

IEP Template High School (9 12)

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Student Information

Student Name: _____

Date of Birth: _____

Grade (9 12): _____

School: _____

Case Manager: _____

Expected Graduation Year: _____

Diploma Track (Standard / Access Points / Scholar): _____

Parent/Guardian Name: _____

Date of Meeting: _____

Eligibility Category: _____

Present Levels of Performance

Academic Performance

Describe course-level performance, grade trajectory, reading and math levels, writing across content, and progress toward graduation requirements:

Executive Functioning, Self-Advocacy, Independence

Describe independent organization, time management, requesting accommodations, navigating dual-enrollment or work-based learning, and ability to self-monitor

progress:

Post-Secondary Readiness

Describe the student's awareness of post-secondary options, current career exploration, work experiences, and any agency connections already in place:

Measurable Annual Goals

High-school goals should align to course-of-study, transition goals, and graduation-track requirements.

Goal 1 Academic (grade-appropriate)

Area (Academic/Functional):

By [date], [student] will [specific skill tied to current course] as measured by [assessment] with [accuracy level].

Goal 2 Self-Advocacy / Independence

Area (Academic/Functional):

By [date], [student] will independently request accommodations (e.g., extended time, breaks, accessible formats) from each teacher at the start of each term, as logged by case manager.

Goal 3 Transition Goal

Area (Academic/Functional): _____

By [date], [student] will complete [career exploration / work-based learning / agency application] as measured by [completed application, log entries, supervisor observation]. See Transition Planning section below for full goals.

Transition Planning (IDEA, age 16+)

In Florida, transition planning is required starting at age 16 (and encouraged at 14). This section is required annually for every student age 16 and older.

Post-Secondary Goals

Education / Training

Measurable post-secondary goal what the student will do after leaving high school:

Employment

Measurable post-secondary goal what kind of work the student wants and how they will get there:

Independent Living

Measurable post-secondary goal where the student will live and what daily-living skills they will build:

Course of Study

Document the diploma track and how courses align to post-secondary goals. Scholar designation impacts accommodation timing coordinate with case manager.

- ☐ Standard Diploma (24 credits, FSA/EOC requirements, GPA, service hours)
- ☐ Access Points (alternate academic content for students with cognitive disabilities)
- ☐ Scholar designation (additional rigor accommodations may interact with eligibility)
- ☐ Career and Technical Education (CTE) pathway
- ☐ Dual enrollment (state college coursework coordination required for accommodations)

Course sequence this year (list courses and how they connect to post-secondary goals):

Agency Connections

Connect with adult-service agencies BEFORE the student ages out many have year-early application requirements.

- ☐ Vocational Rehabilitation (VR) apply at age 16 in Florida
- ☐ Agency for Persons with Disabilities (APD) for iBudget / HCBS waivers
- ☐ Social Security Administration (SSI) age-18 redetermination prep
- ☐ Agency for Career and Vocational Education
- ☐ Local college disability services office (if post-secondary plan is college)
- ☐ Division of Vocational Rehabilitation (blind/visually-impaired pathway if applicable)

Agency contacts (name, phone, date of first contact):

Measurable Annual Transition Goals

Goal 1 Employment Exploration

Activity: _____

Responsible Party: _____

Timeline: _____

How progress will be measured: _____

Goal 2 Independent-Living Skill

Activity: _____

Responsible Party: _____

Timeline: _____

How progress will be measured: _____

Accommodations & Modifications

High school requires accommodations that scale to daily class load, standardized assessments, and post-secondary exposure. Check all that apply:

- ☐ Extended time on standardized assessments (FSA, EOC, SAT, ACT)
- ☐ Digital note-taking platform access (laptop, tablet, note-taking app)
- ☐ Dual-enrollment accommodation coordination with college disability services
- ☐ Modified grading weight on group work / projects
- ☐ Work-based-learning supports (job coach, transport plan, supervisor check-ins)
- ☐ Recording lectures / instructor notes provided
- ☐ Quiet-room testing environment
- ☐ Calculator, formula sheet, or graphic organizer (per subject)
- ☐ Reduced workload on assignments (same standards, fewer items)
- ☐ Speech-to-text or text-to-speech software

Other:

Signatures

Student Signature:

Date:

Parent/Guardian Signature:

Date:

Special Education Teacher / Case Manager:

Date:

General Education Teacher:

Date:

Administrator Signature:

Date:

This template is provided by AdvocateNest as an educational resource. Consult your school district for their official IEP forms.