INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN
FORM I-8 (Rev. 5/13)

Home Town, WI

Name of Student: Tanner **Date of Birth: 6/1/1999**
WSN: 1111111111 **PTP ID: 11961**
Meeting Date: 9/13/2018

I. Meeting Attendance

Tanner attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for Tanner are based on an age-appropriate transition assessment.

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

Through the Academic Career Planning (ACP) process during his senior year Tanner created a portfolio which included a visual resume. He also completed a senior showcase of wind chimes for his senior art survey class.

Information from the monthly meetings with Tanner's family, staff, and his employment specialist were used to determine Tanner's education and employment goals and needed transition services. Tanner is part of these meetings. At these meetings, his employment specialist provides information from data on community work based learning sites that Tanner has chosen to participate in through informal picture inventories. Staff report on Tanner's performance in the area of daily living skills and community access. Parents bring information from family activities.

Tanner's art teacher is also part of Tanner's team. He reports on Tanner's skill development, his preferences and his production rates. He reported that Tanner has over the 4 years of Art classes always chosen clay to work with. Tanner loves putting pieces to together and hearing the sounds. He also likes to give them to people once he is finished. The art teacher listed community artists that Tanner could work with now that he is leaving school art classes.

Measurable postsecondary goal in the area of education or training:

After high school, Tanner will learn how to set-up and operate his own pottery business through one to one training by a community specialist.

Additional information relevant to this goal includes:

Tanner is currently working with an employment specialist to begin this work. He will need direct support to start and maintain this business. He will need to make connections with local artists and organizations.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, Tanner will be employed in the field of Arts, Audio/Video Technology & Communications - Visual Arts - Craft Artist.

Additional information relevant to this goal includes:

Tanner will become an entrepreneur creating wind chimes and wall pockets through his own pottery business.

Measurable postsecondary goal in the area of independent living skills:

After high school, Tanner will:
- live at home or in a supported living environment. He will continue to receive community based instruction which will include meal preparation, grocery shopping and daily hygiene skills.

Updated: July 20, 2018

III. Annual Goals

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

-Tanner will increase his time on task with his art from 45 minutes to 60 minutes.
-Tanner will follow a “get ready for work” routine independently with 85% accuracy

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Job Exploration Counseling Services	Take student on tours of local business	2018-2019	Student, Family, School, DVR	
Work Readiness Social and Independent Living Skills services for Community	Figure out supports needed for student to be safe in the community	2018-2019	Student, Family, School	
Work-Based Learning Experiences	Figure out what assistive technology might help student at work	2018-2019	Student, Family, School, Managed Care Case Manager	
Work Readiness Social and Independent Living Skills services for Home	Teach student about meal planning, healthy choices, grocery shopping and storing food safely	2018-2019	Student, Family School	
Work-Based Learning Experiences	Provide systematic instruction to teach student to complete job tasks independently (job coaching)	2019-2020	Student, School, DVR, Employment Agency	
Work Readiness Social and Independent Living Skills services for Community	Talk about and connect student with available community resources that match student interest (examples: libraries, museums, civic organizations, religious organizations, club sports, special interest clubs, fitness centers, volunteer opportunities etc.)	2019-2020	Student, School, Managed Care Case Manager	

Additional information related to transition services:

Tanner has an active case with Department of Vocational Rehabilitation (DVR) a n d has an Individual Plan for Employment (IPE) with them. Through this plan, he is currently working with an employment specialist to create his pottery business. He also has a case manager through a Managed Care Organization. The school, family, and agencies will work collaboratively to provide transition services for Tanner.

V. 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:

DVR Counselor
Employment Specialist from Work First

Course of Study

School Year	Course Name
2018-2019	Community Based Instruction—daily living skills, job skills, transportation skills, Community access
2019-2020	Community Based Instruction-- daily living skills, job skills, transportation skills, Community access

Additional information related to course of study:

Tanner participated in social graduation ceremonies at his high school in June, 2018. He is continuing to receive services from the school district through a community based program. He will exit from the school district services at the end of the 2019-2020 school year.

VI. Transfer of Rights

Tanner and his/her parents have been informed of the rights that will transfer or have transferred to him/her at age 18.

The following method(s) were used to inform Tanner and his/her parents about the transfer of rights:

Tanner's parents have already gone through the process to obtain guardianship.