

Transition Planning Guidance for IEP Teams

Defining Transition Services

Transition services are a coordinated set of activities for students with disabilities, designed as a results-oriented process to improve academic and functional achievement. The goal is to facilitate movement from school to post-school activities, including:

- Postsecondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participation

These services are based on the individual student's needs, considering their strengths, preferences, and interests. They include instruction, related services, community experiences, development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. Transition services are outlined in [Louisiana Bulletin 1706, Subchapter B §300.43; IDEA 34 CFR §300.43](#).

Key Components of Transition Services in Louisiana:

- **Student-Centered Planning:** Transition planning must reflect the student's voice, including their goals, interests, and preferences.
- **Age-Appropriate Assessments:** Assessments must guide the development of measurable postsecondary goals.
- **Coordinated Effort:** Services are planned in collaboration with school staff, families, the student, and, when appropriate, outside agencies (e.g., Louisiana Rehabilitation Services).
- **IEP Requirement by Age 16 (or earlier):** In Louisiana, transition planning must be included in the IEP by age 16, but best practice encourages starting by age 14.
- **Course of Study:** The student's course of study (e.g., career pathways, CTE programs, or academic tracks) must align with their transition goals.

Transition Best Practices

- Begin planning in middle school, even if not legally required until age 16
 - Start by discussing future goals during middle school IEPs.
 - Introduce career interest inventories and begin early assessments to guide transition planning.
- Use a mix of formal and informal assessments to guide goal development

- Administer tools like the Transition Planning Inventory (TPI), O*NET Interest Profiler, or student interviews.
 - Document the results in the IEP to support goal setting.
- Review and revise transition plans annually.
 - Schedule yearly IEP meetings to revisit goals, assessments, and services.
 - Use updated data to adjust post-secondary goals and services, as needed.
- Include the student in the planning process as much as possible.
 - Ensure students receive a written invitation to the IEP meeting.
 - Prepare the student in advance by reviewing the goals and encouraging participation.
- Ensure course selections align with the student's long-term goals.
 - Work with counselors to build a course of study that supports the student's post-school goals — e.g., vocational classes for career readiness or dual enrollment for college-bound students.
- Collaborate with agencies early and secure proper consent before inviting.
 - Identify relevant adult agencies (such as Louisiana Rehabilitation Services, LRS, and/or community colleges) and obtain written parental or student consent (if 18+) before inviting the agencies to IEP meetings.
 - Document the agency involvement in eSER.

IEP Transition Examples

- Post-Secondary Goal (Education/Training): “After graduation, the student will enroll in a two-year college to study graphic design.”
- Post-Secondary Goal (Employment): “Following high school, the student will work in a supervised warehouse setting with support from vocational rehabilitation (VR) services.”
- Transition Service: “Provide community-based job exploration experience during the school year.”
- Course of Study: “The student will follow the Career Diploma Pathway, with a focus on Information Technology courses.”

Transition Requirements Checklist

Area	Requirement	IDEA Citation
Post-Secondary Goals	Measurable post-secondary goals are written for: <ul style="list-style-type: none"> • Education/Training • Employment • Independent Living (if appropriate) 	§300.320(b)(1) , §300.43
Annual Updates	Goals are reviewed and updated annually based on assessment data or team discussion.	§300.324
Age-Appropriate Assessments	Goals are based on age-appropriate transition assessments (e.g., inventories, interviews).	§300.320(b)(1) , §300.324(c)(1)
Annual IEP Goals	Annual IEP goals align with the student's transition service needs.	§300.320(a)(2)(i) , §300.320(b)(1)

Transition Services	Transition services (instruction, community experiences, etc.) are included to help meet post-secondary goals.	§300.320(b)(2)
Course of Study	The course of study aligns with the student's transition goals and prepares them for post-school success.	§300.320(b)(2)
Student Invitation	The student is invited to the IEP meeting when transition is discussed.	§300.321(b)(1) , §300.322(b)
Agency Invitation	With consent, adult agency reps are invited if they are likely to provide or pay for services.	§300.321(b)(3)
Consent for Agency Invitation	Written consent was obtained from the parent or student (if over the age of 18) before inviting adult agencies.	§300.321(b)(3)

Transition Planning Compliance Examples (Items 40–48)

Monitoring Item Number	Possible Sample of Evidence Noted	IDEA Citation
40. There are age-appropriate measurable post-secondary goals that cover training/education, employment, and, as needed, independent living.	<ul style="list-style-type: none"> Education/Training: "After graduation, the student will enroll in a two-year automotive technology program at a local community college." Employment: "The student will obtain part-time employment in a local garage while attending school." Independent Living: "The student will live with a roommate and manage personal finances with minimal support." 	§300.320 , §300.43(1)(2)(b)
41. The post-secondary goals were reviewed or updated annually.	"During the annual IEP meeting, the team reviewed updated transition assessment results and the student's evolving interests. Based	§300.324

	on new data, his employment goal was revised from retail to automotive services.”	
42. The transition post-secondary goals are based on age-appropriate transition assessment.	“Post-secondary goals are informed by the results of an Interest Profiler, a parent interview, and the Transition Planning Inventory, all completed within the past year.”	§300.320 , §300.324
43. The annual IEP goals are related to the student’s transition service needs.	“Annual Goal: Given direct instruction and job coaching, the student will complete a job application with 90% accuracy in 4 out of 5 trials, to support his employment readiness goal.”	§300.320(7)(b)(1–2)
44. There are transition services in the IEP that will reasonably enable the student to meet his or her goals.	“Transition Service: Student will participate in a work-based learning program twice per week at a local auto shop to gain experience aligned with his employment goal.”	§300.320
45. There is evidence that the student was invited to the IEP.	“IEP invitation dated March 1, 2025, addressed to the student and included in the special education folder as documentation.”	§300.321 , §300.322
46. There was consent obtained from the parent or student who has reached the age of majority prior to inviting adult agencies to the meeting.	“Parent signed consent form on March 5, 2025, authorizing the school to invite Louisiana Rehabilitation Services to the IEP meeting.”	§300.321
47. There is evidence that agency representatives were invited to the IEP meeting.	“IEP team invitation emailed to the LRS counselor on March 7, 2025, with a copy filed in the student’s IEP folder.”	§300.321
48. The transition services include courses of study that will reasonably enable the student to meet his or her post-secondary	“Course of Study: The student is enrolled in CTE Pathway – Automotive Technology, including	§300.320

goals.	Small Engines, Auto Tech I & II, and Workplace Readiness.”	
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