FERNDALE HIGH SCHOOL · TRANSITIONS



My Transitions Portfolio

My Skills. My Plan. My Future.

The skills I build, the work I'm proud of, and my plan for life after high school, at work, at home, and in my community.

Vocational · Daily Living · Personal Life · Community · Take With Me

Name: _____

Table of Contents

Name: _____

Front pocket: cover · this table of contents. **Every tab** starts with a section title page, then the skills checklist for that section, then sub-sections A, B, and C. Newest work goes at the back of each sub-section.

Tab	Section and units	Sub-sections (what goes in each)
💼 **Tab 1**	**Vocational** Unit 4: Employment & Career Exploration Unit 5: Financial Literacy & Money	**1A** My Resume & Job Interests: Growing resume, job interest surveys, career research **1B** Work Practice: Class and school job tasks (Job Try-Out Passport), volunteering, community job training, job tours, mock interviews **1C** Money Skills: Class Store work, needs vs. wants, budgets, Smart Shopper price comparisons
🏠 **Tab 2**	**Daily Living** Unit 2: Independent Living Skills	**2A** Home Care Skills: My Clean-Up Routine, Room 113 Reset Crew schedule, laundry and kitchen task strips **2B** Phone & Getting Ready: Phone practice (call, text, message), clothing for weather and events, morning routines **2C** Safety at Home & Work: Emergency plan practice, appliance safety, safe-or-not sorts, workplace safety rules
💛 **Tab 3**	**Personal Life** Unit 1: Self-Advocacy & Goal Setting Unit 3: Health, Wellness & Relationships	**3A** All About Me: One-Page Profile, Goal Board, IEP prep and student-led IEP practice **3B** Health & Wellness: My Healthy Day strip, health routine plan, weekly meal-plan board **3C** Feelings, Friends & Choices: Emotion check-ins, boundaries, relationship skills, rights and responsibilities, decision steps
🚌 **Tab 4**	**Community** Unit 6: Community Navigation & Mobility	**4A** Getting Around: My Safe Route map, sign book, WTA bus trip plans, transit app practice **4B** Shopping & Eating Out: Shopping lists, store trip notes, ordering and paying practice **4C** Fun in My Community: Recreation and leisure choices, full outing plans (route, times, budget)
🎓 **Tab 5**	**Take With Me** All units: Finished work for graduation	**5A** Final Resume & Best Work: Final resume, top Best Work pages, completed skills checklists **5B** My Transition Info: Student-friendly transition plan summary and goals (no full IEP documents) **5C** My Contacts: School, family, agency, and job contacts I may need after graduation

How my binder grows: Transitions is a two-year class. Each unit adds new work to its section. At the end of each year I rate my skills checklists. Before graduation, I move my strongest pieces into Tab 5, Take With Me.



TAB 1

Vocational

Unit 4: Employment & Career Exploration · Unit 5: Financial Literacy & Money

Proof of what I can do at work and with money: my resume, job try-outs, interview practice, and money projects.

Part		What goes here
1A	📄	**My Resume & Job Interests** Growing resume, job interest surveys, career research
1B	🧰	**Work Practice** Class and school job tasks (Job Try-Out Passport), volunteering, community job training, job tours, mock interviews
1C	💵	**Money Skills** Class Store work, needs vs. wants, budgets, Smart Shopper price comparisons

Section log

Each time you add something to this section, write it here.

Date	What I added	Part (A/B/C)



TAB 2

Daily Living

Unit 2: Independent Living Skills

Skills for running a home and getting through the day: cleaning, laundry, the phone, clothing, and staying safe.

Part		What goes here
2A	🧽	**Home Care Skills** My Clean-Up Routine, Room 113 Reset Crew schedule, laundry and kitchen task strips
2B	📱	**Phone & Getting Ready** Phone practice (call, text, message), clothing for weather and events, morning routines
2C	🦺	**Safety at Home & Work** Emergency plan practice, appliance safety, safe-or-not sorts, workplace safety rules

Section log

Each time you add something to this section, write it here.

Date	What I added	Part (A/B/C)



TAB 3

Personal Life

Unit 1: Self-Advocacy & Goal Setting · Unit 3: Health, Wellness & Relationships

Who I am, what I need, and how I take care of myself and my relationships.

Part		What goes here
3A	🌟	**All About Me** One-Page Profile, Goal Board, IEP prep and student-led IEP practice
3B	🍎	**Health & Wellness** My Healthy Day strip, health routine plan, weekly meal-plan board
3C	🤝	**Feelings, Friends & Choices** Emotion check-ins, boundaries, relationship skills, rights and responsibilities, decision steps

Section log

Each time you add something to this section, write it here.

Date	What I added	Part (A/B/C)



TAB 4

Community

Unit 6: Community Navigation & Mobility

Getting around Ferndale and beyond, shopping, eating out, and finding things to do.

Part		What goes here
4A		**Getting Around** My Safe Route map, sign book, WTA bus trip plans, transit app practice
4B		**Shopping & Eating Out** Shopping lists, store trip notes, ordering and paying practice
4C		**Fun in My Community** Recreation and leisure choices, full outing plans (route, times, budget)

Section log

Each time you add something to this section, write it here.

