



Preparing for the IEP Meeting: School Counselors

As a school counselor, you have a valuable perspective to offer the IEP team when discussing transition topics. This planning sheet will help you know what to expect at the IEP meeting and how you can contribute.

What Should I Know About a Transition-Focused IEP Meeting?

- Once the student turns 14, the IEP will shift to focus on the student's goals for after high school in education/training, employment, independent living, and community involvement. If the student will turn 14 before the next IEP meeting, you will include these transition components in the current IEP.
- IEP teams must include:
 - A family member
 - At least one special education teacher
 - At least one general education teacher
 - A school district representative
 - An individual who can interpret the instructional implications of evaluation results
 - Once a student turns 14, they **must be invited** to the IEP meeting. However, it is recommended they are invited earlier and that they **attend** the meeting.
- Other team members might include:
 - A CTE instructor
 - School counselor
 - Speech/occupational/physical therapist
 - Social worker
 - Adult services agency representatives
 - Anyone else the student or family chooses to invite
- Members of the team will vary depending on the individual student's needs.
- The team will identify goals and services that will help the student achieve their post-school goals and keep track of the student's progress on their goals.
- Each team member will have individual responsibilities and contributions.
- CTE instructors can fill the role of general education teacher, but it is best to involve both a CTE instructor and another general education teacher.
- Once a student turns 18, they have the right to represent themselves and do not have to invite a family member to the meeting unless they have a conservatorship, Power of Attorney, or other rights-granting authority.
- The IEP will include a projected list of courses the student will take throughout all their high school years. The team will revisit this course of study annually at IEP meetings.



How Can I Help?

- Share and explain assessment results with the rest of the IEP team.
- Identify curriculum options related to transition and the student's measurable postsecondary goals.
- Help develop the course of study and ensure the student is signed up for the correct classes each semester.
- Help the student and their family determine the appropriate diploma pathway that will enable the student to reach their measurable postsecondary goals.
- Share available courses that might help the student achieve their measurable postsecondary goals.
- Provide information about postsecondary opportunities and services students might be able to access.

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