

# Transition Planning Guidance for IEP Teams

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## 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"> <li>• Education/Training</li> <li>• Employment</li> <li>• Independent Living (if appropriate)</li> </ul> | <a href="#">§300.320(b)(1)</a> , <a href="#">§300.43</a>           |
| Annual Updates              | Goals are reviewed and updated annually based on assessment data or team discussion.                                                                                                         | <a href="#">§300.324</a>                                           |
| Age-Appropriate Assessments | Goals are based on age-appropriate transition assessments (e.g., inventories, interviews).                                                                                                   | <a href="#">§300.320(b)(1)</a> , <a href="#">§300.324(c)(1)</a>    |
| Annual IEP Goals            | Annual IEP goals align with the student's transition service needs.                                                                                                                          | <a href="#">§300.320(a)(2)(i)</a> , <a href="#">§300.320(b)(1)</a> |

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

## 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"> <li>Education/Training: "After graduation, the student will enroll in a two-year automotive technology program at a local community college."</li> <li>Employment: "The student will obtain part-time employment in a local garage while attending school."</li> <li>Independent Living: "The student will live with a roommate and manage personal finances with minimal support."</li> </ul> | <a href="#">§300.320</a> , <a href="#">§300.43(1)(2)(b)</a> |
| 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                                                                                                                                                                                                                                                                                               | <a href="#">§300.324</a>                                    |

|                                                                                                                                                |                                                                                                                                                                                         |                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
|                                                                                                                                                | 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.”              | <a href="#">§300.320</a> , <a href="#">§300.324</a> |
| 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.” | <a href="#">§300.320(7)(b)(1–2)</a>                 |
| 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.”                | <a href="#">§300.320</a>                            |
| 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.”                                                           | <a href="#">§300.321</a> , <a href="#">§300.322</a> |
| 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.”                                                   | <a href="#">§300.321</a>                            |
| 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.”                                                                     | <a href="#">§300.321</a>                            |
| 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                                                                                             | <a href="#">§300.320</a>                            |

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