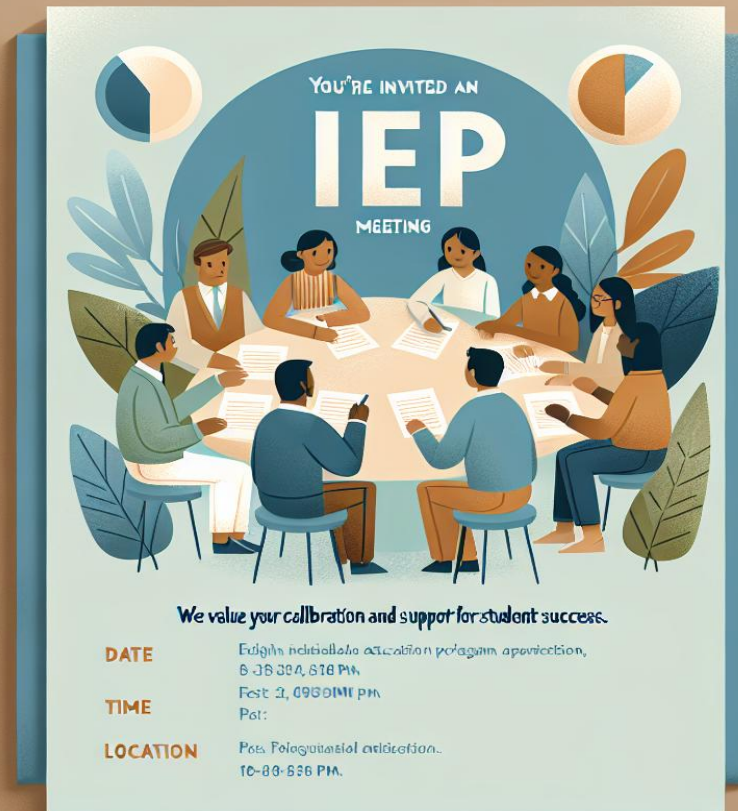


Inviting Outside Agency



Purpose of Transition Section of IEP

Transition planning is federally required for all students who have an IEP.

Begin with the first IEP that is in effect when the student turns 16, or younger if determined to be necessary by the IEP team.

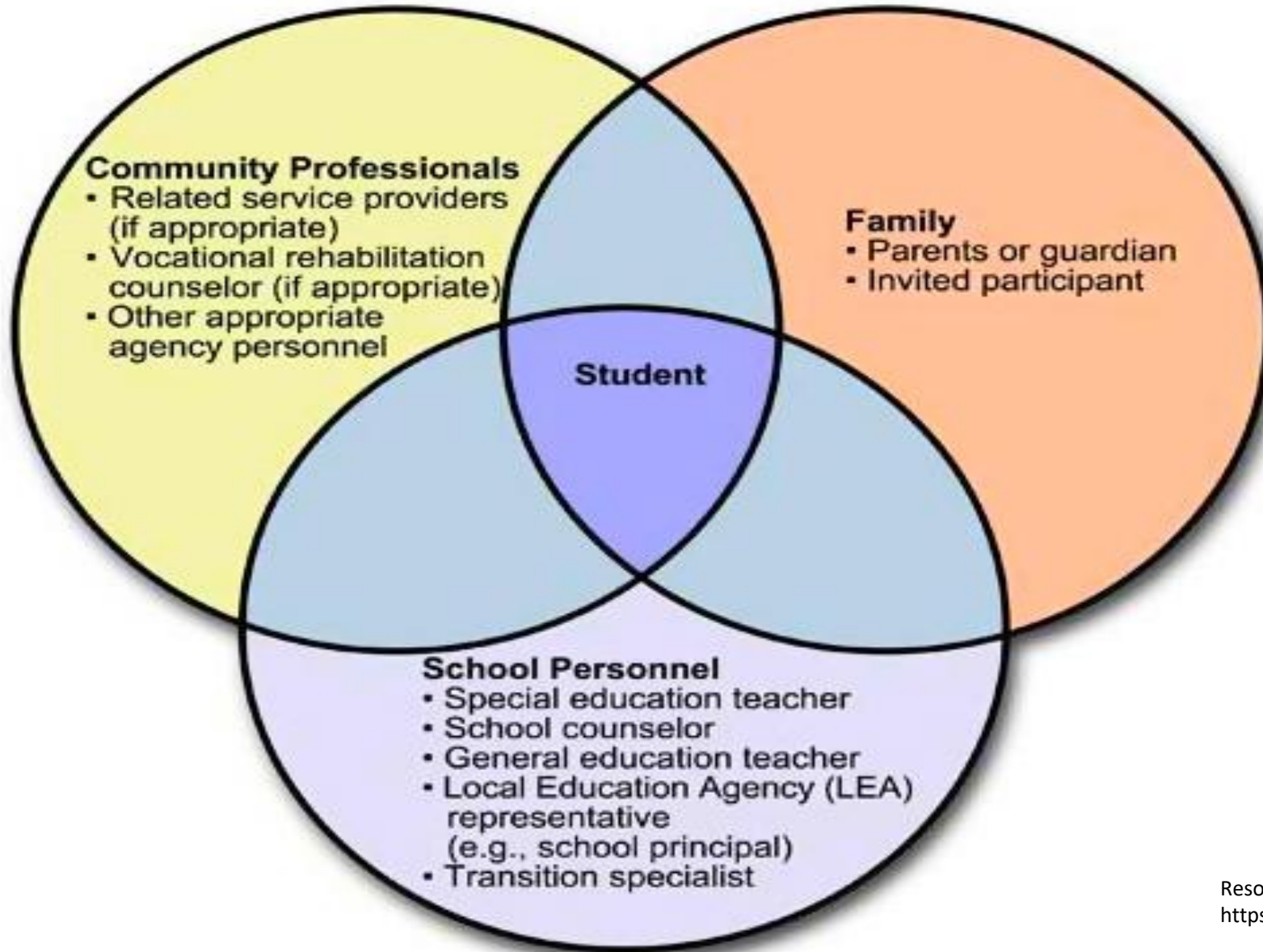
Transition focus on the student's future education/ training, employment, and independent living.

