

**INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN**

FORM I-8 (Rev. 5/13)

DEMO

Wisconsin Test District

Name of Student: DemoStudent X FakeEntry

WISEid:

Meeting Date: 5/26/2022

Date of Birth: 9/23/2007

PTP ID: 535899

I. Meeting Attendance

DemoStudent X FakeEntry attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for DemoStudent X FakeEntry 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 IEP case manager, completed the Enderle Severson III in April 2022. 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 Sally and her family also received a copy.

A summary of the findings are below:

Sally does not have current employment. During the summer between Middle and High school, Sally volunteered at her local senior community center. With some initial assistance, Sally was able to set up and help facilitate two activities at the center (lead a bingo game and virtual exercise class). Sally has joined HOSA during 9th grade and has enjoyed planning events with her peers.

Sally is responsible for her personal cares at home and school. She often needs reminders to keep her school items organized and needs help setting alarms to get ready for school in the morning. Sally enjoys connecting with peers via social media but has struggled to engage in extra curricular events outside of the school day. Sally hopes to have an apartment after high school near her technical college and live with a roommate.

As part of the district ACP scope and sequence, Sally participated in the Career Speaker Academy this year. She signed up and attended sessions with occupational therapy, IT and teaching.

Measurable postsecondary goal in the area of education or training:

After high school, DemoStudent X FakeEntry will attend a technical/community college and earn an associates degree, diploma, or certificate.

Additional information relevant to this goal includes:

8th grade: Sally's mom expressed that her daughter exhibited a strong interest in the rehabilitative therapy her grandfather completed when recovering from his stroke. She has concerns regarding the distance Sally may need to travel to access postsecondary training to become a COTA and the anxiety that Sally experiences about traveling to new places. Sally's mother expressed it may be helpful for Sally to start becoming familiar with the campus she will need to attend in the future to complete her training.

9th grade: With the support of her case manager, Sally signed up for and attended an appointment with her counselor this winter to plan her course of study and review the healthcare regional career pathway. The IEP team reviewed this course of study during the meeting. Sally and her parents expressed some concern over the number of science courses needed. The IEP team discussed the need for Sally to develop skills to manage the level of reading and vocabulary in science courses.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, DemoStudent X FakeEntry will be employed in the field of Health Science - Therapeutic Services - Occupational Therapist Assistant.

Additional information relevant to this goal includes:

Sally has expressed interest in learning about the different environments a COTA works in. She noted that she was excited to work at the senior center this summer but also wants to learn more about supporting students after seeing a classmate working with the OT at school. The IEP team discussed how the anxiety Sally experiences can impact her engagement in new environments. In addition, Sally's father felt it will be important for Sally to develop stronger organizational skills while in high school that will support her in postsecondary education. Sally's case manager suggested exploring a dual enrollment in a CNA program during high school to help address these concerns.

Measurable postsecondary goal in the area of independent living skills:

After high school, DemoStudent X FakeEntry will:

- After high school, Sally Strong will be comfortable living in an apartment near campus.
- 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 DemoStudent X FakeEntry 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 be able to independently review her assignment tracker with a parent or teacher in 4 out of 5 attempts.
- Sally will be able to verbally report out interest on 3 potential summer jobs based on the results of her job shadows.
- Given a text excerpt from a healthcare course, Sally will be able to cite the main topic and three pieces of evidence using the guided reading template in 4 out of 5 attempts.

IV. Transition Services

Needed transition services include:

Category	Transition Service	Responsible Party	Considered But Not Needed	Service Provided?
<i>School Year: 2020-2021</i>				
Job Exploration Counseling Services	Support student to explore career interests (Academic Career Planning (ACP))	Sally and School		X
Work-Based Learning Experiences	Support student volunteering in the community	Sally, Family		X
<i>School Year: 2021-2022</i>				
Job Exploration Counseling Services	Take student for informational interviews and job shadows	Sally and School		X
Postsecondary and Higher Education Related Services	Plan with student for high school classes to reach her/his goals	Sally and HS counselor		X
Social and Independent Living Skills Training for Home	Teach student how to keep a calendar/schedule and manage time	Sally and Assistive Technology provider		
<i>School Year: 2022-2023</i>				
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities	Sally, School and Family		
Job Exploration Counseling Services	Help student take Career and Technical Education (CTE) classes	Sally and School Counselor		
Job Exploration Counseling Services	Help student complete Division of Vocational Rehabilitation (DVR) application	Sally and Family		
<i>School Year: 2023-2024</i>				
Work-Based Learning Experiences	Assist student in finding a summer job (job development – may include customized employment)	Sally, Family, DVR		
Postsecondary and Higher Education Related Services	Set up student meeting with the school counselor to talk about college and job training options	Sally and school counselor		
Social and Independent Living Skills Training for Community	Teach student to use public transportation	Special education teacher		

School Year: 2024-2025				
Work-Based Learning Experiences	Support student to have an internship/youth apprenticeship (school year or summer)	Sally and YA coordinator		
Instruction in Self-Advocacy	Support student to learn to keep her/himself mentally healthy	Sally, special education teacher, family		
Postsecondary and Higher Education Related Services	Review student results of college entrance exam(s) and create plan based on results	Sally, family and school counselor		

Additional information related to transition services:

8th grade: The IEP team discussed how it is important for Sally to explore the different environments a COTA can work in to help her narrow her area of interest. Sally would like to join HOSA when she starts high school and will work with the high school counselor on planning courses that align to her healthcare career pathway. Sally is interested in trying a Youth Apprenticeship in her senior year as a Certified Nursing Assistant (CNA).

9th grade: The IEP team discussed the self advocacy and independent living skills that Sally will need to develop in order to be successful in her healthcare regional career pathway. The anxiety Sally experiences when she leaves home or school may require extra instruction and practice to interact in new environments such as public transportation and college. Sally continues to plan to enroll in a Youth Apprenticeship as a CNA. Sally has built a relationship with the CNA instructor through the HOSA student organization.

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

It has been determined that an outside participating agency is 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.

VI. Course of Study

School Year	Course Name
2020-2021	Academic and Career Planning, English 8, Social Studies 8, Exploratory Spanish, Computer Basics, Pre-Algebra, Science 8, Career Readiness
2021-2022	Algebra, US History, English 9, Health Occupations, PE 9, Spanish 1, Concert Choir, Biology
2022-2023	English 10, Chemistry in the Community, World History, PE 10, Anatomy and Physiology, Algebra 2, Foods 1
2023-2024	English 11, Career Readiness, Spanish 2, Study Skills, Geometry, Foods 2, Anatomy and Physiology, Community Access Skills
2024-2025	Youth Apprenticeship 1 and 2, YA CNA, Workplace Communication, Study Skills, Math in the Community

Additional information related to course of study:

8th grade: Sally's current IEP case manager contacted her anticipated case manager at the high school to discuss Sally's plans for summer and her transition to high school. The high school case manager will help Sally schedule an appointment in the fall to discuss her 4 year course of study and the regional healthcare career pathway associated with becoming a COTA.

9th grade: Sally worked with her school counselor to make a course of study for all four years of high school. Sally expressed some concern with taking multiple science classes in one year, noting the reading is hard to keep up with. The IEP team discussed pairing Sally's science class with a study skills class that could help her learn strategies to be more efficient in her reading and studying.

VII. Transfer of Rights

DemoStudent X FakeEntry 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.