



Preparing for the IEP Meeting: School District Representatives/Administrators

As a school district representative/administrator, 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?

- Take time prior to the meeting to make sure you know the individual student and have information on their goals, services, and other components of the IEP.
- Make sure to discuss the feasibility/availability of specific services with the special education teacher before the meeting to avoid offering services that are not available.
- Provide information on different service options the district offers that will help the student meet measurable postsecondary goals, including any community-based partnerships.
- Commit district resources to provide services for the student.
- Navigate differences in opinion among team members; ask questions for clarification and listen carefully to input from all team members present.
- Identify gaps in available transition-related resources and continually work with the school district to develop updated and family-friendly resources.
- Identify needed training opportunities for educators.
- Suggest extracurricular or other school activities that might be relevant to the student's measurable annual or postsecondary goals.

Last Updated August 6, 2021