



# Individualized Education Program Age 16-21



## NDBIN Note:

Some things to keep in mind about the IEP Meeting:

- It will take at least an hour; more than likely longer.
- You are free to bring whoever you would like as an advocate as it can be intimidating with the whole school team and just yourself. NDBIN can come if you'd like us to!
- Often general education teachers will come in and out as they will need to get to class.
- Required team members should remain present the entire meeting, those are the bolded/noted (required) individuals below.
- The school must invite and schedule a meeting three times with a parent/guardian before they can legally hold the meeting without a parent/guardian.
- Once your child reaches age 16, a transition IEP is written. This type of IEP maps out the student's entire path from beginning of high school to age 21.
- Legally a student can stay in school until their 22nd birthday when they are on an IEP. This should be a team decision.

IEP Meeting Date:		Amendment to IEP:	
<b>A.</b> Student Name (Last, First, MI):		Birthdate (month/day/year):	Gender:
Grade:	Age:	Race: American Indian or Alaskan native; Asian; Black or African American; Native Hawaiian or Other Pacific Islande; White	Ethnicity: Hispanic or Latino: Student's Primary Language: Communication Mode: Primary Language Spoken at Home:
Current Address:		City: State:	Zip: Phone Number:
Serving School :		City: State:	Zip: School Phone Number:
District of Residence (If different from serving district):	Resident School Building (Plant):	Check items that apply: <input type="checkbox"/> Transferred within district <input type="checkbox"/> Open Enrolled in another district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Home Education	
<b>B.</b> Name of Parent:		Home Phone Number:	Other Phone Numbers:
Parent's Email Address:			
Current Address		City: State: Zip:	
Name of Second Parent (if applicable):		Home Phone Number:	Other Phone Numbers:
Parent's Email Address:			
Current Address:		City: State: Zip:	
Other's Email Address:		Home Phone Number	Other Phone Numbers:
Current Address:		City: State: Zip:	
<b>C.</b> IEP Case Manager:		Case Manager Email Address:	Phone Number:
IEP Type	Primary Disability	Secondary Disability	
Date of Last Comprehensive Individual Assessment Report			
<input type="checkbox"/> A copy of the "Parental Rights for Public School Students receiving Special Education Services – Notice of Procedural Safeguards" was provided.			
		Names of All Team Members	Indicate Attendance
*Parent:			<input type="checkbox"/> Yes <input type="checkbox"/> No
Parent:			<input type="checkbox"/> Yes <input type="checkbox"/> No
Student:			<input type="checkbox"/> Yes <input type="checkbox"/> No
Administrator/Designee/District Representative (Required):			<input type="checkbox"/> Yes <input type="checkbox"/> No

Student Name:

ID#:

Meeting Date:

Special Education Teacher or Special Education Provider (Required)		<input type="checkbox"/> Yes <input type="checkbox"/> No
General Education Teacher (Required)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Individual to Interpret Instructional Implications of Evaluation Results (Required)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Add another Team Member		<input type="checkbox"/> Yes <input type="checkbox"/> No
Add another Team Member		<input type="checkbox"/> Yes <input type="checkbox"/> No
*If the parent did not attend the IEP meeting or the IEP was held late, describe the efforts to arrange a mutually agreed upon time and place. *If student did not attend meeting/documentation indicating student was invited.		

## Transition Services (ages 16-21) or younger if appropriate T-1. Measurable Post Secondary Goals



### NDBIN Note:

- It is important to remember this IEP is a SAMPLE, the present level for your student should explain where they are at now for all academic areas; strengths, weaknesses, etc.
- The area for a transition IEP should talk about areas of interest the student is interested in pursuing following high school.

## D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-21



### NDBIN Note:

- The consideration of special factors page is required in every IEP document. This is a page that helps determine related services, and services that may not be required for all students but may benefit your student greatly. For example, yes is checked on 6. Does the child's behavior impede the learning of others? Then the student needs a behavior plan and how that child impedes the learning of others needs to be documented in the IEP.

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum. Performance areas to be considered are:

Cognitive Functioning (listening skills, listening comprehension, ability compared to same age peers)

Academic Performance (reading, math, learning styles, etc.)

