

Special Education

Individuals with Disabilities Education Act (IDEA) Transition Planning

What is an IDEA Transition Plan (TP)?

An IDEA transition plan is a formal plan for life after high school. It is part of an IEP and developed by the IEP team and the individual with a disability. Like an IEP, the IDEA Transition Plan should include specific goals and how those goals will be accomplished. Any agency that will provide or pay for IDEA transition services must be invited to the meeting if the parent consents to it. The team must consider the student's strengths, preferences, and interests.

Examples of what an IDEA Transition Plan may include:

- Plans for college
- Vocational training
- Integrated or supported employment
- Continuing adult education
- Adult services
- Independent living
- Community participation

When does an IDEA Transition Plan start?

In Iowa formal IDEA transition planning begins at age 14. Families should begin to think about IDEA transition plans for their child with disabilities as early as possible.

What are my rights to an IDEA Transition Plan?

Iowa law requires an IDEA transition plan be included in a child's IEP at the age of 14, but IDEA transition planning can start earlier. The child must be involved in IDEA transition planning. An IDEA Transition Plan must be in place by age 16.

Different parts of an IDEA Transition Plan:

An IDEA transition plan should have the following sections:

- Strengths, interests, and preferences
 - This means information about what the student likes and is relevant to the student's plan for living, learning, and working
- IDEA transition assessments and results
 - This should include results that are relevant to the student's expectations for living, learning, and working
- Post-secondary expectations
 - It must have postsecondary expectation statements for living, learning, and working. The expectations must be based on the student's individual information, must plan for after high school, must be observable, and must include an anticipated result. The expectations should become more specific as the student ages.
- Course of study
 - It must include whether the student is working towards a High School Diploma or a Certificate and the date the student is expected to graduate

or complete requirements. Any modifications to the district's graduation requirements should be documented in the IEP. It must also include a list of additional courses and activities that the student needs to complete to accomplish their post-secondary goals.

- Goals
 - The goals must be based on age-appropriate IDEA transition assessments and fit with the student's postsecondary expectations.
- Service, support, and activities
 - It must include information on the supports, services, and activities the student needs to complete their course of study and post-secondary expectations.

More information about IDEA transition planning can be found at this link:

<https://disabilityrightsiowa.org/wp-content/uploads/2021/11/IEP-Land-2.0.pdf>