

**TRANSITION
FROM
HIGH SCHOOL
TO
ADULT LIFE**

**WHAT
IS THE
FAMILY ROLE?**

OREGON DEPARTMENT OF EDUCATION

**OFFICE OF SPECIAL EDUCATION
255 CAPITOL ST NE
SALEM OREGON 97310-0203**

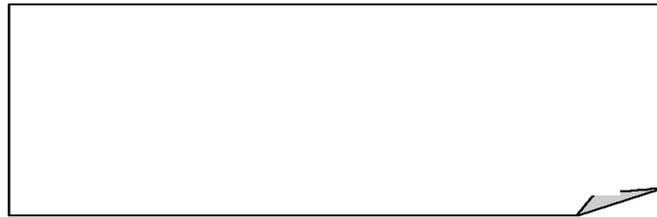
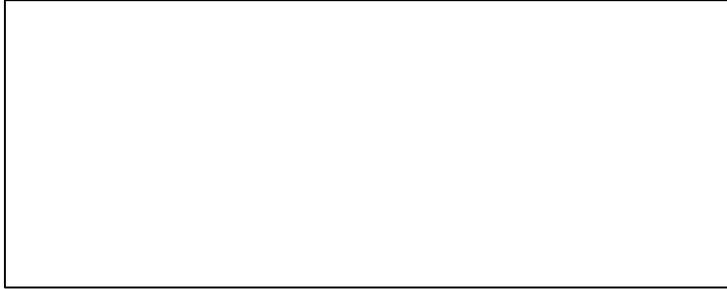
**(503) 378-3598 V/TTY
(503) 373-7968 FAX
(503) 378-2892 TTD**



April 2003

Table of Contents

Transition Planning: From High School to Adult Life	1
What is the Parent/Family Role in Transition?	3
How Do You Help Your Son/Daughter Prepare for the Transition to Adult Life?	7
Family/Student Checklist for Transition Planning Areas	12
References	15
Appendix A	
• Resources	18
• Organizations	22
Appendix B	
• Components of the Individuals with Disabilities Education Act	26
• Transition Services Definition	27
• IEP Team Participation	28
• IEP Content	30
• Agency Participation	33
• Agency Failure to Provide Services	34
• Transfer of Rights	36
Appendix C	
• Individuals with Disabilities Education Act	40



The transition from high school to adult life represents the culmination of the student's experiences throughout her or his school career. This transition has been recognized as a significant process. It is supported by federal and state legislation that mandates procedures and responsibilities of school districts through the Individuals with Disabilities Education Act, P. L. 105-17 (IDEA). Transition planning is part of the Individualized Education Program (IEP) process that is required in this legislation.

Transition is a planning process that focuses on improving a student's success in all areas of life. The IEP is the guide for the planning that needs to take place for the student to be successful as an adult. It helps the

family, the student, the school, and other agencies to identify, plan, and carry out the activities needed for success. It identifies the skills needed, what services will be provided, when they will be provided, who will provide them, and who will pay for them.

Transition Planning: What are the Ages?

Planning for transition should start at an early age. IDEA requires that “transition service needs” be included in IEPs for students age 14 and older. Needed transition services must be included at age 16 years and older. However, the law permits this planning to begin earlier if needed. Early planning is encouraged.

Why Start Early?

Transition cannot be a last minute effort. Family members and students need time to address issues, deal with emotions, understand new information, and become active participants. Students also need time to learn necessary skills and have experiences needed to prepare for the transition. Agencies need time to learn about the students and to develop the unique set of services students will use. Schools need time to prepare the student with skills and assist family members and the student in making connections. Over time, a student's focus may change. A longer planning time provides the time needed to accommodate such changes.

Early transition planning is also important because:

- Transition from special education services is complicated.
- Some students will likely use the services of many agencies and time will be needed to figure out who can do what and who will pay for what.
- It will take time to put post-school services and supports in place.

**WHAT IS THE PARENT/FAMILY
ROLE IN TRANSITION?**

Family members and parents have critical information that can add to the transition process for a person with a disability.

Roles that can be played by parents and other family members include:

Members of the Team

Parents and family members are valuable members of the transition planning team. They assist in the implementation of the plan.

Providers of Unique Information

Families know many things about their daughter's/son's character, interests, and abilities. They know what may motivate their daughter/son. Such valuable insights should be included in any education and transition planning.

Role Models

Students get messages about the value of work inside and outside the home from parents and family members. When parents send the message, "There is a world of work out there and you are going to be part of it," they boost their daughter's/son's self-image and encourage her/his interest in work.

