

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

District: 0000 – Test District

Name of Student: HOLLY JONES

Date of Birth: 06/20/2002

WSN: 1111111111

PTP ID: 39120

Meeting Date: 6/5/18

I. Meeting Attendance

HOLLY JONES attended the IEP Team meeting.

II. Postsecondary Goals

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

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

This year Holly has attended the monthly Academic and Career Planning (ACP) advisory group activities. As a modification for the Career Cruising (Xello) Matchmaker her parents completed the [Self Directed Transition Planning Tool](#) on May 23, 2018. A [discovery process](#) was completed with Holly, her family, school staff, and community agencies the family is working with. Through this process these employment areas were generated: working in a nursery watering plants, working in a laundry pulling towels from a dryer with assistance. An informal transition assessment was also completed through observations within general education settings and activities. An informational interview with parents about Holly's home routines was done on May 15, 2018.

Measurable postsecondary goal in the area of education or training:

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

Additional information relevant to this goal includes:

Holly will receive one on one support and personal care assistance to assist her with her job tasks. Holly will also need a customized tray attached to her wheelchair to complete the expected tasks of her career choice.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, HOLLY JONES will be employed in the field of Agriculture, Food & Natural Resources - Plant Systems - Nursery Worker.

Additional information relevant to this goal includes:

Through the discovery process and observations, Holly has shown an interest in outdoor and water based activities. As a Nursery Worker she would participate in watering plants.

Measurable postsecondary goal in the area of independent living skills:

After high school, HOLLY JONES will:
- advocate for her daily living needs with her personal care attendant

III. Annual Goals

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

- Holly will increase her work skills by completing her work related tasks with fading prompts
- Holly will accept 3 repetitive signs together hand over hand
- Holly will increase her expressive signs to 2 to 3 words for activities meaningful to her
- Holly will transition between activities throughout the day with an object schedule

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Work Readiness Social and Independent Living Skills Services 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.)	2018-2019	Holly, school, family	
Work Readiness Social and Independent Living Skills Services for Home	Provide information to the student and family about adult long term care services and the process to apply for these services	2018-2019	Holly, family, school, Children's Long Term Support Case manager	
Work Readiness Social and Independent Living Skills Services for Community	Figure out supports needed for student to be safe in the community	2018-2019	Holly, school, family, Deaf and Blind Instructors	
Work-Based Learning Experiences	Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)	2018-2019	Holly, school	
Work-Based Learning Experiences	Figure out what assistive technology might help student at work	2018-2019	Holly, school, Deaf and Blind Instructors	
Job Exploration Counseling Services	Teach student about Section 504 of the Rehabilitation Act (WIOA) and Americans with Disabilities Act (ADA)	2018-2019	Holly, school, family	
Postsecondary and Higher Education Related Services		2018-2019		X
Job Exploration Counseling Services	Give student information about the Division of Vocational Rehabilitation (DVR)	2019-2020	Holly, family, school, Long Term Support	
Work-Based Learning Experiences	Provide systematic instruction to teach student to complete job tasks independently (job coaching)	2019-2020	School, Deaf and Blind Instructors	
Job Exploration Counseling Services	Help student complete Division of Vocational Rehabilitation (DVR) application	2020-2021	Holly, family, school, Long Term Support	
Job Exploration Counseling Services	Teach student soft skills (e.g. - hygiene, punctuality, attendance, interpersonal and communication skills, following directions, and problem solving)	2020-2021	Holly, family, school	
Work-Based Learning Experiences	Assist student in finding a job during the school year (job development – may include customized employment)	2020-2021	Holly, family, school	
Work-Based Learning Experiences	Assist student in finding a job during the school year (job development – may include customized employment)	2021-2022	Holly, family, school, DVR	

Work Readiness Social and Independent Living Skills Services for Home	Talk about services needed by the student after high school to help with independence (recreational therapy, occupational therapy, physical therapy, speech therapy, orientation and mobility specialists, and vision/hearing supports, Alcohol and Other Drug Abuse Counseling, Mental Health Counseling)	2021-2022	Holly, family, school, Long Term Support	
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Additional information related to transition services:

Holly and her family, school and long term support case manager will work collaboratively to complete the listed transition services. The IEP Team also discussed involving related service staff in the community to support Holly in her work related transition services.

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:

Holly has been eligible for Children's Long Term Supports since she was in early childhood. Holly's parents provided consent to invite her current Long Term Support Case Manager to be invited to the IEP meeting. At the meeting there was discussion about the eventual transitioning to Adult Long Term Support. The case manager shared that when Holly turns 17.5 they will begin this process. There was also discussion to apply to Division of Vocational Rehabilitation (DVR) to begin the process of summer employment and future supports.

VI. Course of Study

School Year	Course Name
2016-2017	Work Study, Transition Class, Independent Living, Transition Academics, Plants for Fun and Profit
2017-2018	Work Study, Transition Class, Transition Academics, Agriculture Independent Study Course (greenhouse)
2018-2019	Community Access (daily living skills, communication skills, recreation leisure skills) , Community Based Work Study
2019-2020	Community Access (daily living skills, communication skills, recreation leisure skills), Community Based Work Study

VII. Transfer of Rights

HOLLY JONES 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 HOLLY JONES and his/her parents about the transfer of rights:

The Children's Long Term Support Case Manager will be referring the family to the local ADRC at age 17.5 to begin the transition to Adult Long Term Care supports and will provide guidance in this process. They will also be working with the parents in the process of guardianship and supported decision making. The school provided a copy of the booklet "Understanding Guardianships: A Handbook for Guardians" and Supporting Individuals to Live Full Lives (a booklet from the BPDD on Supported Decision Making)