Description of transition activities to assist student meet those goals.

District Requirements for Outside Agency

- Identify any other agency that is likely to be responsible for providing or paying for transition services and that will be invited to send a representative
- Get parent consent to invite the outside agency since sharing confidential information.

Team Support



Resource:
<https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p03/>



Requirements Versus Process for Inviting Outside Agency

Write down your district's invitation procedures?

What is completed?	Who does it or responsible to completed it?



#1: Your Student



Know your student's strengths and needs along with the post-secondary goals.



#2 Discuss and Select Appropriate Agency

<https://tslp.org/wp-content/uploads/2024/08/Adult-Services-SD-Final.pdf>

Team needs to determine which agency to invite based on the student.

What does the process look like for determining which agency will be invited to the IEP meeting? How do you explain it to parents?

South Dakota Adult Services/Resources

If an agency is going to be paying for or providing services during the IEP timeframe, that agency needs to be invited to the IEP meeting. Prior to inviting the agency, written parental consent must be received from parent (or student, if he/she has reached age of majority).

_____ **Division of Rehabilitation Services (DRS).** Assists eligible individuals with physical or mental disabilities to obtain employment and maintain employment. Services may include guidance & counseling, Pre-Employment Transition Services (Pre-ETS), training, job placement and more. DRS funds the "Project Skills" program, a paid work experience program available for students ages 16 and older who qualify.

<https://dhs.sd.gov/en/rehabilitation-services> 605-773-3195

_____ **Service to the Blind and Visually Impaired (SBVI).** Offers services to individuals who have blindness or a visual impairment. Services include adjustment to blindness training, rehabilitation counseling, assistance in finding and keeping a job, tools and supplies needed to reach goals, vocational training, post-secondary preparation, assistive technology, and more.

<https://dhs.sd.gov/en/sbvi> 605-773-4644

#3: Consent

Consent to invite the outside agency to the IEP.

- Consent requirements mean:
 - Parents clearly understand
 - Written (signature)
- What does our district process look like?
 - When?
 - Who responsible?
 - Where do we find the consent?

CONSENT TO INVITE OUTSIDE AGENCY FOR POSTSECONDARY TRANSITION SERVICES ARSD 24:05:25:16.01

STUDENT NAME:		SIMS:
PARENT/GUARDIAN NAME:		DATE SENT:
SCHOOL DISTRICT:	SCHOOL:	
DOB:	AGE:	GRADE:

Purpose of this release:

Schools are required, with parent consent, to invite agencies likely to be responsible for providing or paying for transition services, to the child's IEP meeting.