Source of Values

The goals and values of the family are important to the transition process. The family sets these values. They should be respected and included in the transition plan by the team.

Determiner of Priorities

Often there are many skills a student needs to learn and many tasks that need to be accomplished. Parents and family members can assist in setting the priorities for their child.

Case Monitors

Service providers and teachers are very busy and come and go at various points in a student's life. The parent or family member who is aware of the total picture of the transition plan can make sure that important information, deadlines, and opportunities do not fall through the cracks.

Developing Independence

Letting go allows daughters/sons to use public transportation, work in a community job, spend their own money, date, and attend the football game alone. Parents know that letting go is necessary for their daughter's/son's growth and maturity, but letting go is hard to do.

Budgeting and Planning

Daughters/sons with disabilities and their parents face very difficult decisions as they try to find a balance between the rewards of working and the need for immediate and long-term financial security.

Advocates

One of the most important roles a family member can serve is that of an advocate. Drawing attention to service gaps and other issues that affect the family member with a disability can assist teachers in developing more effective educational programs. The best advocate is one who is informed and knowledgeable.

Support-Network Builder

Families can model having a strong support network for their children. They can also help their daughter/son develop their own support network of family, friends, and service providers.

Skill Developer

Daughters/sons need to learn skills in self-determination and self-advocacy. They need to learn to make good choices and see the consequences of their actions within a safe setting. Parents may help by role playing and talking through situations to increase their daughter's/son's skills in problem solving.

Instructor of adult rights/responsibilities

As students turn 18 and educational rights transfer from parents to the student, parents can help their daughter/son to understand what those rights are. They can also help their daughter/son to understand the responsibilities that go with these rights.

**HOW DO YOU HELP YOUR
SON/DAUGHTER PREPARE FOR THE
TRANSITION TO ADULT LIFE?**

Based on the age and disability, these may be more or less appropriate:

Family Life

- Provide a structure about how decisions can be made together in your family.
- Involve family members in deciding on household rules.
- When making important decisions such as how to use extra money or where to take a vacation, involve all family members.
- Hold family meetings to address issues, understand needs, and recognize important contributions of individual family members.

Promote shared problem solving among family members

- Value the concerns of your daughter/son by listening to what she or he needs.
- Help your daughter/son to make decisions and then honor those decisions.
- Enable your daughter/son to assume increased responsibility for making decisions and solving problems as she or he grows and matures.

Model and provide opportunities for teamwork

- Model an attitude of acceptance and caring for others.
- Use a variety of roles (such as helper, leader) within the home to promote equity and a concern for others.
- Create opportunities for your daughter/son to participate in teams or groups to complete projects.
- Talk with your daughter/son, and help her or him set goals in the home such as setting homework schedules or learning how to cook or clean.

Provide opportunities for your daughter/son to be active socially

- Involve your daughter/son in different kinds of social situations.
- Give your daughter/son specific feedback about social skills, saying, for example, "That was kind of you to help that person through the door," or "It is important that you take turns with others and wait in line."
- Provide opportunities for your daughter/son to participate in extracurricular school activities such as clubs or athletics.
- Support your daughter/son in initiating and maintaining friendships with others.

Help your daughter/son begin to explore what she or he does well and the types of activities that are and are not of interest

- Gather information about your daughter's/son's learning style. Does your daughter/son prefer to be with people or alone? Does your daughter/son like the indoors or outdoors? Is your daughter/son able to work independently or does she/he need a lot of structure?
- Assist your daughter/son in figuring out the types of activities that she/he enjoys.
- Assist your daughter/son to identify the kinds of supports, accommodations, and strategies needed to overcome or minimize the impact of a disability on daily activities.

Assist your daughter/son in being able to set future educational, work, living, social, and personal goals

- Using your daughter's/son's goals, help her or him think of the many ways in which she or he might be able to accomplish those goals.
- As your daughter/son and you make plans, remember to think about the types of instruction, community experiences, work opportunities, transportation, and social supports that are needed to accomplish her or his goals.
- Reach out to family, friends, and advocacy organizations to expand upon the options that you list.

- If the goals you have for your daughter/son are different from the goals she or he has, be willing to negotiate and compromise to arrive at a solution.

Assist your daughter/son in being involved in planning for the future

- Have your daughter/son practice with you on how she or he might present information at planning meetings, and then suggest that she or he practice with another adult.
- Help your daughter/son clearly state her or his goals.
- Praise your daughter/son when she or he is able to voice opinions, goals, or needs.
- Take time regularly to help your daughter/son stop and evaluate whether or not her or his actions are helping meet goals.

