



### Preparing for the IEP Meeting: Special Educators

As a special educator, 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.



## How Can I Help?

- Collaborate with students to determine who should be invited to the meeting and prepare an agenda together. Help the student invite team members.
- Walk students through what to expect and help them prepare to lead all or part of the meeting.
- Ensure all team members know the agenda before the meeting and how they can contribute.
- Send a draft IEP to the family at least 48 hours before the IEP meeting if a draft is developed.
- Utilize the Indicator 13 checklist to ensure the draft IEP is compliant.
- Provide information on the student's strengths, progress, and achievements on the current IEP.
- Share current assessment and data information to guide IEP team decisions.
- Identify supports, accommodations, and modifications that can help the student succeed in classes and other experiences.
- Suggest educational and community experiences related to the student's preferences and interests that will help the student achieve their measurable postsecondary goals.
- Set the foundation for open communication with all team members during the entire school year. Special educators should make it clear that team members can contact or informally meet with them, as needed throughout the school year, to help with student progress.
- Ensure that everyone on the team is given the opportunity to provide input during the IEP meeting.
- Provide families with information about post-school supports that is easy to understand.

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