Reason for signed consent:

During an IEP meeting, confidential information from your child's/your education records will be discussed. The school needs your consent for the agency(ies) listed below to attend the next IEP meeting, due to the disclosure of confidential student information that will occur during the meeting. Informed parental/adult student consent must be obtained before the school district discloses confidential student information. If any release of records to the outside agency is needed prior to or after the meeting, an additional consent form will be required.

The specific agency(ies) we would like to invite to attend the next IEP meeting include:

- ☐ Vocational Rehabilitation
- ☐ Division of Developmental Disabilities (e.g. Resource Coordinator, Family Support 360)
- ☐ Community Support Provider _____
- ☐ Disability Services (college or technical institute) _____
- ☐ Other _____
- ☐ Other _____

Note: You can add or decline consent for a specific agency. Please note on this form.

Please Sign, Date, and Return As Soon As Possible

- ☐ **I CONSENT¹** Having been informed as stated above, I give my consent for the school district to invite a representative of the above agency(ies) to attend the next IEP meeting.
- ☐ **I DO NOT CONSENT¹** Having been informed as stated above, I do not give my consent for the school district to invite a representative of the above agency(ies) to attend the next IEP meeting.

Parent/ Guardian/or Adult Student Signature: _____
Date: _____

Note: This consent will remain in effect for the next IEP meeting or one year from the date signed, whichever comes first. Your consent is voluntary and may be revoked in writing at any time.

#4 Meeting Notice

1. District receives written consent.
2. District develops the meeting notice documenting the agency being invited.

A meeting has been scheduled on (date and time) _____ at _____ am/pm, CST/MST.

The meeting will be held at (location) _____ in _____.

PURPOSE FOR MEETING:

☐ Discuss evaluation results

☐ Determine eligibility for special education/related services

☐ Develop an Individual Education Program (IEP)

☐ Amendment to your child's IEP

☒ Transition planning (consider postsecondary goals and transition services): For a child who is or will be 16 years of age or older during the duration of this IEP

☐ Other (specify) _____

As required by federal and state law, in addition to you, we will have the following people at the IEP meeting:

☒ General Education Teacher ☒ Special Education Teacher or Provider ☒ School Representative

☐ Individual who can interpret the evaluation results

Other (include titles of individuals): _____, _____, _____

If the purpose of the meeting is the consideration of post-secondary goals and transition services for your child, we will be inviting, (student name) _____ to attend the meeting.

With parent consent, the following agency(ies) representative(s) have been invited to attend the meeting:

Parents may invite other individuals who have knowledge or special expertise regarding their child, including related service personnel as appropriate. For the initial IEP of a child previously served in Part C, at the request of the parent, the school district will invite the Part C service coordinator/representative.

If these arrangements are not convenient for you, please contact _____ at _____.



#5: Invite the Agency

- Who does that?
- How does the district invite the agency (phone call, email, who is emailed)?

#6 Hold the IEP Meeting

If the outside agency representative comes, what is their role?

What if the agency is unable to attend?

District is not out of compliance if outside agency does not attend.

Team can consider:

- Transition activity
- Invite to next meeting
- Other?

Common Compliance Questions/Situations



Clarify to meet Indicator 13 for inviting outside agency

Common Question: #1

Will one of these work for consent?

Email

- Mom emailed me that I can invite _____.

Phone call

- Dad told me over the phone that _____ can be invited.

No, regulations require their written consent (signature)

Common Question: #2

We send the consent form with the meeting notice.

If we get the written consent before the meeting, does that meet requirements?

If you send the consent form to be signed with the meeting notice, you can't add the agency to the meeting notice.

Consent must come before the meeting notice.

Common Question: #3

What if consent for outside agency does not come before meeting notice goes out?

You will send meeting notice without the agency on it. Once you receive the consent, then send another meeting notice indicating the agency is now invited.

Common Question: #4

Can we have the parent sign consent for the outside agency to be invited to the next IEP meeting?

Yes, you can do that.

Common Question: #5

What if parent disagree to consent to have an agency invited?

