

# INDIVIDUALIZED EDUCATION PROGRAM: POSTSECONDARY TRANSITION PLAN

FORM I-8 (Rev. 5/13)

District: 0840 – Sample School

District: Sample

Name of Student: CARLOS MINE

WSN: 0000000000

Meeting Date: 2/18/2019

Date of Birth: 05/08/2005

PTP ID: 4030

## I. Meeting Attendance

CARLOS MINE attended the IEP Team meeting.

## II. Postsecondary Goals

The measurable postsecondary goals for CARLOS MINE are based on an age-appropriate transition assessment. The IEP Team reported the following methods and/or results of the transition assessment:

### Academic Career Plan/Xello:

Carlos completed the Matchmaker activities in Xello through the Academic Career Plan lessons in January 2019 in his 7th grade general education homeroom. Carlos' matchmaker had suggested careers of: Mechanic and Engineer. Carlos also participated in a job shadow at his uncle's car dealership on the school job shadow day. He said that he would like to find a job when he is in high school, he expressed interest in working at an auto garage.

### Learning Styles Assessment:

Carlos completed the [C.I.T.E. Learning Styles Inventory](#) and found that he is an Auditory/Visual/Kinesthetic learner and learns best through experiences. Carlos said that he would like to participate in a postsecondary schooling program that allows him "hands on" experiences.

Carlos participated in an informational interview with his Case Manager in January 2019

Carlos would like to own a home someday and eventually open his own auto service shop. He has also explored careers through a job shadow at his uncle's car dealership and at the school's career exploration days.

A health care assessment and review of medical records were completed through the local long-term support agency, family and school nurse. It was determined that Carlos would benefit from additional instruction in medical self-care to increase his medical independence to live with his diabetes.

### Parent Engagement Survey:

Carlos's parents completed the [NEW Parent Transition Survey in Spanish](#) in January 2019 to learn more about the preferences and thoughts they have regarding Carlos' future. They would like to see him attend college and have a happy life someday away from home. However, his parents do still worry about his medical care.

## Measurable postsecondary goal in the area of education or training:

After high school, CARLOS MINE will attend a technical/community college and earn an associate's degree, diploma, or certificate.

Additional information relevant to this goal includes:

Carlos has expressed an interest in mechanics. He is also interested in becoming a personal trainer. Carlos has expressed an interest in learning in a "hands on" way.

**Measurable postsecondary goal in the area of employment:**

After completing or obtaining postsecondary education or training, CARLOS MINE will be employed in the field of Science, Technology, Engineering & Mathematics - Science and Math - Automotive Service Technician & Mechanic.

Additional information relevant to this goal includes:

Carlos likes to help at his uncle’s auto garage and knows a great deal about cars. Carlos and his dad work together on the family truck. Carlos continues to show a strong interest in the time spent in this activity. Carlos's parents have expressed strong concerns regarding Carlos's current health condition and safety around machinery and in the auto mechanic career field.

**Measurable postsecondary goal in the area of independent living skills:**

After high school, CARLOS MINE will:

- maintain his health and fitness to control his diabetes independently.
- learn about and manage the required medication to control his diabetes.

**I. Annual Goals**

Annual goals that will help CARLOS MINE make progress toward meeting all the stated postsecondary goals can be found under the annual goals section of this IEP or appear below.

- Carlos will create a written snapshot for disclosing any health related concerns to the appropriate people in the community.
- Carlos will increase his skills in self-management of his diabetes as outlined in his individualized health care plan. This will be evidenced by monitoring and calculating his daily calories with 80% accuracy.
- Carlos will demonstrate self-advocacy skills by checking that meal items at lunch or during classroom food labs meet his dietary needs as evidenced by a completed food journal.
- Carlos will demonstrate self-advocacy skills by asking for needed supports for blood glucose monitoring, insulin storage and treatment.

**I. Transition Services**

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Work Readiness Social and Independent Living Skills Services for Home	Teach student communication skills (phone, email, social media)	2018-2019	Carlos, parents, school staff	
Work Readiness Social and Independent Living Skills Services for Home	Teacher student about meal planning, healthy choices, grocery shopping, and storing food safely.	2018-2019	Carlos, parents and school staff	
Job Exploration Counseling Services	Determine student’s skills and strengths related to work	2018-2019	Carlos and school staff	
Work Readiness Social and Independent Living Skills Services for Home	Teach student about any medications she/he is taking.	2019-2020	Carlos, parents	
Work Readiness Social and Independent Living Skills Services for Community	Figure out supports needed for student to be safe in the community	2019-2020	Carlos, parents, school staff	
Job Exploration and Counseling Services	Support student to explore career interests (Academic Career Planning (ACP))	2019-2020	Carlos, parents and school staff	
Post-Secondary and Higher Education Related Services		2019-2020		X
Work Based Learning Experiences	Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)	2019-2020	Carlos, school staff	
Work Readiness Social and Independent Living Skills Services for Community	Teach safety skills based on assessment (street crossing, strangers, emergencies)	2020-2021	Carlos, parents, and school staff	
Work Based Learning Experiences	Support to student to gather information needed for a job (social security card, address, birth certificate, state id, or drivers’ license, and work permit if under 16	2020-2021	Carlos and school staff	

Additional information related to transition services:

Carlos has expressed an interest in working in the fitness area or a mechanic. The team chose these transition services due to his diabetic care along with a possible career goal.

Additionally, Carlos would like to job shadow the athletic trainer used by the school as well as a local auto mechanic besides his uncle.

Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency likely to provide or pay for transition services during the term of this IEP. Representatives of the outside agency were invited to the meeting with the parent (or adult student) permission. The agency(ies) and/or agency representatives(s) invited to the IEP team meeting included:

A Wisconsin family advocacy group came with the family as a Spanish speaking advocate to assist the family.

**II. Course of Study**

School Year	Course Name
2018-2019	Language Arts 7, Pre-Algebra, Foods Class, Intro to Technology Arts, PE, Basic Science, General Social Studies
2019-2020	Science, Algebra, Health, PE, Food and Society, Intro to Manufacturing, Social Studies, Language Arts 8
2020-2021	Geometry, Biology, English 9, PE, Consumer Auto Home, Teen Cuisine, Geography, Auto 1

**I. Transfer of Rights**

CARLOS MINE will not turn age 17 during the effective dates of this IEP and does not need to be informed of the rights that will transfer to him at age 18.