

**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: 5/31/2021

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:

As Sally enters her last year in middle school, we are focusing on her career choices and the transition to high school. Sally, her case manager and parent completed the Behavior Rating Inventory of Executive Functioning (BRIEF). This assessment showed areas of need in organization of materials and emotional control. She had relative strengths in the areas of working memory and monitor.

As part of the district ACP process, Sally participated in the Xello Matchmaker assessment. She matched with the following Top 3 careers: computer programmer, phlombotmist, and occupational therapy assistant. Sally watched videos to learn more on her top 3 careers.

In an informal interview with her case manager, Sally said she wants to be an occupational therapy assistant because she helped care for her grandfather while he was recovering from a stroke. She has also said she'd like to work at the local senior center as a program assistant in the summers. Her parents also stated that Sally showed a strong interest in learning about her grandfather's recovery and has often better connected with older adults.

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:

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.

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.

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.

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		
<i>School Year: 2021-2022</i>				
Job Exploration Counseling Services	Take student for informational interviews and job shadows	Sally and School		
Postsecondary and Higher Education Related Services	Plan with student for high school classes to reach her/his goals	Sally and HS counselor		
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>				
Job Exploration Counseling Services	Help student take Career and Technical Education (CTE) classes	Sally and School Counselor		
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		

Additional information related to transition services:

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).

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
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

Additional information related to course of study:

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.

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.