

# INDIVIDUALIZED EDUCATION PROGRAM: POSTSECONDARY TRANSITION PLAN

FORM I-8 (Rev. 5/13)

District: **SAMPLE HIGH SCHOOL**Name of Student: **SALLY B. STRONG**WSN: **00000000**Meeting Date: **9/14/2020**Date of Birth: **9/9/2003**PTP ID: **5678**

## 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:

Sally, her family, and the school completed the Enderle-Severson III in August 2016. The areas assessed were employment, recreation and leisure, home living, community participation and postsecondary education. Sally and her family also completed a Future Goals and Outcomes form. The full report is saved at school and her family received a copy.

A summary of the findings are:

Sally does not have current employment. Sally worked in school as an office assistant in middle school where she learned to follow her schedule independently with few prompts. Sally was also a teaching assistant for the Agriculture teacher her 9<sup>th</sup> grade year where she was responsible for animal care. Sally has excellent attendance.

Sally did join FFA her 9<sup>th</sup> grade year and is involved with Special Olympics. She does not seek out activities to do with her friends on nights and weekends independently.

Sally is responsible for her personal cares at home and school. She often needs reminders to shower on a daily basis and does not currently assist with the laundry or food preparation for the family. Sally does seek out her own snacks and simple meals.

Sally is planning on living on her own with same aged peers in a supervised setting.

As part of the district ACP plan, Sally participated in the Career Speaker Academy for the year. She chose to sign up for the banker, pet groomer, professional athlete, and salon owner presentations.

Measurable postsecondary goal in the area of education or training:

After high school, SALLY B. STRONG will receive on-the-job training.

Additional information relevant to this goal includes:

(Middle School) 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 work in the community starting with a job coach some day in the animal science field. She would also like to see her doing some kind of part-time employment once she turns 16 to help her gain the skills she needs to keep a job.

(10<sup>th</sup> grade) Even with modifications, Sally struggled with the Pre- Algebra curriculum. After doing a job shadow, Sally decided she wanted to enter the workforce. They would like to pursue some type of training at the college level for after high school and are looking into community extension courses at the local technical college that fit with her interests and career goal. Sally and her family are ready to pursue paid, community based employment with a job coach by the summer of 2017.

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 Business Management & Administration, Administrative Support – Stock Clerk, Sales Floor.

Updated: July 2018

Additional information relevant to this goal includes:

(Middle School) 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 for Sally to 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 Algebra teacher to set appropriate goals.

(10<sup>th</sup> grade) Sally completed a job shadow at a local retail pet supply store and enjoyed that work. She did both stocking and some minimal animal care. At times, it was difficult for Sally to not gravitate towards the animals when she was supposed to be working on the stocking floor. Volunteering at the local Humane Society did not work out for the family, so they decided to start to foster cats and dogs on a limited basis. Sally does a great job with the animals but does not enjoy getting up in the middle of the night to assist with animal cares. She reluctantly sets her alarm clock but does so with family support. Sally recently told her mom she'd like to have a weekend kennel business or animal day care "on the side". Sally would still like to work at a part-time job next summer. In addition to the local zoo, Sally would also like to explore working at the summer Parks and Recreation program and local kennel.

Measurable postsecondary goal in the area of independent living skills:

After high school, SALLY B. STRONG will:

- (Middle School) live in an apartment with her friends that has adult supervision to assist Sally with her tasks of daily living.
- Given opportunities to practice using public transportation, Sally will demonstrate proficiency in appropriate social interactions while riding a pre-determined route 90% of the time based on observation.

### 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 4/5 opportunities.
- Sally will be able to verbally report out interest on 3 potential summer jobs based on the results of her job shadows.
- Given work time to complete an employment task, Sally will demonstrate the ability stay on-task 90% of the time as demonstrated by documentation of prompts needed to re-direct her.

