



WHAT'S AN "HQ TRANSITION PLAN" AND WHERE CAN I FIND ONE?

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“HQ TRANSITION PLANS”

- HQ, in this instance, means “High Quality”, and applies not only to compliance, but best practice.
- Compliance
 - Meets all requirements of IDEA and State Performance Plan/Annual Performance Report Indicator 13
- Best practice
 - Contains reasonable postsecondary goals for the student based on the data from multiple transition assessments and the services to facilitate the student reaching those goals



IDEA AND UTAH SPECIAL EDUCATION RULES

VII. B. 2. Definition. (§300.43)

a. Transition services means a coordinated set of activities for a student with a disability that:

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual student's needs, taking into account the student's strengths, preferences and interests; and includes:

(a) Instruction;

(b) Related services;

(c) Community experiences;

(d) The development of employment and other post school adult living objectives; and

(e) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.



IDEA AND UTAH SPECIAL EDUCATION RULES

VII.B. 5. Definition of IEP. (§300.320(b))

a. Transition services. Beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:

- (1) Appropriate measurable postsecondary goals, including academic and functional goals, based upon age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills;
- (2) The transition services, including courses of study, needed to assist the student in reaching the student's postsecondary goals.



Q AND A ON IEPs, EVALUATIONS, AND REEVALUATIONS

OSEP – JANUARY 2007

- Question A-3: If an IEP Team chooses to address transition before age 16 (for example, at age 14) are the same standards required?
- Answer: Yes. ...If the IEP Team for a particular child with a disability determines that it is appropriate to address the requirements of 34 CFR § 300.320(b) for a child who is younger than age 16, then the IEP for that child must meet the requirements of 34 CFR § 300.320(b).



DELAYING TRANSITION PLANNING

- In *Board of Educ. of Township High Sch. Dist. No. 211*, [107 LRP 26543](#) (7th Cir. 2007), the **7th U.S. Circuit Court of Appeals** criticized an Illinois district for failing to timely draft a **transition** plan for a high school student with Rett Syndrome. The district explained that it routinely deferred the drafting of **transition** plans for students who were "not ready to move along." However, the court pointed out that each IEP, beginning with the one that will be in effect when a student turns 16, must identify the **transition** services a student will require to meet her postsecondary goals.
- "Nothing in the [IDEA] indicates that the district has discretion whether to include a **transition** plan in the IEP," U.S. Circuit Judge **Diane P. Wood** wrote.
- Even if a district believes a student's **transition** needs will mimic those identified in her current IEP, it must still identify those needs in a **transition** provision. Districts should ensure they:
 - Perform necessary assessments
 - Establish transition goals
 - Identify transition services



SPP/APR INDICATOR 13

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.



SPP/APR INDICATOR 13, CONTINUED

There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B)).



NSTTAC CHECKLIST

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?
2. Is (are) the postsecondary goal(s) updated annually?
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?



5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?



1. IS THERE AN APPROPRIATE MEASURABLE POSTSECONDARY GOAL (PSG) OR GOALS THAT COVERS EDUCATION OR TRAINING, EMPLOYMENT, AND, AS NEEDED, INDEPENDENT LIVING?

- Post-secondary goals are required in the areas of education/training and employment
 - VII.B.5. a.(1) Appropriate measurable postsecondary goals, including academic and functional goals, based upon age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills;
- The decision to include a post-secondary independent living goal rests with the IEP team and should be based on transition assessment.
- PSG must be appropriate – ask, “Is this a reasonable goal for this student?”
- PSG must occur after the student has left the school setting
- PSG goals must be measurable – observable, countable, contain explicit behavior




CLARIFICATION OF “MEASURABLE GOALS”

Annual Measurable IEP Goals

- Statements of what the student can reasonably be expected to accomplish (e.g., master some skill or knowledge) within a twelve month period
- Addresses the skills needed to facilitate the student’s achievement of measureable postsecondary goals
- LEAs are accountable for developing and providing instruction to help student meet the goals

