

Invite the Student

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IDEA requires that the school district invite the student experiencing disability to attend their IEP meeting if the purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals.

Transition planning is about the student's movement from high school to post-school life. It is based on the **student's** plans for the future. The student may need preparation and practice in participating in the IEP meeting. The needs and desires of the student and family are the core of the planning process; therefore, the student's input is essential.

Students may play different roles and provide input through various methods based on their level of comfort. For example, the student may:

1. Provide input indirectly based on a questionnaire or survey.
2. Be a reluctant participant (avoids conversation or responds only to direct questions).
3. Provide input directly by computer or electronic device.
4. Be a self-advocate (practices self-advocacy skills).
5. Be a leader (demonstrates leadership skills in the IEP).

When the student is invited, but does not attend the IEP Team meeting, the school district must take other steps to ensure that the student's preferences and interests are considered.

PLANNING FOR A YOUTH-LED IEP

- Identify students who are 16 or older
- Get written consent to invite adult service providers to IEP meetings from parents or adult youth
- Connect with the student's adult service providers and invite them to the IEP meeting
- Schedule time in advance to meet with the student to review transition IEP
- Prepare the student for participating in their IEP
- Review the student's formal and informal assessments and make sure the assessments align with the student's postsecondary goals
- Review the student's courses of study and make sure they align with the student's postsecondary goals
- Consider which transition assessments (formal and informal) would best identify the student's preferences, interests, needs, and strengths (PINS) and postschool goals (PSGs)
- Plan for parent and family input/interview
- Discuss the student's annual goals and a method for tracking those goals (how does the student reflect/report progress on their goals?)

WAYS TO INVOLVE STUDENTS IN THE IEP PROCESS

- Planning the IEP includes laying the foundation for the meeting by identifying strengths, needs, establishing goals, considering options, and preparing resources to use at the IEP meeting.
- Drafting the IEP provides practice in self-advocacy skills – this includes having students write a draft of their IEP that reflects their strengths and needs as well as interests and preferences.
- Participating in the IEP Meeting: Demonstrate self-advocacy skills. The student has the opportunity to share interests, preferences and needs and participate in the process of developing the transition plan.
- Leading the IEP: The student has the opportunity to demonstrate self-advocacy and leadership skills.
- Implementing the IEP: Evaluate their own progress towards achieving goals.