At age 18, help your daughter/son be prepared for the transfer of rights that happens at that age. In addition, help her or him to understand not only their rights but also their responsibilities.

Be prepared to participate in your daughter's/son's educational planning meetings

- Attend training on the special education process.
- Learn about the IEP process and about transition services either from your daughter's/son's school or through a parent organization.

- Gather information that will help you and your child prepare for the meeting; for example, be prepared to talk about your daughter's or son's strengths and needs—what she or he does well and what kinds of supports are needed. Also help your daughter/son to talk about her/his strengths and needs.
- Be sure to say what you can and can't do in order to support the plans or activities that are being planned for your daughter/son.
- Participate actively in the meeting by asking and answering questions.
- Center communication on your daughter's or son's goals.

Participate in the activities that are necessary for your daughter or son to meet his or her goals

- Learn about resources in your community that may be available to support your daughter's/son's educational, social, living, or employment goals. Ask your school for help with identifying appropriate resources.
- Work in partnership with the school to facilitate your daughter/son achieving all of her or his goals.

FAMILY/STUDENT CHECKLIST FOR TRANSITION PLANNING AREAS

As you know, adult life is complex. Here is a checklist of activities other parents have found helpful to think about when preparing their daughter or son for the transition to adult life.

Have you considered...

Financial/Income

- Earned Income
- Unearned Income (gifts/dividends)
- Food Stamps
- General Public Assistance
- Social Security Benefits
- Supplemental Security Income (SSI)
- Trust/Will or Similar Income
- Other Support

Vocational Training/Placement Post-Secondary Education

- On-the-Job Training
- Job Training Partnership Act (JTPA)
- Community Colleges/Universities (Financial Aid)
- Community Based Education and Training
- Volunteer Work
- Competitive Employment
- Supported Work Models

Transportation

- ❑ Independent (own car, bike, etc.)
- ❑ Public Transportation (bus, taxi)
- ❑ Specialized Transportation (wheelchair, van)

Living Arrangements

- ❑ Live on own
- ❑ Live with a roommate
- ❑ Live with family
- ❑ Adult Foster Care
- ❑ Intermediate Care Facility for Mentally Retarded (IFC/MR)
- ❑ Shelter Care Group Home
- ❑ Semi-Independent Living (Supervised)
- ❑ Other

Personal Management

- ❑ Household Management
- ❑ Money Management
- ❑ Social Skills
- ❑ Hygiene Skills
- ❑ Family Skills
- ❑ Personal Counseling/Therapy
- ❑ Personal Care Services
- ❑ Family Planning/Sex Education

Personal/Family Relationship

- ❑ Health Aide/Home Attendant
- ❑ Support Group (individual, marriage, crisis)
- ❑ Churches

Leisure/Recreation

- ❑ Sports/Social Clubs (YMCA, scouts, Partners Clubs, Special Olympics)
- ❑ School Clubs
- ❑ Community Center Programs
- ❑ Community Colleges (craft class, parks & recreation programs, music)
- ❑ Hobby Clubs
- ❑ Independent Activities
- ❑ Church Groups (e.g., bowling, tennis)

Advocacy/Legal Services

- ❑ Guardianship
- ❑ Conservatorship
- ❑ Wills/Trusts
- ❑ Other

Medical Service/Resources

- ❑ Medical Care: Intermittent Care
- ❑ Medical Services: General Medical, Daily (long-term) Care
- ❑ Medication Supervision
- ❑ Dental Care
- ❑ Medical/Accident Insurance
- ❑ Group Policy Available
- ❑ Individual Policy
- ❑ Medicaid
- ❑ Other

REFERENCES

California Department of Education. *Workability I - Family Transition Guide*. Fall 1995. <http://www.cde.ca.gov/index.html>

Missouri Department of Elementary and Secondary Education, Division of Special Education Technical Assistance Bulletin, (1999). Jefferson City, MO

National Transition Network. *Parent Brief*. Winter, 1993. University of Minnesota, Wulling Hall, 86 Pleasant St. SE, Minneapolis MN 55455

Storms, J., De Stefano, L., & O'Leary, E. (1996) Commonly asked questions and answers. In *Individuals with Disabilities Education Act: Transition requirements - a guide for states, districts, schools, and families*, (pp.37-43). Stillwater, OK. National Clearinghouse of Rehabilitation Training

University of Colorado at Denver. *Best Practices in Transition*. www.cudenver.edu/transition