#### 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 and 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	
Social and Independent Living Skills Training for Home	Teach student money skills including setting up a home budget, open a bank account, pay bills, file taxes	2019-20	Sally and School	
Social and Independent Living Skills Training for Home	Create a list with the student and family of things the student can do at home (make a sandwich, set the table, load the dishwasher, cut the lawn, rake the leaves, etc.)	2019-20	Sally, School and Family	
Job Exploration Counseling Services	Help student apply for adult services through the Aging and Disability Resource Center (ADRC)	2020-21	Sally, School and Family	
Social and Independent Living Skills Training for Home	Support student and family to explore places to live after graduation	2020-21	Sally, School, and Family	
Postsecondary and Higher Education Related Services	Support student participation in Adult/Continuing Education and/or Community College courses	2020-21	Sally and School	
Social and Independent Living Skills Training for Community	Teach student to use public transportation	2020-21	Sally and School	

## Additional information related to transition services:

(Middle School) 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 some of those work experiences 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 someday. The school will work on trying out some watch devices that have some type of alarm to alert her to a schedule.

Sally is going to look into joining FFA once she starts at the 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 her 10th or 11th grade years that will lead to post high school employment planning.

(10<sup>th</sup> grade) Using a watch with timer, Sally has done a great job keeping track of time at school and is now setting an alarm clock to get up at home.

The district and DVR will set up additional job shadows to prepare for summer employment both with and without animals.

Sally will not, at this time, pursue her driver's license.

As a long-term goal, Sally would like to talk to DVR about starting a part-time kennel business on the weekends. Her housing would need to be able to accommodate this Sally's parents are looking into her purchasing a home, inviting in roommates, and hiring live-in supports.

Sally and her family would like her to work with an outside agency that will support, mentor, and assist her with access to community activities where she may develop lifelong connections outside of her family.

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

An outside agency is 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 parent (or adult student) permission.

The agency(ies) and/or agency representative(s) invited to the IEP Team meeting included:

Sally's DVR counselor attended the meeting to discuss her goals and plan for summer employment.

## V. Course of Study

School Year	Course Name
2017-18 (8 <sup>th</sup> grade)	Pre-Algebra 1, Language 8, Phy Ed, Daily Living Skills, Functional Math, Exploratory Spanish, Study Skills, Computer Basics, Science in the Community
2018-19 (9 <sup>th</sup> grade)	Spanish, English 9 Prep, Functional Consumer Math, Small Animals, Wisconsin History, PE 9, Foods and the Community, Employment Readiness
2019-20 (10 <sup>th</sup> grade)	Civics, Chemistry in the Community, Consumer Math, Language 10, PE 10, Foods and Family, Wisconsin Geography, Animal Behavior
2020-21 (11 <sup>th</sup> grade)	Internship 101, PE, Community Language, Business 101, Independent Living 1, French, Independent Study in Ag. Business
2021-22 (12 <sup>th</sup> grade)	Work Release (1/2 day 3 times per week), PE, Independent Living 2, Math in the Community, Large Animal Care

### Additional information related to course of study:

(Middle School) Sally's 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 Algebra 1 this year, with appropriate accommodations, to get a feel for the rigor of college level courses. She will do a 4 year plan next year with her School Counselor in September or before entering the high school.

(10<sup>th</sup> grade) Sally was included in the general education Pre-Algebra class her 8<sup>th</sup> grade year. The IEP team worked closely with the classroom teacher to set appropriate learning targets for Sally. Sally enjoyed the class and found that she needed a great deal of modification to the curriculum. She stated, "It was fun but hard. I did learn about fractions and decimals though".

It is the plan of the family to have Sally graduate at the end of her 4<sup>th</sup> year based on completion of her transition goals and planning. However, the option for additional years remains open.

## VI. Transfer of Rights

SALLY B. STRONG and her parents have been informed of the rights that will transfer or have transferred to him or her at the age of 18.

Sally and her family attended a speaker during parent teacher conferences on supported Decision Making and guardianship. They also received the What you should know about Wisconsin Law: Your legal rights and responsibilities book. They will revisit these options next year.