Measurable Postsecondary Goals

- Occur after the student leaves school system
 - Are the student’s vision of the future
 - LEAs are held accountable for providing services to facilitate the student’s achievement of measureable postsecondary goals
 - LEAs are not held accountable for the student achieving postsecondary goals
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LETTER TO HEATH (OSEP 2009)

- Districts may not exclude postsecondary employment goals from a student's transition plan based strictly on the nature of the student's disability, OSEP informed a Maryland ED official. When determining what postsecondary goals to address, districts must look to the child's individualized needs, and not exclusively to the severity of the child's medical condition or developmental deficits. *Letter to Heath*, [54 IDELR 171](#) (OSEP 2009).



Q AND A ON IEPs, EVALUATIONS, AND REEVALUATIONS

OSEP – JANUARY 2007

- Question A-4: Section 300.320(b)(1) requires that appropriate postsecondary transition goals be measurable. Must we measure goals once a student has graduated or has aged out?
- Answer: There is no requirement for public agencies to measure postsecondary goals once a child is no longer eligible for FAPE under Part B of the Act... When a child's eligibility for FAPE pursuant to Part B terminates under these circumstances (*graduation, reaching maximum age*), in accordance with 34 CFR § 300.305(e)(3), the local educational agency (LEA) must provide a "summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals." However, this provision does not require the LEA to provide services to the child to meet these goals. (Italics added)



QUESTIONS TO ASK ABOUT POST-SECONDARY GOALS:

- Are the goals realistic?
- Are the goals measurable?
- Do the goals focus on life after graduation?
- Are the goals specific?
- Are the goals focused?
- Did the team develop IEP goals to support the transition goals?
- Did the team develop postsecondary education and training goals?



2. ARE THE POSTSECONDARY GOALS UPDATED ANNUALLY?

- “The IEP must include...A statement of school to post-school transition services...” (IDEA §300.320, Utah Rules III.J.2.i)
- “Each LEA must ensure that the IEP team...Reviews the student’s IEP periodically, but not less than annually, to determine whether the IEP goals for the student are being achieved...” (IDEA §300.324, Utah Rules III.I.4.a)
- “Transition Services. Beginning not later than the first IEP to be in effect when the student turns 16 ..., and updated annually thereafter,...” (IDEA §300.320(b), Utah Rules VII.B.5)
- Updating postsecondary goals may mean administering additional transition assessments, as student’s interest, preferences, and strengths change with experience and maturity



NOTICE OF ANNUAL IEP MEETING

- Parents must be notified that a purpose of the IEP meeting includes the consideration of the student's postsecondary goals and transition services
 - For a child with a disability beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, the notice to parents must:
 - (i) Indicate--
 - (A) That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with [34 CFR 300.320](#) (b); and
 - (B) That the agency will invite the student; and
 - (ii) Identify any other agency that will be invited to send a representative.
 - [34 CFR 300.322](#) (b)(2).



3. IS THERE EVIDENCE THAT THE MEASURABLE POSTSECONDARY GOAL(S) WERE BASED ON AGE APPROPRIATE TRANSITION ASSESSMENT?

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an “...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program(IEP)” (Sitlington, Neubert, & LeConte, 1997; p. 70-71).



Q AND A ON IEPs, EVALUATIONS, AND REEVALUATIONS

OSEP – JANUARY 2007

- Question A-1: Must an IEP include measurable postsecondary goals based on age appropriate transition assessments for every 16-year-old student with a disability regardless of the student's skill levels relating to education, employment and training?
- Answer: Yes...This requirement applies, whether or not the child's skill levels related to training, education, and employment are age appropriate. The IEP Team must, however, develop the specific postsecondary goals for the child, in light of the unique needs of the child as determined based on age appropriate transition assessments of the child's skills in these areas.
(Emphasis added)



