



# PREPARING FOR THE IEP MEETING: FOR ADMINISTRATORS

As a school administrator, you have valuable perspectives and insights to offer when discussing transition topics during IEP meetings. This planning sheet will help you know what to expect and how you can contribute.

### What Should I Know About a Transition IEP Meeting?

- Beginning with the first IEP to be in effect after the student turns 14, IEPs and meetings will begin to focus on the student's goals for after high school in education/training, employment, and independent living.
- IEP team members include the student, his/her parents or guardians, their special education teacher, general education teachers, yourself, and representatives from adult disability service agencies. Other team members might include a speech, occupational, or physical therapist, and/or guidance counselor. The student can invite anyone important to them who can provide relevant information related to post-school goals.
- 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 those outcomes, and keep track of the student's progress on those goals.
- Each team member will have individual responsibilities and things they can do to contribute.
- The feasibility/availability of specific services should be discussed with the special education teacher before the meeting to avoid offering services that are not available.

### How Can I Help?

- Take time prior to the meeting to make sure you know the individual student and have information on his/her goals, services, and other components of the transition plan.
- Serve as a neutral facilitator between parties if disagreements occur.
- Be knowledgeable about the services that are available and what might serve as good alternatives if the first choice is not available.
- Work with the school system to develop needed resources.
- Identify needed training opportunities for educators.
- Continually improve the programs offered and the resources the school system makes available to students with disabilities.
- Suggest extracurricular or other school activities that might be relevant to the student's annual or post-school goals.