

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

District: 5100 - Sauk Prairie School District

Name of Student:
WISEid:
Meeting Date:

Date of Birth: _____
PTP ID: _____

I. Meeting Attendance

_____ attend the IEP Team meeting but on 5/1/2023 was extended a written invitation to attend.

The following steps were taken to ensure _____ needs, preferences, and interests were considered at the IEP Team meeting:

_____ has communicated to both his mom and to his case manager his interests. He enjoys art and was interested in learning more about CGI, making, and editing videos. He currently is at _____ to work on these interests.

II. Postsecondary Goals

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

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

_____ has spoken with his case manager and the district's autism specialist.

Measurable postsecondary goal in the area of education or training:

After high school _____ will receive on-the-job training (includes registered apprenticeships, other training provided by the postsecondary employer, or job coaching and supports provided by other agencies)

Additional information relevant to this goal includes:

_____ will receive on the job training for directing movies/ animator.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, _____ will be employed in the field of Arts, Audio/Video Technology & Communications - Performing Arts - Producer & Director.

Additional information relevant to this goal includes:

_____ will be employed as a director.

Measurable postsecondary goal in the area of independent living skills:

After high school, _____ will:
- In order to meet his post secondary goals, _____ will work to increase his understanding of money management, budgeting for wants vs. needs and understanding pay checks, savings and checking accounts. He will learn about transportation options and learn how to shop for and cook a meal using basic cooking appliances. (hot plate, microwave, blender, toaster)

III. Annual Goals

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

- In order to meet his post secondary goals, by the end of the 2022-23 school year and through being given direct instruction and practice, _____ will read a story or passage at his reading level and independently identify story elements (character, setting, problem, solution) by answering questions with 80% accuracy in 4 out of 5 observed opportunities.

IV. Transition Services

Needed transition services include:

Category	Transition Service	Responsible Party	Considered But Not Needed	Service Provided?
<i>School Year: 2018-2019</i>				
Job Exploration Counseling Services	Determine student's skills and strengths related to work	Case Manager, Student		
Work-Based Learning Experiences	Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)	Case Manager, Student, Parent		
Work-Based Learning Experiences	Figure out what assistive technology might help student at work	Case Manager, Student, Transition Coordinator		
Postsecondary and Higher Education Related Services	Plan with student for high school classes to reach her/his goals	Case Manager, Student		
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities	Case Manager, Student, Parent		
<i>School Year: 2019-2020</i>				
Job Exploration Counseling Services	Introduce student to people who work at employment support agencies	Transition Coordinator		
Postsecondary and Higher Education Related Services	Plan one or more college tours with student	Student, transition coordinator		
Social and Independent Living Skills Training for Home	Support the student to become more independent at home chores based on assessment	Case Manager, Student, Parent		
Social and Independent Living Skills Training for Community	Figure out supports needed for student to be safe in the community	Student, Transition Coordinator, Parent		
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities	Case Manager, Student, Parent		X
<i>School Year: 2020-2021</i>				
Job Exploration Counseling Services	Help student take Career and Technical Education (CTE) classes	Student, case manager		X
Job Exploration Counseling Services	Give student information about the Division of Vocational Rehabilitation (DVR)	Student, family, transition coordinator		X
Job Exploration Counseling Services	Take student for informational interviews and job shadows	Student, transition coordinator		
Postsecondary and Higher Education Related Services	Plan student classes to match her/his goals (course of study)	Student, case manager, family		X
Social and Independent Living Skills Training for Home	Support the student to become more independent at home chores based on assessment	Parents, Case Manager, Transition Coordinator		
Social and Independent Living Skills Training for Community	Figure out supports needed for student to be safe in the community	Josh, Parents, Case Manager, Transition Coordinator		
Social and Independent Living Skills Training for Community	Support student to get a state ID card	Student, family		
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities	Parents, Case Manager		X
Instruction in Self-Advocacy	Teach student ways to stay calm and deal with anger and frustration (self-regulation)	Student, case manager		X
Instruction in Self-Advocacy	Provide opportunities for the student to run their own IEP/PTP meetings	Student, case manager		X