Date	What I added	Part (A/B/C)



TAB 5

Take With Me

All units: Finished work for graduation

The finished pieces I carry to my next step after graduation: job, training, program, or other.

Part		What goes here
5A	🏆	**Final Resume & Best Work** Final resume, top Best Work pages, completed skills checklists
5B	🧭	**My Transition Info** Student-friendly transition plan summary and goals (no full IEP documents)
5C	📇	**My Contacts** School, family, agency, and job contacts I may need after graduation

Section log

Each time you add something to this section, write it here.

Date	What I added	Part (A/B/C)

💼 Skills Checklist: Vocational

Name: _____

At the end of each school year, check one box for each skill. ○ Not yet ◐ Working on it ● I can do it

Year 1 and Year 2 mean *my* first and second year in Transitions. Talk with your teacher about your ratings.

#	Can-do statement	End of Year 1 Date: _____			End of Year 2 Date: _____		
		○	◐	●	○	◐	●
1	I complete a job task using a task card or checklist without reminders. Employment	☐	☐	☐	☐	☐	☐
2	I arrive on time and ready to work. Employment	☐	☐	☐	☐	☐	☐
3	I politely ask a supervisor for help or to explain a direction. Employment	☐	☐	☐	☐	☐	☐
4	I meet workplace hygiene and dress expectations. Employment	☐	☐	☐	☐	☐	☐
5	I can name three jobs that match my interests and strengths. Employment	☐	☐	☐	☐	☐	☐
6	I add new skills and experiences to my resume. Employment	☐	☐	☐	☐	☐	☐
7	I answer common questions in a mock interview. Employment	☐	☐	☐	☐	☐	☐
8	I fill out a practice job application. Employment	☐	☐	☐	☐	☐	☐
9	I solve a simple workplace problem and explain my choice. Employment	☐	☐	☐	☐	☐	☐
10	I count bills and coins to pay a set amount and check my change. Money	☐	☐	☐	☐	☐	☐
11	I sort spending into needs and wants and make a simple budget. Money	☐	☐	☐	☐	☐	☐
12	I compare prices to find the better deal. Money	☐	☐	☐	☐	☐	☐
13	I explain how to keep a debit card and PIN safe. Money	☐	☐	☐	☐	☐	☐

Next skill I will work on / teacher note:

_____

_____

🏠 Skills Checklist: Daily Living

Name: _____

At the end of each school year, check one box for each skill. ○ Not yet ◐ Working on it ● I can do it

Year 1 and Year 2 mean *my* first and second year in Transitions. Talk with your teacher about your ratings.

#	Can-do statement	End of Year 1 Date: _____			End of Year 2 Date: _____		
		○	◐	●	○	◐	●
1	I hand-wash, rinse, and dry dishes, following every step. Kitchen	☐	☐	☐	☐	☐	☐
2	I load, run, and unload a dishwasher. Kitchen	☐	☐	☐	☐	☐	☐
3	I use small appliances (microwave, toaster) safely. Kitchen	☐	☐	☐	☐	☐	☐
4	I sweep and mop a floor, covering the whole area. Cleaning	☐	☐	☐	☐	☐	☐
5	I clean and sanitize surfaces in the right order. Cleaning	☐	☐	☐	☐	☐	☐
6	I sort, wash, dry, and fold laundry. Laundry	☐	☐	☐	☐	☐	☐
7	I make a bed and keep my space organized. My space	☐	☐	☐	☐	☐	☐
8	I follow a daily or weekly home routine using a checklist. Routines	☐	☐	☐	☐	☐	☐
9	I use a phone to call, text, or leave a message for a real reason. Phone	☐	☐	☐	☐	☐	☐
10	I choose clothes that fit the weather and the event. Clothing	☐	☐	☐	☐	☐	☐
11	I know my emergency plan and who to contact. Safety	☐	☐	☐	☐	☐	☐

Next skill I will work on / teacher note:

_____

_____

💛 Skills Checklist: Personal Life

Name: _____

At the end of each school year, check one box for each skill. ○ Not yet ◐ Working on it ● I can do it

Year 1 and Year 2 mean *my* first and second year in Transitions. Talk with your teacher about your ratings.

#	Can-do statement	End of Year 1 Date: _____			End of Year 2 Date: _____		
		○	◐	●	○	◐	●
1	I describe my strengths, needs, and how I learn best. Self-advocacy	☐	☐	☐	☐	☐	☐
2	I explain one or two of my accommodations and why they help. Self-advocacy	☐	☐	☐	☐	☐	☐
3	I set a goal and track my progress. Self-advocacy	☐	☐	☐	☐	☐	☐
4	I take part in my IEP meeting (share, ask, or lead a part). Self-advocacy	☐	☐	☐	☐	☐	☐
5	I use an assertive voice to ask for what I need. Self-advocacy	☐	☐	☐	☐	☐	☐
6	I know my basic rights at school and work and who I can ask. Rights	☐	☐	☐	☐	☐	☐
7	I follow a daily hygiene and self-care routine. Health	☐	☐	☐	☐	☐	☐
8	I make healthy food choices and can plan a simple meal. Health	☐	☐	☐	☐	☐	☐
9	I follow a medication or health routine with the right support. Health	☐	☐	☐	☐	☐	☐
10	I respect personal space and boundaries. Relationships	☐	☐	☐	☐	☐	☐
11	I name my emotions and use a coping tool. Feelings	☐	☐	☐	☐	☐	☐
12	I use decision steps: stop, think, choose. Decisions	☐	☐	☐	☐	☐	☐

