

Beginning at 16, your school is required to invite your son or daughter to participate in his/her Individual Education Program (IEP) planning meeting. This meeting will connect your child's education goals with his/her post high school plans. The purpose of this meeting is to:

- discover what the student has learned about himself/herself,
- discuss the student's strengths and interests with him/her,
- help the student set his/her goals
- explore opportunities that will help them reach their goals.

**When the student attends his/her IEP meeting it is not necessary to know exactly what they want to do after they leave high school.** The IEP team, which includes you, will help them figure that out.



**Who can you expect to be part of the IEP Team?** Your son or daughter, yourself, teachers, coaches, principal, and guidance counselor. You are welcome to invite others to the meeting. You can also invite representatives from agencies that assist students after they leave high school, such as a vocational rehabilitation counselor, an advocate, an Independent Living Representative, a Developmental Disabilities professional, etc..

**Many students gain enough confidence to lead their own meetings.** Teachers will support your son or daughter in learning how to lead their meeting. They could begin with leading part of the meeting at first and then work toward leading the entire meeting. **This is a great way to practice the self-advocacy skills they will use after they leave high school.**

**It's their plan!** If the activities in the IEP are not happening during the year, **it is important to inform teachers, and others.** It is your right to bring the team back together to revise the plan.

The transition plan and services end when your son or daughter exits high school with a regular diploma or turns age 21.

**The following websites will help you connect to more information on planning for the future:**

***Vocational Rehabilitation***

[www.nd.gov/dhs/dvr](http://www.nd.gov/dhs/dvr)

***Department of Public Instruction***

<http://www.dpi.state.nd.us/transitn/index.shtm>

***North Dakota Colleges and University Disability Support Services***

<http://www.dpi.state.nd.us/transitn/resource/services.shtm>

***Independent Living Services***

[www.nd.gov/dhs/dvr/individual/independent.html](http://www.nd.gov/dhs/dvr/individual/independent.html)

***Family Support Organizations***

[www.ndcpd.org/ndfamnet/](http://www.ndcpd.org/ndfamnet/)

***Protection & Advocacy***

[www.nd.panda.org](http://www.nd.panda.org)

**At the meeting** the Team will discuss your son or daughter's skills, strengths, desires, interests, and how they apply to their plans after high school. You and the team will talk about:

- The date expected for graduation from high school.
- The vocational testing that influenced post high school plans.
- Job shadows/work experiences and volunteer work.
- Student's plans for after high school including further education/training, employment, and independent living.
- The courses needed to prepare your son or daughter for their future plans.
- Their academic and functional skills (life skills, organizational and job readiness skills) related to those plans.
- How your son or daughter's disability and/or health care needs, including health insurance options, may impact their future.
- Setting goals for the year to help them move closer to their plans after leaving high school.
- How the Team will measure progress toward these goals.

*An IEP document will be provided to you as a record of your son or daughters plans and goals*

## **Getting Ready for the IEP: Things I need to Do!**

- \_\_\_ Review the current IEP or 504 Plan. Discuss that document with my son or daughter.
- \_\_\_ Think about and list my son or daughter's strengths and interests.
- \_\_\_ Think about and discuss with them, their plans after high school for education and training, employment, and living independently so I can share that with the team.
- \_\_\_ Think about what my son or daughter may need to know and do, to advocate for themselves to help them reach their goals. (Example: Describing the accommodation they may need for college or work)
- \_\_\_ Find out about adult service agencies and what they may be able to do for my son or daughter after high school. (The Case Manager can help me get a list of agencies)
- \_\_\_ Make a list of who I would like to invite to the IEP meeting and invite them.

# Transition Planning

## Getting Ready

### For "Life after High School"

### What Parents Need to Know



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