

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

**Hometown, WI**

**Name of Student: Nathan  
WSN: 1111111111  
Meeting Date: 6/1/19**

**Date of Birth: 8/1/2003  
PTP ID: 11941**

**I. Meeting Attendance**

Nathan attended the IEP Team meeting.

**II. Postsecondary Goals**

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

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

Through his homeroom Nathan has participated in quarterly Academic and Career Planning (ACP) activities. He went on a business tour with his ACP homeroom to a local hospital. He enjoyed being in the waiting rooms and looking at the information displays with brochures. Also, as part of the ACP process, his parents completed an informal transition inventory ([Self-Directed Transition Planning Tool](#)) on May 22, 2019. An informal parent survey was also sent home before the IEP. Parents shared that Nathan is participating more with chores at home and with less prompting. He has shown an interest in the jobs his siblings have started at the local hotel water park. He has started to show independence in paying for his own items and likes using a billfold. He continues to like collecting and storing laminated cards and brochures. School staff shared observations from daily progress logs from general education classes, extracurricular participation and his work in a school based business. Through these observations Nathan has shown a preference for the tasks that required sorting and especially in placing items in and out of bins. He also prefers environments that are full of activity and where he can interact with people.

Measurable postsecondary goal in the area of education or training:

After high school, Nathan will receive on-the-job training (including apprenticeship).

Additional information relevant to this goal includes:

Nathan, with the assistance of a job coach, will receive training on stocking brochures in display racks at offices and local hotels.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, Nathan will be employed in the field of Marketing - Merchandising - Merchandise Displayer and Window Trimmer.

Additional information relevant to this goal includes:

Nathan will be working with a local business stocking brochure racks. A job developer will be working with Nathan and his family to develop this position or have Nathan create a business to accomplish this for the local area. The team also discussed giving a variety of community based work experiences and volunteer positions to determine other preferences and strengths.

Measurable postsecondary goal in the area of independent living skills:

After high school, Nathan will:

- Demonstrate skills in purchasing personal items and participating in his personal budget.
- Nathan will demonstrate increased independence in his self-care needs using a visual schedule.

### III. Annual Goals

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

--Nathan will increase his work endurance from 30 minutes to one hour.

--With indirect cues, on a community site, Nathan will sort a variety of publications by size and color with 90% accuracy 4 out of 5 workdays.

**IV. Transition Services:** Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not
Job Exploration Counseling Services	Teach student about Section 504 of the Rehabilitation Act (WIOA) and Americans with Disabilities Act	2019-2020	Student, School Family	
Job Exploration Counseling Services	Take student on tours of local businesses	2019-2020	Student, School, Family	
Job Exploration Counseling Services	Determine student's skills and strengths related to work	2019-2020	Student, School, Family ,DVR	
Postsecondary and Higher Education Related Services		2019-2020		x
Job Exploration Counseling Services	Teach Student soft skills (e.g. hygiene, punctuality, attendance, interpersonal and communication skills, following directions and problem solving	2019-2020	Student, School, Family ,DVR	
Work-Based Learning Experiences	Figure out what assistive technology might help student at work	2019-2020	Student, School, Family	
Job Exploration Counseling Services	Give student information about Division of Vocational Rehabilitation (DVR)	2019-2020	School, DVR	
Work Readiness Social and Independent Living Skills Services for Home	Teach student money skills including setting up a home budget, open a bank account pay bills, file taxes	2019-2020	Student, School, Family	
Work Readiness Social and Independent Living Skills Services for Home	Figure out assistive technology needs for home	2019-2020	Student, School, Family	
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extracurricular activities and community based opportunities.	2020-2021	Student School	
Job Exploration Counseling Services	Help student complete Division of Vocational Rehabilitation (DVR) application	2020-2021	School, DVR, Family	
Job Exploration Counseling Services	Give student information about Work Incentive Benefits Counseling	2020-2021	Student, School, Family, DVR	
Work-Based Learning Experiences	Support student volunteering in the community	2020-2021	Student, School	
Instruction in Self-Advocacy	Review and discuss strength, challenges and accommodation needs in community , college and employment areas with student	2020-2021	Student, School, Family	
Work Readiness Social and Independent Living Skills Services for Community	Support student involvement in community activities (sports, artwork, volunteering)	2020-2021	Student, School, Family	
Work Readiness Social and Independent Living Skills Services for Community	Talk about and connect students with available community resources that match student interests (examples: libraries, museums, civic organizations,	2020-2021	Student, School, Family	
Work-Based Learning Experiences	Assist student in finding a job during the school year (job development –may include customized employment)	2021-2022	Student, School, Family ,DVR	
Work-Based Learning Experiences	Provide systemic instruction to teach student to complete job tasks independently (job coaching)	2021-2022	Student, School, Family	

Additional information related to transition services:

Nathan is receiving children's long term support and has a case manager. Nathan's family, long term support case manager, and the school district will work with Nathan to carry out the transition services needed to meet his measurable postsecondary goals. There was discussion about Nathan transitioning to adult long term supports and the process would begin at age 17 by contacting the Aging and Disabilities Center (ADRC).

#### 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:

Children's Long Term Support Case Manager

#### VI. Course of Study

School Year	Course Name
2019-2020	Physical Education, Community Access, Health, Money Management, Careers
2020-2021	Community Access , Teen Cuisine, Money Management, Work Study
2021-2022	Work Study, Community Access, Art, Plants for Fun and Profit , Physical Education

Additional information related to course of study:

Nathan and his family are interested in visiting the 18-21 year old program at his high school to determine if this would be a good option for Nathan in the future.

#### VII. Transfer of Rights

Nathan 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