- If you have discussed at the IEP meeting, document in the PPWN that the district proposed outside agency, but the parent declined.
- Individualize the PPWN by naming which agencies the district proposed, and parent declined.
- If discussed outside the meeting, document when it occurred and outcome but discuss at IEP meeting too.

Related Requirements

24:05:25:16.01. Participation of student in IEP team meeting. If a purpose of the IEP team meeting is the consideration of postsecondary goals and transition services for a student, and if the meeting is 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 also must:

- (1) Indicate that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the student;
- (2) Indicate that the district will invite the student ; and
- (3) To the extent appropriate, **with the consent of the parents** or a student who has reached the age of majority, identify any other agency that is likely to be responsible for providing or paying for transition services and that will be invited to send a representative.

Parental consent, or the consent of an eligible student who has reached the age of majority under state law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

Meeting Notice: If a purpose of the IEP team meeting is the consideration of postsecondary goals and transition services for a student, the notice must also address the provisions of § 24:05:25:16.01.

- (8) "Consent,":
 - (a) The parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native language, or other mode of communication;
 - (b) The parent understands and agrees in writing to the carrying out of the activity for which the parent's consent is sought, and the consent describes that activity and lists the records, if any, that will be released and to whom;

After the IEP meeting

PPWN CONSIDERATIONS FOR TRANSITION

PPWN Provides

Parents a summary of discussion and support reasons for the decisions.

* It also reminds the district what was discussed and the reasons for decisions.



- Think about which IEP areas had discussion.
- Did you talk about pros and cons of the decision?
- Did the parent mention a proposal and what was the district's decision?
- Was specific questions brought up and response?

Examples: Transition Proposals

- Did the team determine to add an independent living post-secondary goal? If yes, why?
- Why choose or add a specific transition services?
- Will student have employment activities?
- Is student on track for a diploma? If not, why?
- Did team make decision to modify diploma course requirements and discuss the pros and cons?
- Outside agency-
 - To be invited
 - Connect parent and student in future (perhaps added to transition activity)
- Consider student's employment goal. Did the team feel it was achievable? Was their edits or activities included to support or improve the MPSG?
- Transfer of rights was discussed and will occur _____
- Is the student applying for project skills? Why?

Examples of Transition Rejections

- If student does not require an independent living measure post-secondary goal, why?
- Transition activities – was one proposed and team decided not to add it and why?
 - Team decided to wait until next year to implement _____ activity because _____
- Student is still too young for project skills but will start application process for vocational rehabilitation in the next school year as documented in IEP.
- Due to credit recovery needs of student, team was unable to document
- Discussed outside agency but was declined and reason why.
- Team discussed requirements for graduation. Discussion included _____. It was determined at this time the student's specialized instructional needs and modified course will _____

Example: Description of data and information used?

- Student interest survey results completed on _____.
- Diagnosis of _____ on _____.
- _____ transition assessment completed on _____.
- Principal report on courses completed for graduation and those still need to complete.
- _____ agency input and information on _____.
- Reviewed parent and student checklist completed for steps to attend _____.
- _____ college acceptance letter and checklist
- Written input from guidance counselor
- Written input and information on _____ from _____ agency
- Student document preferences and interests completed on _____
- Transition report
- Personal finance teacher
- Parent input
- CTE teacher input

Example: Other Factors

- Concerns when transition to _____.
- Post-secondary activities family has completed or will do.
 - Parent and student will tour _____ this school year.
 - Applications for _____ completed.
 - Plan to retake the ACT on _____.
- Question for online courses options (dual credit)
- Parent or student invited _____ to meeting.
- Provided parent resource on supported decision making.
- Parent requested a list of agency resources and district will follow up by _____.
- _____teacher indicated activities will occur this coming _____.



Transition Assistance

- **Transition Service Liaison Project (TSLP)**
 - www.tslp.org
 - IEP writing tips
 - Brainstorm outside agency, transition activities, types of assessments, etc.
 - Discuss process and requirements
 - Transition TA Guide

Special Education Requirements

- State Regional Representatives at <https://doe.sd.gov/sped/documents/0925-SPEDreps.pdf>
- IEP Technical Assistance Guide (2025): <https://doe.sd.gov/sped/documents/IEP-TA-25.pdf>
- Example forms such as Summary of Performance