<i>School Year: 2021-2022</i>			
Job Exploration Counseling Services	Help student complete Division of Vocational Rehabilitation (DVR) application	Student, family, transition coordinator	
Job Exploration Counseling Services	Teach student interviewing skills	Student, case manager, DVR	X
Job Exploration Counseling Services	Give student information about adult services and the Aging and Disability Resource Center (ADRC)	Student, family, transition coordinator	X
Job Exploration Counseling Services	Help student apply for adult services through the Aging and Disability Resource Center (ADRC)	Student, family, transition coordinator	
Job Exploration Counseling Services	Introduce student to people who work at employment support agencies	{ , Transition Coordinator	
Job Exploration Counseling Services	Take student on tours of local businesses	Student, transition coordinator, family	
Job Exploration Counseling Services	Take student for informational interviews and job shadows	Student, transition coordinator	
Postsecondary and Higher Education Related Services	Plan one or more college tours with student	Student, family	
Postsecondary and Higher Education Related Services	Provide student opportunities to practice taking the college entrance exams (ACT, Compass)	Student, case manager	X
Postsecondary and Higher Education Related Services	Discuss college requirements and options with student, family, and school counselor	Student, transition coordinator, family	
Social and Independent Living Skills Training for Home	Provide opportunities for student to learn about and practice being in the community (what to do at a restaurant, bank, grocery store, etc.)	Student, case manager, family	X
Social and Independent Living Skills Training for Community	Teach safety skills based on assessment (street crossing, strangers, emergencies)	Student, case manager, Autism PST	X
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities	Student, family	X
Instruction in Self-Advocacy	Teach student ways to stay calm and deal with anger and frustration (self-regulation)	Student, case manager	X
Instruction in Self-Advocacy	Provide opportunities for the student to run their own IEP/PTP meetings	Student, case manager	X
<i>School Year: 2022-2023</i>			
Job Exploration Counseling Services	Introduce student to people who work at employment support agencies	Student, DVR, family, transition coordinator	
Postsecondary and Higher Education Related Services	Review student results of college entrance exam(s) and create plan based on results	Student, family, transition coordinator, college staff	
Social and Independent Living Skills Training for Community	Teach safety skills based on assessment (street crossing, strangers, emergencies)	Student, case manager, family, Autism PST	
Social and Independent Living Skills Training for Community	Teach student to use public transportation	Student, family, case manager, Autism PST	
Social and Independent Living Skills Training for Community	Support student involvement in community activities (sports, art work, volunteering)	Student, family, case manager, transition coordinator, Autism PST	
Social and Independent Living Skills Training for Community	Teach student about civic duties (Selective Service registration, voting , jury duty)	Student, family, long term support	
Social and Independent Living Skills Training for Community	Support student to get a state ID card	Student, family, transition coordinator	
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities	Student, family, case manager	X
Instruction in Self-Advocacy	Teach student ways to stay calm and deal with anger and frustration (self-regulation)	Student, family, case manager	X
<i>School Year: 2023-2024</i>			
Job Exploration Counseling Services	Introduce student to people who work at employment support agencies	Student, family, DVR, long term supports, transition coordinator	
Job Exploration Counseling Services	Take student for informational interviews and job shadows	Student, case manager, family, DVR	
Social and Independent Living Skills Training for Home	Create a list with the student and family of things the student can do at home (make a sandwich, set the table, load the dishwasher, cut the lawn, rake the leaves, etc.)	Student, family, long term support, case manager	