APPENDIX A

RESOURCES

PUBLICATIONS

Storms, J., De Stefano, L., & O'Leary, E. (1996) Commonly asked questions and answers. In *Individuals with Disabilities Education Act: Transition requirements – a guide for states, districts, schools, and families* (pp.37-43). Stillwater, OK. National Clearinghouse of Rehabilitation Training

O'Leary, E. (1998). *Transition: Terms and concepts*. Des Moines, IA. Mountain Plains Regional Resource Center at Drake University

WEB SITES

<http://interact.uoregon.edu/wrrc/wrrc.html>

The Western Regional Resource Center, located at the University of Oregon, is part of a network of technical assistance agencies funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). They are one of 6 Regional Resource Centers, supported by a Federal Center, and are part of a larger network of Federally funded special education technical assistance agencies.

Western Regional Resource Center
College of Education
1268 University of Oregon
Eugene, Oregon 97403-1268
(541) 346-5641

<http://nichcy.org>

NI CHCY provides information on disabilities and disability-related issues, links people with others who share common concerns.

National Information Center for Children and Youth with Disabilities (NI CHCY)
Academy for Educational Development
P.O. Box 1492
Washington, DC 20013-1492
(800) 695-0285 (V/TTY) or (202) 884-8200 (V/TTY)
(202) 884-8441 (FAX)

<http://www.heath-resource-center.org/>

The HEATH Resource Center operates the national clearinghouse on post-secondary education for individuals with disabilities.

HEATH Resource Center
American Council on Education
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(202) 939-9320 (V/TTY)
(800) 544-3284 (V/TTY) outside DC

www.dssc.org/nta

National Transition Alliance for Youth with Disabilities (NTA)

The National Transition Alliance for Youth with Disabilities (NTA) was jointly funded in October 1995 by the United States Department of Education and United States Department of Labor to promote the transition of youth with disabilities toward desired postschool experiences, including gainful employment, postsecondary education and training, and independent living.

<http://ici2.coled.umn.edu/ntn/>

National Transition Network

The National Transition Network (NTN), housed at the Institute on Community Integration (UAP), University of Minnesota, provides technical assistance and evaluation services to states with grants for Transition Systems Change and School-to-Work Implementation and Development. The general mission of NTN is to strengthen the capacity of individual states to effectively improve transition and school-to-work policies, programs, and practices as they relate to youth with disabilities. In addition to direct technical assistance to states with projects, NTN develops and disseminates a variety of policy publications and other networking activities.

<http://wwwstc.cahwnet.gov/>

California School to Career Web Page with information about jobs, school to career resources, technical assistance, parent and student resources, and 1,400 disability links.

ORGANIZATIONS

Oregon Department of Education Office of Special Education

www.ode.state.or.us/sped/index.htm

(503) 378-3598

Office of Professional Technical Education

www.ode.state.or.us/opte/index.htm

(503) 378-3584

Coalition in Oregon for Parent Education (COPE)

www.open.org/orcope

(888) 505-2673

Community College

Office of Community College Services

www.occs.state.or.us

(503) 378-8468

Developmental Disabilities Services

oddsweb.mhd.hr.state.or.us/

(503) 945-9774

Employment Department

www.emp.state.or.us/

(800) 237-3710

Independent Living Centers

(503) 945-5813

Job Training Partnership Act Administration

<http://www.jtpa.state.or.us>

(503) 373-1995

Mental Health Services

www.hr.state.or.us/mhdd

(503) 945-9700

Oregon Advocacy Center

www.unitedway-pdx.org/family/oradvocacy.html

(503) 243-2081

Oregon Disabilities Commission

www.odc.state.or.us

(503) 378-3142

President's Committee on Employment of Disabled Persons

www.pcepd.gov

(202) 376-6200

Social Security Administration

www.ssa.gov

(800) 772-1213

Vocational Rehabilitation Division

vrdnet.hr.state.or.us/VRDweb/Default.htm

(800) 452-2147

APPENDIX B

COMPONENTS OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

P. L. 105-17

PURPOSE OF IDEA

Congress clearly stated their intent regarding transition to post-school activities of students who receive special education when discussing the purpose of IDEA.

The purpose is:

“To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living.” (20 U.S.C.1400)

The Oregon Department of Education also has placed a high priority on student success as they transition to post-school life. Oregon's Performance Goals for IDEA include the following:

- Students with disabilities will be prepared for employment, independent living, and post-secondary learning by completing secondary school and meeting the goals of their individualized education programs.