Communicative Status (receptive and expressive language)

Physical Characteristics (medical, vision, hearing, motor)

Emotional/Social Development (social skills, leisure)

Adaptive Characteristics (including adaptive behavior, self care, independent living, self direction, health and safety, work)

Ecological Factors (functional skills and community participation, home/family, neighborhood)

Other

Student Name:

ID#:

Meeting Date:

Address the present level of performance in each of the following domains with documentation of student needs, preferences and interests and identify by what method this information was obtained.)

Jobs and Job Training By what method was this obtained:

Recreation and Leisure By what method was this obtained:


Home/Independent Living By what method was this obtained:

Community Participation By what method was this obtained:

Post-Secondary Training and Learning Opportunities By what method was this obtained:

Related Services By what method was this obtained:

## E. Consideration of Special Factors

-  **NDBIN Note:**
- This is where the student's entire high school career is mapped out for you and the student.
  - This is where documentation of guardianship is housed and whether or not the student will graduate with a formal diploma.

The IEP Team must consider these factors while developing the IEP. Any factors checked yes must be addressed in the IEP.

1. Has the child been identified by the school district as a child with limited English proficiency?  No  Yes
2. Is the child blind or visually impaired?  No  Yes
3. Is the student deaf or hard of hearing?  No  Yes
4. Does the student have communication needs?  No  Yes
5. Does the student need assistive technology devices and services? You may refer to the North Dakota Assistive Technology consideration guide to assure assistive technology is considered in all areas of the student's education.  
 No Assistive technology to be explored, further consideration is needed to determine if assistive technology is necessary.  
 Yes. The IEP team has determined, after considering all areas related to the student's present levels of academic achievement and functional performance, that the student needs assistive technology in order to access the general education curriculum.
6. Does the child's behavior impede the child's learning or the learning of others?  No  Yes

## T-2. Course of Study



**NDBIN Note:**

- These goals are very important when thinking about the transition process and what life will look like after high school.

School Year	Grade Level	List Courses and Educational Experiences to be taken each year	Credits to be earned	Credits Earned	Total Credits Earned

Ages 18-21

Total Number of credits required by this district for graduation: Anticipated month and year of graduation: Will this student exit secondary school with fewer credits than required of all students by the district?

Yes  No If yes, identify the alternate document approved by the district that the student will receive.

**Transfer of Rights:** No later than one year before the age of majority (18) the student and family must be informed of the educational transfer of rights. Discussion of transfer of rights must be held and documentation here. Date of IEP Meeting when transfer of rights was discussed.

**Procedural Safeguards:** Upon turning 18, the student and parent must receive written notification that the educational rights of the student have transferred. Date transfer of rights to students occurred and "Transfer of Rights to Student" form was signed, if applicable

## T-3. Transition Services Strategies and Activities Needed to Assist the Student in Reaching Post-Secondary Goals



**NDBIN Note:**

- Goals are reviewed annually, at a minimum and you will get progress notes mailed out to you every quarter (or trimester depending on your districts calendar structure).
- NDBIN suggests making goals as functional as possible - by functional we mean real world applicable. Should you need help generating goals specific to your student and their brain injury, just ask us!

<b>Education/ Training:</b> Goal: Activity	Person/Agency Responsible <input type="checkbox"/>	Timeline <input type="checkbox"/>	Instruction <input type="checkbox"/>	Community Experiences <input type="checkbox"/>	Employment <input type="checkbox"/>	Related Service <input type="checkbox"/>	Adult Living <input type="checkbox"/>	Daily Living <input type="checkbox"/>	Func Voc Assess <input type="checkbox"/>
<b>Employment:</b> Goal: Activity	Person/Agency Responsible <input type="checkbox"/>	Timeline <input type="checkbox"/>	Instruction <input type="checkbox"/>	Community Experiences <input type="checkbox"/>	Employment <input type="checkbox"/>	Related Service <input type="checkbox"/>	Adult Living <input type="checkbox"/>	Daily Living <input type="checkbox"/>	Func Voc Assess <input type="checkbox"/>
<b>(Optional) Independent Living Skills:</b> Goal: Activity	Person/Agency Responsible <input type="checkbox"/>	Timeline <input type="checkbox"/>	Instruction <input type="checkbox"/>	Community Experiences <input type="checkbox"/>	Employment <input type="checkbox"/>	Related Service <input type="checkbox"/>	Adult Living <input type="checkbox"/>	Daily Living <input type="checkbox"/>	Func Voc Assess <input type="checkbox"/>

## F. Annual Goals, Short-Term Objectives, and Periodic review of services



### NDBIN Note:

- Here is where all things that your student needs to be successful in school that are not always made available to every other student should be noted. For example, if your student should take tests in a room by themselves with no distractions, this is where it should be noted.
- When it comes to the state assessment, make sure to ask about graduation requirements and whether or not your child will receive a typical diploma can be dependent on this page.

