



Preparing for the IEP Meeting: Family Members and Guardians

As a family member or guardian, 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
 - You or your child can invite anyone to the IEP meeting. We suggest bringing people who you feel can provide relevant information related to your child's post-school goals
- During the meeting, the team will identify goals your child will work on during the year to make progress toward their future goals. Some of these goals might be addressed at home.
- Each team member will have individual responsibilities and contributions.
- Once a student turns 18, they have reached the legal age of majority, and their rights are transferred to them unless you have a conservatorship, Power of Attorney, or other rights-granting authority. The student will need to provide approval for families to receive notice of and attend IEP meetings.



- Here are some terms you might hear related to transition components of the IEP:
 - **Measurable Postsecondary Goals:** These are your child’s desired post-school outcomes. Your child must have measurable postsecondary goals in education/training and employment. Many students will also have independent living and community involvement goals.
 - **Transition Services:** These are activities to help your child gain experiences and skills to enable them to meet their measurable postsecondary goals. For example, a student whose goal is full-time employment in the hospitality industry might participate in a job shadowing experience at a local hotel.
 - **Measurable Annual Goals:** These are goals that your child will work on over the next 12 months. At least one annual goal must be related to your child’s measurable postsecondary goals.
 - **Course of Study:** This is a list of all the classes your child will take over their entire high school career. The course of study must be revisited every year in case classes change.

How Can I Help?

- Serve as an advocate for your child. You can speak up on behalf of your child to make sure IEP team decisions reflect your child’s desires.
- Encourage your child to participate in planning and participating in their IEP meeting.
- Share relevant information about your child’s history to inform the IEP planning process.
- Provide input on your child’s strengths and needs. For example, discuss how much assistance your child might need with certain tasks.
- Provide insights into your child’s preferences, interests, strengths, and needs.
- Share progress you see at home across different IEP goal areas.
 - Share conversations you’ve had with your child related to measurable postsecondary goals, especially about independent living.
 - Share supports your child may need to meet measurable postsecondary goals.
 - Help identify transition services and measurable annual goals your child can work on at home to help them meet postsecondary goals.

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