- Students with disabilities will continue to receive appropriate special education and related services until they have achieved at or above state standards, completed a course of study, graduated, or attained the age of 21.

TRANSITION SERVICES DEFINITION

Transition services are defined in federal regulations as:

- A coordinated set of activities for a student with a disability that is an outcome-oriented process;
- Including the following areas: instruction, related services, community experiences, development of employment, and other post-school adult living skills, and if, appropriate daily living skills and functional vocational evaluation; and
- Based on the individual student's needs, taking into account the student's preferences and interests. (34CFR 300.29)

SUMMARY

One of the stated purposes of this law is to ensure that students with disabilities are prepared for employment and independent living.

Transition services are an outcome-oriented process.

Services are based on the individual student's needs, taking into account the student's interests and preferences.

IEP TEAM PARTICIPATION

When the purpose of the IEP meeting is the consideration of transition services, IDEA requires that the student be invited. The following must also be considered:

- If the student does not attend the IEP meeting, the school district shall take other steps to ensure that the student's preferences and interests are considered at the meeting,
- The school district shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- If an agency invited to send a representative to a meeting does not do so, the school district shall take other steps to obtain participation of the other agency in the planning of any transition services. (34CFR 300.344)

If the student doesn't attend the IEP meeting when transition services are being discussed, effective practice suggests that the school district may consider the following to obtain student input prior to the meeting:

- Student interviews and inventories.
- Family interviews and inventories.
- Career exploration activities.
- Vocational aptitude and interest inventories.
- Situational assessments.
- Input from peers and other persons who know the student.

School district personnel, after discussions with a student and the student's family concerning student's interest, preferences, and goals for the future, will need to use their experience, professional judgement, and knowledge of the local adult agencies to determine which agencies to invite.

Relevant agencies could include:

- Vocational training programs
- Vocational Rehabilitation Division
- Senior and Disabled Services
- Office of Developmental Disability Services
- Job Training Partnership Act providers
- Community colleges, four-year colleges and universities
- Independent Living Centers, or
- Any other agency determined appropriate to provide or pay for transition services for a student with a disability

If the agency does not attend, the school district must secure input from them in another way. This may be by phone call, written input, or other means. The agency must have the opportunity to participate in the planning process so that they have the opportunity to get to know the student and develop the individualized services that the student needs now and will need in the future.

Prior to the meeting, the parent must give consent for the release of confidential information to the agency representative. It is the school district's responsibility to ensure that parental consent is obtained.
(34CFR 300.571)

SUMMARY

Student/agency participation in the transition process:

The student must participate by attending or giving input.

A representative of any other agency that is likely to provide or pay for transition services has been invited and if they do not attend, their input must be obtained.

IEP CONTENT

For students age 14 or older (or younger, if appropriate), IEPs must include:

A statement of the transition service needs of the student that focuses on the student's course of study (such as participation in advanced-placement courses or a vocational education program).

(34CFR 300.347)

This statement must be updated annually.

The "course of study" statement helps delineate the student's coursework during high school. The student's long range goals may change over time, so the course of study must be reviewed annually.

Examples:

- math through Algebra II ; all industrial arts classes that focus on engineering and technology within construction fields; job shadowing and possible community work experience.
- at least one family and consumer science class each semester to acquire adult living skills, functional math. and community-based work experience in health and foodservice areas.
- courses in science through physics; and in math through Algebra II ; classes and work-based learning experiences in medical settings.

For students age 16 or older, the IEP must include:

A statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages. (34CFR 300.347)

This statement of services may be specially designed instruction and be included in the student's goals and objectives, or may be supporting strategies with linkages to agencies that will support the student as they transition to post-school environments.

Under the new IDEA regulations, IEP teams, while still required to determine what transition services are appropriate for students, no longer need to document why a particular area of transition services is not required.

SUMMARY

"Course of Study" statements are considered for students aged 14 years and older.

Needed transition services must be included for all students beginning at age 16, or younger, if appropriate.

AGENCY PARTICIPATION

The IEP team must identify which agency will provide and pay for each of the transition services listed in the IEP. (34CFR300.347) Specifying the amount of services provided and listing those services to be provided by an agency in the IEP clearly demonstrates the coordination and level of the other agency's commitment to the parents, the student, and other IEP team members.

