

MY IEP OWNER'S MANUAL

for Transition-age Students



*“There’s more
to life than being
a passenger.”*

-Amelia Earhart

This Owner’s Manual belongs to: _____

My IEP Case Manager’s name is: _____

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MY IEP TEAM

My IEP team keeps my IEP running smoothly.

Student (me) *	
My Parents or Guardians *	
One of my Special Education Teachers (usually my IEP Case Manager) *	
One of my General Education Teachers *	
Someone who can help the IEP team understand the information in my Evaluation Report *	
A School Administrator *	
My Vocational Rehabilitation Counselor	

** Required IEP team members (others are optional)*

Date of my last: COMPREHENSIVE EVALUATION	
Date of my next: ANNUAL IEP TEAM MEETING	

MY PRESENT LEVELS

This is where I'm at right now on my transition journey.

**I have NEEDS
because of my
disability**

It's hard for me to...

I need support to...

**I have
STRENGTHS and
SKILLS**

I'm great at...

I can...

**I have
INTERESTS**

I love to...

I'd like to learn to...

**I have PLANS
FOR MY FUTURE**

Someday I want to...

Someday I picture myself...

MY MEASURABLE POST-SECONDARY GOALS

These are my plans for my life after high school (but they can change!)

Education & Training

After high school, I will...

Employment

After high school, I will...

Independent Living

After high school, I will...

MY ANNUAL GOALS

Every year, I work on improving my skills so that I can reach my measurable post-secondary goals.

Education & Training

This year, I'm working on improving my _____ skills.

This year, I'm learning:

Employment

This year, I'm working on improving my _____ skills.

This year, I'm learning:

Independent Living

This year, I'm working on improving my _____ skills.

This year, I'm learning:

MY TRANSITION SERVICES

- *These activities are the fuel in my IEP*
- *They help me learn the skills and get the experiences I need to reach my measurable post-secondary goals*
- *Some of these activities are outside my high school – in my community!*

Examples:

- Social skills instruction
- Math instruction
- Occupational therapy services
- Assistive technology services
- Work experience
- Travel training
- Apply for Vocational Rehabilitation Services
- Register to vote
- Improve orientation & mobility skills

MY COURSES OF STUDY

- The classes I take also help me reach my measurable post-secondary goals
- Some of my classes are required for graduation
- Other classes help me build my skills, get career or technical training, and explore my own, personal interests

This year, I'm taking these classes:

Next year, I'd like to take these classes:

If I'm not sure what classes I could take at my high school that might interest me...

...then I can ask the people on my IEP team to help me find out!

MY ANTICIPATED MONTH & YEAR OF GRADUATION

I will be ready to graduate
and get my diploma on this date:

____ / ____ / ____

My IEP team will help me decide
if I need more special education services in a transition program
after 12th grade.

TRANSFER OF RIGHTS AT THE AGE OF MAJORITY

I will turn 18 on this date:

____ / ____ / ____

My IEP team will help me understand the educational rights I'll have
as an adult.

MY IEP MEETING CHECKLIST

BEFORE the meeting, I will:

- Plan with my parents and my IEP Case Manager
 - Who do I want to invite to my IEP meeting to support me?
 - What accommodations will help me participate at my IEP meeting?
 - When is the best time of the day for me to have my IEP meeting?
 - Where is the most comfortable space for me to have my IEP meeting?
- Fill out the information in *My IEP Owner's Manual*. I can ask my parents and my IEP Case Manager for help.
- Make a list of questions I have about my IEP
- Create my *Student Snapshot*
- Practice presenting my *Student Snapshot* with my parents and my IEP Case Manager

DURING the meeting, I will:

- Present my *Student Snapshot*
- Ask all the questions I have about my IEP
- Join in the discussion!

AFTER the meeting, I will:

- Talk with my parents and my IEP Case Manager about my participation in my IEP meeting
 - What did I do well?
 - What do I want to do differently at my next IEP meeting?
 - How can I participate more next time?
- Read the new IEP proposal with my parents and talk about it
 - Do the Present Levels describe who I truly am –my needs, strengths, skills, interests, and plans for the future?
 - Do the Measurable Post-secondary Goals describe my real goals for my life after high school?
 - Will the Annual Goals, Transition Services, and Courses of Study teach me the skills and give me the experiences I need to reach my measurable post-secondary goals?
 - Do I have questions about graduation or how my educational rights will change when I turn 18?
 - Do I have other questions about the new IEP proposal?

For more stories about transition from other students with disabilities, check out this website:



[PACER.org/students/transition-to-life](https://www.pacer.org/students/transition-to-life)



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