Next skill I will work on / teacher note:

_____

_____

🚌 Skills Checklist: Community

Name: _____

At the end of each school year, check one box for each skill. ○ Not yet ◐ Working on it ● I can do it

Year 1 and Year 2 mean *my* first and second year in Transitions. Talk with your teacher about your ratings.

#	Can-do statement	End of Year 1 Date: _____			End of Year 2 Date: _____		
		○	◐	●	○	◐	●
1	I follow pedestrian safety rules at crosswalks and signals. Safety	☐	☐	☐	☐	☐	☐
2	I read and follow common community signs and symbols. Signs	☐	☐	☐	☐	☐	☐
3	I map a walking route from school to a place in town. Routes	☐	☐	☐	☐	☐	☐
4	I read a WTA bus schedule to plan a trip. Transit	☐	☐	☐	☐	☐	☐
5	I use a map or transit app to check a route. Transit	☐	☐	☐	☐	☐	☐
6	I use a shopping list to find items and check out. Shopping	☐	☐	☐	☐	☐	☐
7	I order food at a restaurant or counter and pay. Eating out	☐	☐	☐	☐	☐	☐
8	I show public manners: voice level, waiting in line, respect. Etiquette	☐	☐	☐	☐	☐	☐
9	I choose a recreation or leisure activity in my community. Leisure	☐	☐	☐	☐	☐	☐
10	I plan a full outing on paper: route, times, and budget. Planning	☐	☐	☐	☐	☐	☐
11	I know safe people and places to ask for help. Safety	☐	☐	☐	☐	☐	☐

Next skill I will work on / teacher note:

_____

_____

Skills Checklist: Take With Me

Name: _____

At the end of each school year, check one box for each skill. ○ Not yet ◐ Working on it ● I can do it

Year 1 and Year 2 mean *my* first and second year in Transitions. Talk with your teacher about your ratings.

#	Can-do statement	End of Year 1 Date: _____			End of Year 2 Date: _____		
		○	◐	●	○	◐	●
1	My final resume is updated and checked by a teacher. Resume	☐	☐	☐	☐	☐	☐
2	I chose my best work and wrote why each piece matters. Best work	☐	☐	☐	☐	☐	☐
3	My skills checklists have ratings from each year. Skills	☐	☐	☐	☐	☐	☐
4	My transition plan summary (goals after high school) is in this section. Plan	☐	☐	☐	☐	☐	☐
5	My contact list has school, family, agency, and job contacts. Contacts	☐	☐	☐	☐	☐	☐
6	I know where my important documents (ID, cards) are kept. Documents	☐	☐	☐	☐	☐	☐
7	I can explain my strengths and supports to a new employer or program. Self-advocacy	☐	☐	☐	☐	☐	☐
8	I can present my binder in a short talk. Sharing	☐	☐	☐	☐	☐	☐
9	I know my next step and who will help me get there. Next step	☐	☐	☐	☐	☐	☐
10	I keep my job application information ready to use. Applications	☐	☐	☐	☐	☐	☐

Next skill I will work on / teacher note:

_____

_____

My Growing Resume

Name: _____

Draft in pencil and update it after every job try-out, volunteer shift, or new skill. Write your name at the top. Add your contact information on the final copy that goes into Tab 5.

Career goal: The kind of work I want and why.

_____

Skills (check all I can show, then add my own)

☐ Arrives on time ☐ Follows multi-step directions ☐ Works with a team ☐ Uses a task checklist
☐ Asks for help when needed ☐ Keeps work area clean ☐ Handles cash ☐ Uses a computer/tablet
☐ Customer service ☐ Food prep/kitchen

_____ _____

Work experience (school jobs, job try-outs, community job training)

Dates	Job / place	What I did (start with an action word)

Volunteer and community experience

Dates	Organization / event	What I did

Education

Ferndale High School, Ferndale, WA
Transitions program · Expected exit: _____

Certificates and awards

_____

_____

Interests

_____

_____

References (ask permission first)

_____

_____

My Best Work

Name: _____

Date: _____

Title of my work: _____

Section: (circle) 💼 1 Vocational · 🏠 2 Daily Living · 💛 3 Personal Life · 🚌 4 Community · 🎓 5 Take With Me

Unit / project: _____

Attach the work here, or a photo of it.

Photos show the work only, never faces. If the work is too big, write where it is kept.

Why I chose this piece:

_____

_____

Skills I showed (match a checklist number, for example "Vocational #3"):

_____

Next time I would:

_____

Teacher comment:

_____