Agency Awareness and Attendance 

# Law & Guidelines

IDEA requires that a school district invite a student with a disability to their IEP meeting beginning not later than the first IEP to be in effect when the child turns 16.

## ***§300.321   IEP Team.***

*(a) General. The public agency must ensure that the IEP Team for each child with a disability includes—*

*(b)(3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.* <https://ecfr.io/Title-34/se34.2.300_1321>

**Guidelines**

The school district must also identify any other agency (e.g. Vocational Rehabilitation, College-Disability Services, Independent Living Centers) that will be invited to send a representative to the IEP meeting. The school district must obtain parental consent before inviting representatives from other participating agencies to attend an IEP Team meeting. The representatives of these agencies should not have access to all the student’s records unless the parent gives consent for such a disclosure.

Once the participating agency commits to transition services on the IEP, that agency is responsible to provide those services to the student. If a participating agency, other than the school district, FAILS to provide the transition services described in the IEP, the school district must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the student set out in the IEP. This does not mean that the school district must provide the identical services written on the IEP; it means the IEP Team must reconvene to identify alternative strategies to meet the transition objectives

# Tips

**Learn about the local agencies/partners that provide transition services after high school**

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| **Education or Training** | **Employment** | **Independent Living** |
| * Community Colleges/Universities * College-Disability Services * Adult Education * Short Term Certification Community Education * Military * Technical Training | * Vocational Rehabilitation * Department of Labor * Employment Department * Work Source of Oregon * Job Corps * Pre-ETS Coordinators * ODDS Employment Specialist * Transition Specialist (i.e. YTP) | * Social Services- DHS * Social Security- SSI * WIN/DRO benefits * Housing Authority * City and County Housing * Health Departments * Independent Living Centers * Public Transportation (i.e. Dial-a-Ride,   LIFT, Cherriots, Ride Source) |

**Ideas for Identifying Agencies **

* + Work with Transition Network Facilitator’s for ideas and resources to

learn which relationships they have made with community partners.

* + Hold transition fairs. Contact your TNF for ideas and regional resources.
  + Create community resource maps and information for students and parents to navigate transition.
  + Learn about adult agencies, services and eligibility, and gather materials to share with students and families.
  + Take advantage of cross-training opportunities between agencies.
  + Develop procedures and plans to address the needs of students with disabilities, and barriers they may face during the transition process.
  + Develop a systematic way to invite agencies that the student would possibly access after high school.
  + Learn from community partners. What does the student or parent need to get ready for the post-school environment, community college, trade school, or local businesses?
  + Get involved with local Employment First programs.
  + Guidance from ODE for Agency Attendance
  + In August look at your caseload and decide which students on your caseload should have agencies represented at their IEP meeting.
  + When scheduling IEP meetings obtain required written parent/guardian consent before inviting representatives from other participating agencies to attend an IEP Team meeting. The representatives of these agencies cannot access all the student’s records unless the parent, or adult student, gives consent for such a disclosure.
  + Schedule IEP meetings with other agency representatives early in the year. Agency representatives have full schedules and may not be able to attend meetings with a short notice.

Please look at pages 47-56 for a list of Agency Resources.