

**Individualized Education Program
Post Secondary Transition Plan, Page One**

Student Name: Jamarreo **IEP Meeting Date:** 5 / 1 / 10

Current Grade Level: 11 **Expected Date of Graduation:** 6 / 19 / 11

Evidence of involving student & related agencies:

Jamarreo was sent a letter inviting him to the IEP meeting on 4/1/10. He also attended. Susan Smith from Community College and Darren Duffy from Voc Rehab were also invited in writing via the notice of meeting. Jamarreo is 19 and gave consent to invite a community college rep and VR.

Age Appropriate Transition Assessments:

WAIS-R – 9/09 , Differential Aptitude test – 9/09 , Woodcock Johnson- 9/05, Audiological Report – 8/09, Career Planning Survey- 5/05, Work adjustment Inventory- 3/09

The results of these tests and surveys suggest Jamarreo has the potential of meeting his postsecondary goals of being a self-employed welder. These findings suggest that Jamarreo may need short-term academic or site specific training supports after graduation from high school as he transitions into a postsecondary educational setting and employment. Jamarreo has strengths and interests in the area of mechanical work and will likely be a serious, dedicated employee.

Definitions-

Measurable Post Secondary Goals- *A post secondary goal is a statement of the desired outcome for the student after leaving high school.*

Measurable Annual Transition Goals- *Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post secondary goals.*

Education and Training (Required)

Post Secondary Goal(s) for Education and Training (Required):

Upon graduation from high school, Jamarreo will attend Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

Annual Transition Goal(s) for Education and Training (Required):

Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the IEP.

Progress Review Dates

<i>10-31</i>	<i>11-5</i>	<i>3-30</i>	<i>6-22</i>
<i>S</i>			

List Transition Services related to Education and Training:

Social skills training, Instruction related to on the job safety, Self-determination training, Instruction related to safety in the workplace, Instruction related to workplace social behavior

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Employment (Required)

Post Secondary Goal(s) for Employment (Required):

Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in the automotive repair industry.

Annual Transition Goal(s) for Employment (Required):

Given a whole task instruction and a task analysis for repairing a corner panel to a car, Jamarreo will demonstrate the steps in the task analysis with 80% accuracy and no more than one verbal prompt weekly by the end of the first school semester.

Progress Review Dates

10-31	11-5	3-30	6-22
A			

List Transition Services related to Employment:

Community based instructional experiences related to construction work, Work-based instruction with a local welder.

Independent Living (as appropriate)

Post Secondary Goal for Independent Living:

After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others' safety.

Annual Transition Goal for Independent Living:

Given computer/video enacted role-plays of legal and illegal activities, Jamarreo will categorize activities with 80% accuracy by March of 2011.

Progress Review Dates

10-31	1-5	3-30	6-22
S			

List Transition Services related to Independent Living:

Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid), Mentor program through local YMCA/police department

Course(s) of Study: *A description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year.*

Requirement: List the course(s) of study needed to assist the student in reaching his/her post secondary goals or attach a list of courses. Course of study may also be listed in a narrative format.

For Jamarreo's upcoming 12th grade year the courses listed include: 1. English IV (1 Credit), 2. Mathematics, III (1 credit), 3. Science (1 Credits), 4. Demonstration of proficiency in state testing of computer skills, 5. Career/Technical (1 Credits) 6. Electives (1 Credits)

Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Voc Rehab will develop an individual rehab plan (IRP) to look at independent employment and post secondary education aptitudes, interests and preferences by December 2010.

If the student will be reaching age 17 during the duration of this IEP, he/she and their parents must have been notified, in writing, that parental rights will transfer to the student upon reaching the age of 18 .

If not completed in writing, please specify how they were notified: N/A

**Individualized Education Program
Multi-Year Plan (Alternative Credit Accrual Plan)**

Student Name: _____ **IEP Meeting Date:** ____/____/____

Document the alternative credit courses/programming necessary for the student to complete their graduation requirements.

School Year	Grade Level	Graduation Requirements the student can not master	Details as to why the student can not master the requirements	Alternative Course Or Activity
<i>2010-2011</i>	<i>10</i>	<i>Algebra I</i>	<i>Student's cognitive level prevents him from accessing the curriculum in a timely manner.</i>	<i>Life Skills Math</i>

When credits are being offered through a Multi-year Plan, this page must be signed by the superintendent or his designee.

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Superintendent or Designee Signature	Date