CONDUCTING TRANSITION ASSESSMENTS

- It seems most appropriate to use some combination of the following types: Paper and pencil tests, structured student and family interviews, community or work-based assessments (situational) and curriculum-based assessments. (Morningstar & Liss, 2008)
- Assessments should answer three basic questions:
 - Where is the student presently?
 - Where is the student going?
 - How does the student get there?(Sitlington & Clark, 2007)



STUDENT TRANSITION QUESTIONS

- What are my interests, aptitudes, and capabilities in school, work, and community living?
- Where do I want to live, work, or go to school after leaving high school?
- What courses do I want to take in high school to graduate and prepare for my future?
- What do I need to learn to do what I want?
- What do I do after I leave school?
- What are my strengths?
- What do I need to improve to be successful?



TYPES OF ASSESSMENTS

- Informal measures may include:
 - Interviews or questionnaires,
 - Direct observations,
 - Anecdotal records,
 - Environmental or situational analysis,
 - Curriculum-based assessments,
 - Interest inventories,
 - Preference assessments, and
 - Transition planning inventories.



EXAMPLES OF INFORMAL MEASURES:

- Transition Planning Inventory (Clark & Patton, 2009)
- O'Net Career Interest Inventory (U.S. Department of Labor, 2002)
- Life Centered Career Education (LCCE) Performance and Knowledge Battery (Bucher & Brolin, 1987)
- Situational or observational learning styles assessments
- Curriculum-based assessment from courses
- Observational reports
- Situational assessments
- Structured interviews
- Personal-future planning activities
- Functional skill inventories



○ Formal measures include:

- Adaptive behavior and independent living assessments
- Aptitude tests
- Interest assessments
- Intelligence tests
- Achievement tests
- Personality or preference tests
- Career development measures
- On the job or training evaluations
- Measures of self-determination



EXAMPLES OF FORMAL MEASURES:

- Meyers Briggs Type Indicator Form M (Meyers & Briggs, 1988.), Self-Directed Search Forms CE (Holland & Powell, 1994), R (Holland, 1994), and E (Holland, 1996), and Occupational Aptitude Survey and Interest Schedule 3rd Edition (Parker, 2002).
- WAIS, WISC, Stanford-Binet, Woodcock-Johnson Tests of Cognitive Abilities, Kaufman Assessment Battery for Children
- Vineland Adaptive Behavior Test, Scales of Independent Behavior-Revised (SIBS-R), Inventory for Client and Agency Planning (ICAP)
- Woodcock-Johnson Tests of Achievement, Wide Range Achievement Test (WRAT), Scholastic Assessment Test (SAT), ACT
- The Arc's Self-Determination Scale, the AIR Self-Determination Scale



CASE LAW

- The LEA failed to include student in lengthy, contentious IEP meeting addressing issues that would be above her level of comprehension; the LEA did not take other steps to determine her preferences and interests.
- In *Gibson v. Forest Hills School District Board of Education*, [113 LRP 24797](#) (S.D. Ohio 06/11/13), the court found that this procedural violation alone (i.e. not inviting student to the IEP meeting) would not have amounted to a denial of FAPE had the district taken other steps to ensure the IEP team had considered the student's preferences and interests.
- However, because the district had not conducted age-appropriate transition assessments , it failed to provide transition services to achieve the student's postsecondary goals and denied her FAPE



CASE LAW

- *District of Columbia Pub. Schs.*, [57 IDELR 114](#) (SEA DC 2011).
- The District of Columbia developed postsecondary transition goals for a teen with ED based solely on a 10-minute interest interview. The IHO noted that the district only had a career exploration teacher conduct a 10-minute guided interview in which the student gave yes or no answers to questions about his interests. Given that the student performed between the second- and fifth-grade level, the IHO observed that his goals of attending college and pursuing a career as a forensic scientist were not realistic or attainable.
- Conclusion: the district's failure to conduct age-appropriate transition assessments prevented it from developing an appropriate transition plan,
- Order: the IHO ordered the district to assess the student, develop appropriate postsecondary goals, and provide the compensatory services he needed to make progress toward those goals.
- Compensatory services awarded: SAT preparation; independent tutoring; career counseling/coaching.



