

Parental IEP Plan: Intellectual Disability (ID)
High School (Intellectual Disability)

The following document is a Parental IEP Plan.

I, _____, would like these questions answered and requests agreed to during the IEP meeting. I would also like this page added to my child's IEP document.

Date of IEP: _____

My questions:

(List any questions you may have regarding your child's educational progress, behavior, academic/behavioral supports, services, accommodations, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

My concerns are:

I am concerned that...

- 1.
- 2.
- 3.
- 4.
- 5.

My requests:

I would like my child to have...

- 1.
- 2.
- 3.
- 4.



Suggested Guiding Questions (Adjust to Fit Your Child)

High School (Intellectual Disability)

- **What are the postsecondary goals and what transition services are being provided? By age 16, we must have a transition plan. Is the goal for him to enter some type of employment (supported or competitive), attend a vocational program, or continue in some adult day program after high school? Based on that, what activities are in place Now?**

For example, if employment is a goal, is he involved in any on-campus jobs or vocational training classes? If further education (like a transition program until age 21) is planned, is he on track to enter that? I want to see clear, realistic goals for after high school and steps outlined in the IEP to reach them.

- **Will he remain in school until age 21, and if so, what will the focus be in those ages 18–21? Students with ID can often stay until they turn 21 to continue working on transition goals. Does our district have a specialized program for 18–21-year-olds (like a community-based program separate from the high school)? If yes, can we learn about it and maybe visit it?**

If we plan for him to graduate at 18 with a diploma or certificate, I want to discuss if that's truly in his best interest or if those extra years of schooling would benefit him more. The IEP should reflect the decision we make here – whether we're aiming for a diploma or a certificate of completion with extended schooling.

- **What vocational training or work experience can he get in high school? I'd love for him to sample real work. Does he have opportunities like assisting in the school library, working in the school cafeteria, or doing deliveries around school as part of his program?**

Maybe there are partnerships with local businesses for brief internships or work-study for students with disabilities. Gaining these experiences under supervision can teach him job skills and help identify what he likes or is good at. Let's ensure the IEP has something about vocational exposure.

- **What independent living skills are emphasized now? By high school, I expect his IEP includes things like personal hygiene, simple cooking, using public transportation, etc., as appropriate. Can we go through the life skills he's being taught?**

For example, is he learning to wash his clothes (perhaps in a school laundry unit), or practicing a simple daily schedule like making a lunch? We should also include community skills – like ordering at a restaurant or basic safety in the community. These are often part of the functional achievement focus of transition planning.

- **How are we involving outside agencies and preparing the family for the transition?**

For instance, have we had a representative from the developmental disabilities administration or vocational rehab at an IEP meeting yet? They can help plan for services after graduation. Also, we as parents need to plan things like guardianship (if he won't be able to make legal decisions) or applying for SSI/Medicaid for adult services.

Does the school provide info on these or have a transition night for parents? I want to be proactive so there's no lapse in support when school ends. Any guidance the team can give us on timelines and resources (like when to apply for adult services, or whether to pursue legal guardianship or alternatives) would be greatly appreciated.



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