Reference From

Grade: Grade/Subject:

Subject: Domain: Artistic Process: Code:

Strand:

Domain: Sub-Domain: Process Component: Content Standard: Sub-Strand:

Cluster: Descriptor:

Code/ Standard: Code/Benchmark:

Expectation: Outcome:

### Annual Goal

Intent/purpose: Behavior: Ending Level: Characteristics of services: How and when periodic progress reports will be provided:

Will a graph be used to report progress toward the annual goal and associated objectives? Yes No

**Baseline Data Point:**

**Start Date of Monitoring:**

**Target for Success:**

**End Date of Monitoring:**

Short-Term Instructional Objectives and Characteristics of Services:

Objectives are required for those students who participate in the ND Alternate Assessment.

Objective Conditions under which the behavior is performed Specific Behavior:

Measurable Criteria:

Evaluation Procedures:

Schedules for determining if objectives are being achieved:

Characteristics of services:

## G. Adaptation of Educational Services



### NDBIN Note:

- Here is where all things that your student needs to be successful in school that are not always made available to every other student should be noted. For example, if your student should take tests in a room by themselves with no distractions, this is where it should be noted.
- When it comes to the state assessment, make sure to ask about graduation requirements and whether or not your child will receive a typical diploma can be dependent on this page.

Describe changes in educational services that will be made to permit successful accommodation and education of this student (e.g. grading, credits, staff, transportation, facilities, materials, Braille, equipment, technology, adaptive devices, curriculum, methods, and other services). Include procedures for monitoring equipment, if applicable. Consideration must be given to the special factors indicated in section E of the IEP. Does the student need instructional and related core materials in an accessible specialized format? **Yes No**

Identify the alternate format(s) needed for the student: **None Braille Large Print Digital (e-text)**

Audio Is the student eligible to receive NIMAS files as certified by a competent authority? **Yes No**

Please complete a verification of eligibility form. The student requires instructional materials in an alternate format, but does not qualify for NIMAS files. The school must ensure the student receives instructional materials in an accessible format. Click Save, Done Editing, and a link to the NIMAS form will appear at the top of this screen.

### Describe the student's participation in North Dakota State Assessment. When completing this section consider the next scheduled NDSA testing window.

Student's current grade does not participate.

Student will participate in North Dakota State Assessment without accommodations. In the following subject areas:  
English Language Arts/Literacy Math Science

Student will participate in North Dakota State Assessment with approved accommodations specified in Adaption of Education Services area (Math, English Language Arts/Literacy and Science). In the following subject areas:  
English Language Arts/Literacy Math Science (grade 4, 8, 10)

#### Universal Tools: **Needed** **Not Needed**

<b>Embedded</b>	Highlighter	Math tools	Writing tools
		Calculator (for calculator items only grades 6-8 and 11)	
	English glossary	Keyboard navigation	Spell check Zoom
	Expandable passages	English Dictionary	Global notes Digital notepad

#### Non Embedded

Breaks Thesaurus English Dictionary Scratch paper

#### Designated Supports:

<b>Embedded</b>	Needed	Not Needed
	Color Contrast	Masking
	Translated test directions	Translations (glossaries) Text-to-speech Translations (stacked)

#### Non Embedded

Bilingual dictionary Color Contrast Color Overlay  
Magnification Read aloud Scribe  
Separate Setting Translations (glossaries) Translated Test Directions Noise Buffers

#### Accommodations: **Needed** **Not Needed**

**Embedded** American Sign Language Streamline Braille Closed Captioning Text to speech

#### Non Embedded

100s Number Table Abacus Alternate Response Options Print on demand  
Read aloud Scribe Multiplication Table Speech-to-text Calculator