4. ARE THERE TRANSITION SERVICES IN THE IEP THAT WILL REASONABLY ENABLE THE STUDENT TO MEET HIS OR HER POSTSECONDARY GOAL(S)?

- Transition services help students with disabilities bridge the gap from school to postsecondary activities and life, preparing them for adult life and providing them with skills they will need to obtain gainful employment, if appropriate.
- Transition services emphasize the acquisition of functional skills and hands-on knowledge, enabling students who can enter the workforce or continue education or training to do so and students who can do neither to live as autonomously as possible, given the extent of their disabilities.



TRANSITION SERVICES IS...

A coordinated set of activities for a child with a disability that:

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.



DETERMINING NEEDED TRANSITION SERVICES

- What experiences, that are necessary for achieving the identified post-secondary goals, must the student participate in this academic year?
- What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their post-secondary goals?
- Do we know enough about this student's vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?



LETTER TO BEREUTER (OSERS 1993)

- Districts are not relieved of their obligation to provide transition services even if the demographics of the local area make it impossible to develop relationships with potential employers or to otherwise find cooperating entities for other adult-living objectives.



CASE LAW

- *Deer Creek-Mackinaw Community Unit Sch. Dist. 701*, [54 IDELR 138](#) (SEA IL 2010).
 - The transition services offered by an Illinois district to a student with an ED were insufficient to address the student's goal of attending college. The transition plan failed to adequately address behavior management, self-monitoring and self-advocacy skills, or strategies for strengthening the student's functional, developmental and academic skills through ameliorating recognized deficits in areas of attention, social/emotional fragility and executive functioning problems.



CASE LAW

- Parents requested tuition reimbursement for student's unilateral placement in a music academy for students with cognitive disabilities. The District Court found for the LEA: a transition plan which reflected the student's strong interests in fashion and child care was reasonably calculated to provide FAPE.
- *K.C. by M.C. and W.C. v. Mansfield Indep. Sch. Dist.*, [52 IDELR 103](#) (N.D. Tex. 2009).
 - An occupational assessment conducted in the student's junior year showed that she had both a high interest and a high skill level in the fields of fashion, child care, and child development.
 - The student also had a high interest score in the area of performing arts, but her skill score in this area was in the 'very low' range.
 - Based on the assessments, the IEP team developed a transition plan that called for the student to work in a clothing store -- a job that she enjoyed and performed well. The transition plan also called for the student to work as a classroom aide in an elementary school music class; that plan was discontinued later due to student's dissatisfaction with the position.



5. DO THE TRANSITION SERVICES INCLUDE COURSES OF STUDY THAT WILL REASONABLY ENABLE THE STUDENT TO MEET HIS OR HER POSTSECONDARY GOAL(S)?

- Defined as an instructional program of study (NSTTAC, 2010)
- A course-of-study lists classes and community experiences the student will complete to graduate and achieve his/her post-high school visions for education/training, employment, and independent living.
- A multi-year description of coursework to achieve the student's desired post-school goals from the student's current to anticipated exit year (Storms, O'Leary, & Williams, 2000)
- For the course of study, educators should consider whether or not the student is taking courses or participating in non-academic experiences that allow him/her to meet stated post-secondary goals



REVIEW THE COURSE OF STUDY ANNUALLY TO ENSURE IT:

- Reflects an educational program and plan that specifies all courses and educational experiences from the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team.
- Reflects the planning that relates to the student achieving their desired measurable postsecondary goals and helps them make a successful transition to post-school adult life.
- Reflects multiple years of classes and educational experiences are specified, not just one year.



