INDIVIDUALIZED EDUCATION PROGRAM: POSTSECONDARY TRANSITION PLAN

FORM I-8 (Rev. 5/13)

District: SAMPLE MIDDLE SCHOOL

Name of Student: SALLY B. STRONG **Date of Birth: 9/9/2003**
WSN #:00000000 **PTP ID: 3852**
Meeting Date: 05/22/2018

I. Meeting Attendance

SALLY B. STRONG attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for SALLY B. STRONG are based on an age-appropriate transition assessment

The IEP Team reported the following methods and/or results of the transition assessment:

As Sally enters her last year in middle school, we are focusing on her career choices and what classes she will need to take at the high school to prepare her for employment. Sally completed the Picture Interest Career Survey (PICS) September 2017 with the Speech and Language Therapist. She scored high in Realistic and Social Careers.

As part of the district ACP process, Sally participated in the Career Cruising Matchmaker with the assistance of a peer mentor. She used a visual of “thumbs up or thumbs down” to express her interest in a career task. She matched with the following Top 5 careers: Animal trainer, Veterinarian, Pest Controller, Tour Guide, and Hospital Food Worker. Sally watched her top videos to learn more on each career.

In an informal interview with her case manager, Sally said she wants to be a Veterinarian because she loves her animals at home and often requests to go to the local pet store to visit the animals. She has also said she'd like to work at the local ice cream parlor in the summers so she can be outside and talk to people.

Measurable postsecondary goal in the area of education or training:

After high school, SALLY B. STRONG will attend a 4-year college or university and earn an undergraduate degree.

Additional information relevant to this goal includes:

Sally's mom and school IEP case manager spoke about her long-term goal to be a Veterinarian. Her mom expressed that she would like to see Sally explore supported work in the community in the animal science field. She would also like to see her obtain some kind of part-time employment once she turns 16 to help her gain the skills she needs to keep a job. Mom feels Sally needs help understanding how aptitude and interests intersect.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, SALLY B. STRONG will be employed in the field of Agriculture, Food & Natural Resources - Animal Systems - Veterinarian.

Additional information relevant to this goal includes:

Sally continues to want to work with animals as a Veterinarian. She has also said she would be open to working at Pet Smart, the local zoo, or the local ice cream parlor. Sally has a strength working with all animals and her mom has said that is what she has wanted to do since she could speak. Due to her academic strengths and limitations, her IEP team discussed the need for additional hands on, career searches and exploration to help Sally find the job that is the best fit for her. At this time, it was agreed that Sally would be included in the general education curriculum for math so Sally can get a feel of the rigor and develop relationships with her peers. Sally's mom understands she will need the curriculum modified and is hoping to meet with the Pre-Algebra teacher to set appropriate goals.

Measurable postsecondary goal in the area of independent living skills:

After high school, SALLY B. STRONG will:
- live in an apartment with her friends with support, as needed, to assist Sally with her daily living tasks.

III. Annual Goals

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

- Sally will demonstrate time management skills on work based learning sites by following a schedule independently with assistive technology support.

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Social and Independent Living Skills Training for Home	Teach student how to keep a calendar/schedule and manage time	2017-18	Sally, Family	
Social and Independent Living Skills Training for Community	Support student involvement in community activities (sports, art work, volunteering)	2017-18	Sally, Family	
Social and Independent Living Skills Training for Home	Teach student how to keep a calendar/schedule and manage time	2018-19	Sally, School and Assistive Technology Teacher	
Work-Based Learning Experiences	Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)	2018-19	Sally, School	
Postsecondary and Higher Education Related Services		2018-19		x
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities	2018-19	Sally and School	
Job Exploration Counseling Services	Take student for informational interviews and job shadows	2019-20	Sally and School	
Job Exploration Counseling Services	Help student complete Division of Vocational Rehabilitation (DVR) application	2019-20	Sally, Family	

Additional information related to transition services:

The IEP team discussed it is important for Sally to work directly with animals that are not her own to help her narrow down a career match. Since Sally is under 16, her mom suggested that she and Sally participate together to volunteer at the Humane Society for her to gain work experience on the weekends or after school.

Sally will sign up to work in the office at the Junior High with the assistance of her teacher. This will focus on giving Sally a work-based experience to move her towards improving her soft skills for a needed job in the future.

Sally currently does not relate time and punctuality to a job. The school will try time keeping devices with an alarm to alert her to transitions in her schedule.

Sally is going to look into joining FFA once she starts high school.

Sally's mom stated her desire for her daughter to go to work on her own someday, but time management is a major concern. Sally currently wakes up each morning with the assistance of her mom. Sally and her mom both said they would work on using an alarm clock at home.

By the end of her 9th grade year, Sally and her mom will meet with DVR or attend an orientation session to see if DVR can assist with summer and/or part-time employment sometime in her 10th or 11th grade years.

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

An outside agency is not likely to provide or pay for transition services during the term of this IEP.

VI. Course of Study

School Year	Course Name
2017-18	Pre-Algebra 1,Language 8, Phy Ed, Daily Living Skills, Functional Math, Exploratory Spanish, Study Skills, Computer Basics, Science in the Community
2018-19	Spanish, English 9 Prep, Functional Consumer Math, Small Animals, Wisconsin History, PE 9, Foods and the Community, Employment Readiness

Additional information related to course of study:

Sally's current IEP case manager contacted her anticipated case manager at the high school who helped the IEP team choose classes for her first year of high school. Sally will take Pre- Algebra this year, with appropriate accommodations. She will do a 4 year plan next year with her School Counselor in September or before entering the high school.

VII. Transfer of Rights

SALLY B. STRONG 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/her at age 18.