

**INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN**

FORM I-8 (Rev. 5/13)

District: Test District

Name of Student: JOSE
WSN: 1111111111
Meeting Date: 9/23/2019

Date of Birth: 11/24/2002
PTP ID: 5436

I. Meeting Attendance

JOSE attended the IEP Team meeting.

II. Postsecondary Goals

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

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

On 9/07/2019 Jose and his case manager reviewed his Xello Story Board and completed lessons through the Academic and Career Planning (ACP) activities. From this review his continuing interests are in the area of Hospitality and Tourism. He wants to pursue post-secondary degree but unsure if he is ready for this. He completed an informal assessment for postsecondary education with his case manager. Her learned he needed to research needed study skills for the classes in his major and accommodations at preferred post-secondary schools. Jose has shared he wants to run his own restaurant someday. He is currently working part-time at McDonald's and was Employee of the Month in July 2019. Jose is very social and enjoys talking to new people. He is able to problem solve and work with his peers to come up with the best solution. Jose is able to focus on the task at hand and can multi-task when needed. He is always on time and ready for school and work. Jose is the captain of the baseball team and is a great team leader who listens to his teammates

Measurable postsecondary goal in the area of education or training:

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

Additional information relevant to this goal includes:

Jose will attend University of Wisconsin Stout for the Hotel Restaurant and Tourism Management Program.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, JOSE will be employed in the field of Hospitality & Tourism - Restaurants and Food/Beverage Services - Manager, All Other.

Additional information relevant to this goal includes:

Jose's ultimate goal is to own his own restaurant someday but will start out as a Manager after completing college.

Measurable postsecondary goal in the area of independent living skills:

After high school, JOSE will:

- live in a dorm with a roommate.
- Jose will independently fill out his schedule to include classes, homework time, and working part time.
- Jose will budget his money and set up checking and savings accounts in order to pay his bills and build credit responsibly.

III. Annual Goals

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

Wisconsin State Standards 11-12th grade standards were used to develop these annual goals.

1. Jose will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences with less than 2 adult prompts/supports per week. (Baseline: Currently Jose is having his planner reviewed daily.)
 - a. Jose will use his planner on a daily basis to keep track of assignments, multi-step projects, and his extra-curricular activities with a check-in at the end of each day.
 - b. Jose will use his planner to keep track of his work schedule and outside responsibilities with weekly check-ins.

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Job Exploration Counseling Services	Support student to explore career interests (Academic Career Planning (ACP))	2019-2020	Student, School, Family	
Job Exploration Counseling Services	Teach student about disability disclosure and employment rights	2019-2020	Student, School	
Social and Independent Living Skills Training for Home	Teach student how to keep a calendar/schedule and manage time	2019-2020	Student, School, Family	
Work-Based Learning Experiences	Teach the student about money management (how to read a paycheck, taxes and deductions from a paycheck, direct deposit, budgeting)	2019-2020	Student, School, Family	
Instruction in Self-Advocacy	Provide opportunities for the student to run their own IEP/PTP meetings	2020-2021	Student, School	
Postsecondary and Higher Education Related Services	Review and discuss academic skills, strengths, and accommodations needed in college with student	2020-2021	Student, School, Family, Disability Services Counselor	
Postsecondary and Higher Education Related Services	Support student to apply for accommodations for the college entrance exams	2020-2021	Student, School	
Postsecondary and Higher Education Related Services	Talk to student, family, and school counselor about applying for financial aid for college	2020-2021	Student, School, Family	
Social and Independent Living Skills Training for Community	Teach student about civic duties (Selective Service registration, voting, jury duty)	2020-2021	Student, School, 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	2020-2021	Student, School, Family	

Additional information related to transition services:

Jose is a junior in high school. Many of these services are already in progress but this is a great reminder of the skills Jose will need to master in order to be successful at a 4 year University and as a business owner someday. Jose and his IEP team will continue to work on other skills during the remainder of his high school career, but these seemed to be the most important skills to document, including who would support Jose in each service. It is very important that during his senior year, the Disability Services Counselor from UW Stout will attend his IEP meeting to make sure that the correct documentation has been submitted for Jose to receive the appropriate accommodations for college.

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
2019-2020	Foods Marketing and Accounting 1&2, Sociology, American Literature, Algebra 2, Chemistry, US History, Physical Education
2020-2021	Advanced Foods, Advanced Marketing Internship, Food Science Psychology, British Literature, Composition, College Prep Math, Art, Personal Finance

Additional information related to course of study:

After meeting with the School Counselor for Jose's junior meeting, it is confirmed that he is on track to graduate on time and will have met all requirements for attending a 4 year university. Jose has taken 2 years of Spanish which will open doors to other colleges that have a Foreign Language requirement. Jose and his IEP team have created this Course of Study based on his post-secondary goals and Academic Career Plan.

VII. Transfer of Rights

JOSE 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 JOSE and his/her parents about the transfer of rights:

Jose and his parents were given the Age of Majority letter explaining the transfer of rights to Jose at the age of 18. Jose and his parents were also provided a copy of the booklet ["What You Should Know about Wisconsin LAW: Your Legal Rights and Responsibilities"](#).