- The definition of transition services is written broadly to include a range of services, including vocational and career training that are needed to meet the individual needs of a child with a disability. The definition states that decisions regarding transition services must be made on the basis of the child's individual needs, taking into account the child's strengths, preferences and interests. 71 Fed. Reg. 46,579 (2006).
- Transitional services can address areas such as academic/life-long learning, workplace readiness, occupationally specific skills, self-determination, daily living skills, health and physical care, leisure, mobility, money management, and social skills. See, e.g., *Mason Community Sch. Dist*, [21 IDELR 241](#) (SEA IA 1994).



CASE LAW

- Based on the student's need to learn life skills, such as preparing food and putting on her shoes, the IEP team offered a program that focused on functional skills development. The information known to the team at the time was that neither job training nor postsecondary education were realistic or even preferred postsecondary outcomes. There was no evidence that the student's transition plans were inappropriate. *Simi Valley Unified Sch. Dist.*, [50 IDELR 267](#) (SEA CA 2008).
- A transition plan that focused on the need of a student with autism and a low IQ to develop social, vocational and independent living skills rather than academic skills was appropriate. *Sumner County Bd. of Educ.*, [54 IDELR 68](#) (SEA TN 2010).



6. IS (ARE) THERE ANNUAL IEP GOAL(S) RELATED TO THE STUDENT'S TRANSITION SERVICES NEEDS?

- For each post-secondary goals, there must be an annual goal or goals included in the IEP that will help the student make progress toward the stated post-secondary goals
- Ask:
 - Based on transition and other assessments, what skills and knowledge does the student currently have that support their post-secondary goals?
 - What skills and knowledge must the student attain this academic year that are necessary for achieving the identified post-secondary goals?
 - What are the gaps between current skills and skills necessary for achievement of post-secondary goals?
 - Address these gaps through development of IEP goals.



EXAMPLES OF SELECTING ANNUAL IEP GOALS BASED ON STUDENT'S POSTSECONDARY GOALS

- A student whose goal is to work in a bank and has language-based learning disabilities and social skills deficits may require annual IEP goals that will enable her to improve her reading comprehension and math skills, and to develop customer service skills.
- A student whose goal is to attend a four-year college and who has Asperger's Syndrome may require annual IEP goals that will help him to develop his self-advocacy skills and avail himself of college disability support services.



ADDITIONAL EXAMPLES

- A student whose goal is to have a job and a busy social life, and who has multiple disabilities, may require annual IEP goals that will help her to use her cell phone, access public transportation, and improve her personal care skills.
- A student with a health impairment whose goal is to become a pastry chef may require annual IEP goals that will help him to research culinary schools, take charge of his own healthcare needs, and improve his organizational skills.



CASE LAW

- The IDEA does not require a student's transition plan to dictate her IEP goals. Although the process is results-oriented, a transition plan will not be invalid because of a failure to influence IEP goals. The IDEA simply requires that meaningful educational progress be made in line with the student's particular needs and interests.
- A high school junior with learning disabilities may have had her sights set on college, but that did not invalidate an IEP goal that called for her to read at a sixth-grade level by the end of the year. *High v. Exeter Twp. Sch. Dist.*, [54 IDELR 17](#) (E.D. Pa. 2010).



7. IS THERE EVIDENCE THAT THE STUDENT WAS INVITED TO THE IEP TEAM MEETING WHERE TRANSITION SERVICES WERE DISCUSSED?

- The Part B regulations state that a district must invite a student with a disability to attend a meeting about the student's IEP if the purpose of the meeting will be the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals. [34 CFR 300.321](#) (b)(1).
- If the student does not attend the IEP team meeting, the district must take other steps to ensure that the child's preferences and interests are considered. [34 CFR 300.321](#) (b)(2).



