

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services: From: ____ / ____ / ____ To: ____ / ____ / ____

Student: _____ DOB: ____ / ____ / ____

School: _____ Grade: _____

Section A - Student Needs, Strengths, Preferences and Interests

The following people gave information about the student's needs, strengths, preferences and interests and course of study selection.

- Student
- Parent(s) and Family Members
- Adult Service Agency Representatives
- School Staff
- Other (Explain): _____

Indicate how age-appropriate transition assessments were conducted for the development of measurable post-secondary goals and transition activities.

- Interest and Skill Inventories
- Observations/Situational Assessments
- Formal and Informal Assessments
- Rating Scales
- Interviews
- Other (Explain): _____

Section B – Post-Secondary Goals

Indicate the student's measurable post-secondary goals in each of the following areas on an annual basis:

Education/Training:

Employment:

Independent Living (if appropriate):

Section C – Course of Study (By age 14 and updated annually) - Check One

The student is following a course of study that leads to the high school diploma:

- College/University Prep Course of Study
- College Tech Prep Course of Study
- Career Preparation Course of Study
- Occupational Course of Study

The student is following extensions of the standard course of study and pursuing the graduation certificate _____.

The student is in middle school and is following the North Carolina Standard Course of Study ____; or the extensions of the North Carolina Standard Course of Study _____.

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Section D – Transition Activities (By age 16 and updated annually)

Transition Areas	Transition Activities	Responsible Person and/or Agency	Anticipated Completion Date
Instruction			
Related Services			
Community Experiences			
Employment			
Adult Living Skills			
Daily Living Skills (if appropriate)			
Functional Vocational Evaluation (if appropriate)			