Social and Independent Living Skills Training for Home	Teach student about meal planning, healthy choices, grocery shopping, and storing food safely	Student, family, case manager
Social and Independent Living Skills Training for Home	Provide sex education and personal safety instruction	Student, family, long term support provider, with school support
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	Student, family, with case manager support
Social and Independent Living Skills Training for Home	Support student and family to explore places to live after graduation	Student, family, County services, long term support
Social and Independent Living Skills Training for Home	Give the student and family a copy of "What you should know about Wisconsin LAW Booklet" and talk about what changes when the student turns 18 years of age	Review with family ,student and with case manager
Social and Independent Living Skills Training for Home	Provide information to the student and family about adult long term care services and the process to apply for these services	Transition coordinator, family, student - if needing to reapply
Social and Independent Living Skills Training for Community	Figure out supports needed for student to be safe in the community	Student, family, long term supports, District Autism PST
Social and Independent Living Skills Training for Community	Talk about and connect students with available community resources that match student interests (examples: libraries, museums, civic organizations, religious organizations, club sports, special interest clubs, fitness centers, volunteer opportunities etc.)	Student, family, district support staff, transition coordinator
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities	Student, district, case manager, family
Instruction in Self-Advocacy	Teach student ways to stay calm and deal with anger and frustration (self-regulation)	Student, family, case manager
Instruction in Self-Advocacy	Review and discuss strengths, challenges, and accommodation needs in community, college, and employment areas with student	Student, family, DVR, long term supports, school support team

Additional information related to transition services:

During junior and senior years, investigate continuing education courses in your area of interest

During junior year:

- learn about the different ways to apply to take courses at college.
- get information about 18-21 programs and options for students within our district

When you and your team are ready, meet with transition coordinator to:

- discuss what path to post secondary education you wish to take
- apply to any programs or colleges of interest and submit applications online
- submit high school transcripts online
- learn about the financial aid process and when to apply
- take placement tests with any needed accommodations

is attending _____ on Tuesdays and Thursdays. He will be attending _____ next year and will be receiving services through them.

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. The agency was not invited because the parent or adult student did not provide permission.

VI. Course of Study

School Year	Course Name
2018-2019	Weight Training
	Functional Skills
	Math

2018-2019	Reading
	English
	Adaptive Physical Education
2019-2020	3D Portfolio
	Functional Skills
	English
	Biology
	Secondary Math
	Digital Media
	Adaptive Physical Education
2020-2021	Health
	Strength and Explosive Training I
	Specially Designed Math I
	Specially Designed English I
	Specially Designed Science I
	Specially Designed Social Studies I
	Specially Designed Social Skills I
	2D Art and Design
	Introduction to Digital/Visual Communications
	Digital/Visual Communications II
2021-2022	Wellness in Action
	Digital Video Production
	Strength and Explosive Training II
	Home and Auto Maintenance
	3D Art and Design
	Pottery and Sculpture
	Specially Designed Science II
	Food for Life
	Specially Designed Social Skills II
	American Government
	On the Job English
	Communication Arts
	Specially Designed Math II
	Consumer Economics
2022-2023	Personal Fitness
	Wellness in Action
	Specially Designed English/Reading I
	Specially Designed English/Reading II
	Math

2022-2023

- Pottery and Sculpture
- Camp Createability options
- Daily/Independent Living Skills
- 2D Art and Design
- Personal Safety and Awareness
- Electronics
- Specially Designed Self Empowerment and Leadership

2023-2024

- Daily/Independent Living Skills
- Vocational Skills
- Driver's education support
- Camp Createability/Continuing education courses
- College art/design course exploration

Additional information related to course of study:

- Consider any continuing education courses in your area of interest
- Investigate classes at Camp Createability
- Explore Continuing education courses in your area of interest
- Consider looking at gym memberships
- When you and your team are ready, meet with transition coordinator to:
 - discuss what path to post secondary education you wish to take
 - apply to any programs or colleges of interest and submit applications online
 - submit high school transcripts online
 - learn about the financial aid process and when to apply
 - take placement tests with any needed accommodations

VII. Transfer of Rights

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

Joshua and his family were given the pamphlet, What you Should Know about Wisconsin Law, Your Rights and Responsibilities.

_____ has guardianship of _____