- An IEP team can proceed to consider transition services at a meeting not attended by the student, provided the student is invited. All the IDEA requires is that: "If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered." [34 CFR 300.321](#) (b)(2).
- The state model Individualized Transition Plan addresses this:
 - **Student Participation** - If the student did not attend the IEP meeting, describe how the student participated in the transition planning process: _____



CASE LAW

- While the failure to invite a student with a disability to a meeting about transition services is a procedural violation, it does not necessarily result in a denial of FAPE.
- A California district violated the IDEA's procedural requirements by failing to invite a 16-year-old student with an emotional disturbance to an IEP meeting about his transition services. However, an ALJ found that the error was harmless because a psychologist who was well-acquainted with the student communicated the student's preferences to the IEP team. Furthermore, the parents and the district mutually agreed that it was not in the student's best interests to participate in the meeting. *Novato Unified Sch. Dist.*, [22 IDELR 1056](#) (SEA CA 1995)



- Like all other aspects of special education programming, transition services must be provided to meet the individual needs of each eligible student. *Letter to Hamilton, [23 IDELR 721](#)* (OSEP 1995).
- Summary:
 - Transition services can be the only special educational service provided to a student with a disability, as long as those services consist of specially designed instruction and can be identified as special education under state educational standards.



8. AGENCY INVOLVEMENT

- If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?
 - Did the team determine that another a representative of any participating agency was likely to be responsible for providing or paying for transition services?
 - If yes, did the LEA obtain consent from the parent(s) or adult student prior to inviting the agency representative to the IEP meeting?
 - If yes, did the LEA invite the agency representative to the IEP meeting?



CASE LAW

- The district is expected to take a leadership position in contacting agencies expected to provide services to the student once she exits the school system and to act as a liaison between the parents and the other agencies while the student is enrolled in school. *See Letter to Bereuter*, [20 IDELR 536](#) (OSERS 1993). *See also Yankton Sch. Dist. v. Schramm*, [23 IDELR 42](#) (D.S.D. 1995), *aff'd*, [24 IDELR 704](#) (8th Cir. 1996).



CASE LAW

- A district's failure to invite another agency to an IEP meeting on transition services may be deemed harmless if it does not result in a denial of FAPE.
- Although a Wisconsin district did not invite representatives from a county agency to all of the student's IEP meetings, the representatives attended the meeting at the parent's invitation. As such, the court held that any procedural violation by the district was harmless. *Rosinsky v. Green Bay Area Sch. Dist.*, [53 IDELR 193](#) (E.D. Wis. 2009)



OSEP LETTER

- A district's duty to prevent the disclosure of personally identifiable information also affects its ability to invite representatives of outside agencies to IEP meetings on transition services. Noting that each IEP meeting involves a discussion of confidential information, OSEP explained that districts must seek consent every time they wish to invite an agency representative to an IEP meeting. *Letter to Gray*, [50 IDELR 198](#) (OSEP 2008).



- In *Letter to Caplan*, [50 IDELR 168](#) (OSEP 2008), OSEP explained that there is no bright-line rule for determining whether representatives from other agencies should be invited to IEP meetings held under [34 CFR 300.320](#) (b). In deciding whether to invite a particular agency, the district should consider whether the purpose of the meeting is to discuss the student's postsecondary goals and transition services. Districts should also consider whether a particular agency will be responsible for providing or funding transition services, and whether the parent has consented to the agency's participation in the IEP meeting.



NOW YOU UNDERSTAND HOW TO DEVELOP A HIGH QUALITY TRANSITION PLAN, RIGHT?

Help is available!

- <http://nstattac.org>
 - National Secondary Transition Technical Assistance Center
 - Evidence-based Practices
 - Capacity Building
 - Lesson Plan Starters
 - Indicator 13 information and guidance
 - Toolkits
 - Other resources
- <http://www.schools.utah.gov/sars/DOCS/transition/compliance/cetips.aspx>
 - Designed as a resource for IEP teams when developing IEPs for transition-age students
 - Follows the NSTTAC Indicator 13 checklist
 - Contains IDEA and Utah Special Education Rules citations



Questions?
Comments?
Concerns?