The school district remains responsible for ensuring that the student receives a free appropriate public education (FAPE). Therefore, the district is responsible for ensuring that an agency is providing the services agreed upon in the IEP. Districts may do this in a number of ways. For example, districts may:

- hold regularly scheduled meetings between the participating agency and the district;
- develop local interagency agreements that describe how the school district and the agency will communicate;
- make sure that the agency has the information that is pertinent to its involvement from the IEP document;
- communicate with the participating agency through written progress reports; or
- make other agreed-upon arrangements that ensure the necessary communication between the district and the participating agency.

A school district can monitor service provision through the annual IEP review and/or periodic formal and informal communication with the service provider, parent, or student, or a representative of the agency responsible for providing or paying for the service.

AGENCY FAILURE TO PROVIDE SERVICES

If the agency fails to provide or pay for the service agreed upon, the district must reconvene the IEP team to consider alternative strategies to meet the identified transition needs of the student. (34CFR300.348)

Alternative strategies could include referral to another agency, identification of another possible funding source, identification of some alternative ways to provide the same or similar service, or identification of why the agency wasn't able to provide the service and what they will do to redress the issue.

School districts, according to IDEA, may consider asking for reimbursement of the costs of a service if an agency fails to provide the services. (34CFR300.142)

Schools do not automatically need to bear the cost of transition services that should be borne by another agency. As stated in regulation, nothing relieves a participating agency (including Vocational Rehabilitation) of the responsibility to provide or pay for any transition services that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of the agency.

SUMMARY

School districts must reconvene an IEP team meeting to determine alternate strategies if an agency is not providing or paying for agreed-upon IEP services.

School districts may seek reimbursement if an agency fails to pay for or provide services that they have agreed to pay for or provide.

TRANSFER OF RIGHTS

At the IEP meeting one year prior to their 18th birthday (the age of majority), the student and her/his parents are to be notified of the specific rights which will transfer once the student turns 18. (34CFR300.347)

Documentation of this notification must be included in the IEP at this time. The rights that will transfer from the parent to the student include:

- Notification of meetings
- Notification and consent for evaluation
- Selection of participants of IEP meetings
- Approval of the contents of their IEP
- Approval regarding change of placement

SUMMARY

School districts must inform both parents and students a year before the student reaches the age of majority of the rights that will transfer to the student.

APPENDIX C

Individuals with Disabilities Education Act
IDEA P. L. 105.17
34 CFR Part 300

300.29 Transition services.

- (a) As used in this part, “transition services” means a coordinated set of activities for a student with a disability that—
- (1) Is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, 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 preferences and interests; and
 - (3) 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 functional vocational evaluation.
- (b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.
- (Authority: 20 U.S.C. 1401(30))

300.344 IEP team.

(b) Transition services participants.

- (1) Under paragraph (a)(7) of this section, the public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of—
 - (i) The student's transition services needs under Sec. 300.347(b)(1);
 - (ii) The needed transition services for the student under Sec. 300.347(b)(2); or
 - (iii) Both.
- (2) If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student's preferences and interests are considered.
- (3) (i) In implementing the requirements of Sec. 300.347(b)(2), the public agency also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
 - (ii) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain participation of the other agency in the planning of any transition services.

300.345 Parent participation.

- (b) (2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also—
- (i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in Sec. 300.347(b)(1); and
 - (ii) Indicate that the agency will invite the student.
- (3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice must—

- (i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in Sec. 300.347(b)(2);
- (ii) Indicate that the agency will invite the student; and
- iii) Identify any other agency that will be invited to send a representative.

300.347 Content of IEP.

- (b) Transition services. The IEP must include—
 - (1) For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program); and
 - (2) For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.
- (c) Transfer of rights. In a State that transfers rights at the age majority, beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority, consistent with Sec. 300.517.
(Authority: 20 U.S.C. 1414(d)(1)(A) and (d)(6)(A)(ii))

300.348 Agency responsibilities for transition services.

- (a) If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with Sec. 300.347(b)(1), the public agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
- (b) Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.
(Authority: 20 U.S.C. 1414(d)(5); 1414(d)(1)(A)(vii))

300.517 Transfer of parental rights at age of majority.

- (a) General. A State may provide that, when a student with a disability reaches the age of majority under State law that applies to all students (except for a student with a disability who has been determined to be incompetent under State law)--
 - (1) (i) The public agency shall provide any notice required by this part to both the individual and the parents; and
(ii) All other rights accorded to parents under Part B of the Act transfer to the student; and
 - (2) All rights accorded to parents under Part B of the Act transfer to students who are incarcerated in an adult or juvenile, State or local correctional institution.
 - (3) Whenever a State transfers rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency shall notify the individual and the parents of the transfer of rights.