology, PE, World History, Fitness for Life, Media Arts/Web Design Technology, Advisory
Grade 11: English 11, Algebra II, PE, US History, Commercial Art, Computer Application, Advisory, Yearbook 1 Grade
12: Creative Writing, Personal Finance, AP Computer Science Principles, Civics, Psychology, CAD Drafting and Design, Advisory, Yearbook 2

Sherrie will utilize a CTE course sequence as her graduation pathway.

- She is working towards completing a skills and technical CTE course sequence through her successful completion of Visual Communication and Media Arts/Web Design Technology courses, this is anticipated to be complete at the end of 2019.
- She is also working towards the completion of a second CTE course sequence in business and marketing by obtaining a passing grade in Computer application and AP Computer Science Principles courses by the end of her senior year.

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: Comprehension Goal #1	By 4/17/2020, when given a literary passage, assistive technology (audio) and a graphic organizer Sherrie will verbally explain the relationship between: characters, plot, setting, tone, point of view and theme from 45% to 85% accuracy.	As measured by teacher data, reviewed weekly
Reading: Decoding Unfamiliar words Goal #2	By 4/17/2020, using teacher-selected fiction and nonfiction samples, Sherrie will increase her ability to decode unfamiliar words from 40% to 80% accuracy on three consecutive trials.	As measured by teacher data, reviewed weekly
Written Expression: Writing Goal #3	By 4/17/2020, when given a prompt, Sherrie will utilize a graphic organizer to independently use the five-step writing process to write a three-paragraph narrative, descriptive or expository essay with main ideas and supporting details, increasing accuracy from 60% to 80% accuracy on a teacher made writing rubric for 4 out of 5 consecutive work samples.	As measured by teacher data, reviewed weekly
Written Expression: Writing Goal #4	By 4/17/2020, when given a writing prompt, Sherrie will utilize correct grammar mechanics, increasing accuracy from 64% to 80% accuracy on a teacher made grammar rubric for 4 out of 5 consecutive work samples.	As measured by teacher data, reviewed weekly

ACCOMMODATIONS AND MODIFICATIONS

Subject		Accommodations/ Modifications Needed		Subject		Accommodations/ Modifications Needed		POINTS TO CONSIDER: • The IEP team makes the determination of what modifications and individual accommodations are necessary for the student. • Copies of this page should be provided to the general education teacher(s) or other staff who will be responsible for making these accommodations. • Accommodations provided on state and districtwide assessments (as noted on the previous page) should be those that are provided as part of the regular instructional program.	
Presentation				Setting					
		Use large print/Braille/audio books				Individualized/small group instruction			
a		Audio Digital Books		e		Preferential seating			
		Alter format of materials (<i>highlight, type, spacing, color-code, etc.</i>)				Reduce environmental distractions (<i>test/study in separate location, noise buffers, etc.</i>)			
a		Provide study outlines/guides/graphic organizers				Other:			
		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		e		Allow dictation to a scribe			
		Shortened assignments		c, f, h, m		Allow use of a calculator			
		Limited multiple choice				Allow use of digital recordings			
		Modify/repeat/model directions				Utilize oral responses to assignments/assessments			
		Rephrase test questions and/or directions				Spelling and grammar check			
c, e, f, h		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: Multiple choice rather than essay tests				Behavior plan/contract			
Timing/Scheduling						Provide daily assignment list/schedule			
		Prior notice of assignments/assessments				Modified grading (<i>describe below</i>):			
		Extra time to complete assignments							
		Modify student's schedule (<i>describe below</i>):				Other: Adult Proximity			
						Other: Allow movement breaks and standing while working			
c, e, f, h		Extra time on assignments/assessments				Other: Token Economy and positive reward system			
		Allow breaks (<i>during work, between tasks, during testing, etc.</i>)				Other: Social Stories			
a		Other: Tape recorder to record class lectures				Other: School/Home Communication System (daily)			
a. All subjects		e. Math		i. Health		m. Vocational		p. Extracurricular Activities	
b. Reading		f. Science		j. Economics		n. Lunch/Recess		q. Other:	
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>					
Reading	4/19/2019	175 Minutes Weekly	Special Education	4/17/2020	Special Ed Teacher
Writing	4/19/2019	175 Minutes Weekly	Special Education	4/17/2020	Special Ed Teacher
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>					

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

<i>Noah Brown</i>	<i>Jayleen Brown</i>
Parent/Guardian	Parent/Guardian
<i>Sherrie Brown</i>	<i>Mary Jones</i>
Student	Special Education Teacher
General Education Teacher	<i>Michael Robinson</i>
<i>Tammy Watson DVR Counselor</i>	District Representative
Name/Title	Name/Title

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