Invite the Student 

Law & Guidelines

**IDEA Regulations** 34 CRF 300.321(a)(7) 300.321

1. *General. The public agency must ensure that the IEP Team for each child with a disability includes—(7) whenever appropriate, the child with a disability. The full law can be accessed here* [*https://ecfr.io/Title-34/se34.2.300\_1321*](https://ecfr.io/Title-34/se34.2.300_1321)
2. *Transition services participants. (1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b).*

*(2) 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.*

**Guidance**

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.

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