Vermont Family Network

facts

While in high school, youth have opportunities to prepare for the future.

Transition Planning for Students on an Individualized Education Program (IEP)

As students advance through school and become young adults, it is important to help them identify their interests, skills, and abilities, and to provide them with opportunities to increase their independence and participation in the community. Some students go directly to work after high school while others choose postsecondary education as their path to personal growth and future employment. Planning early for this transition from home and high school to living and working in the community helps families to be better prepared for what lies ahead. Students with disabilities can work with their family, education team and other supportive professionals to incorporate specific transition goals into their Individualized Education Program (IEP).

Transition Planning and the Individualized Education Program (IEP)
In Vermont, transition planning begins no later than the school year in which a student turns 16. At that time, a student's IEP must include a Transition Plan with measurable goals and objectives that address their transition needs such as training, education, employment, and independent living skills. The transition plan will also describe the frequency and duration of services as well as who will provide the services.

A Transition Plan must include the following elements:

1. Evidence that the student was invited to the IEP Team meeting where transition services were discussed.

2. Evidence that a representative of a transition support agency (e.g., HireAbility) was invited to the IEP team meeting (after getting consent from the family or the student, if they are 18 or older).

   If your child is several years away from graduation, the IEP team may feel it is not necessary to invite an outside agency yet.

3. Summary of results from age-appropriate transition assessment(s). These assessments are used to provide information on your child's strengths, needs, preferences, and interests. Best practice is to have multiple transition assessments administered over time and a summary of results.

   These assessments are used to develop the transition plan, including post-secondary goals, transition services, course of study, and annual goals.

4. Post-secondary goals that are SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) and include education or training, employment, and, as needed, independent living. These goals must focus on what a student will do after leaving the school system and have a specific, clear outcome. For example, "Sam will enroll in a community college in the fall of 2025."

5. Annual IEP goals that state what a student will do or learn within the next year that will move them toward achieving their post-secondary goals, as well as the transition services that will provide support to the student to meet these goals.

6. Transition services that include a multi-year description of coursework from a student's current year through the anticipated year of graduation. This course of study should be specific and individualized, taking into account a student's preferences, interests and post-secondary goals.

7. Summary of performance that a school provides when a student graduates or ages out of special education at age 22. This summary describes their academic achievement, functional performance, and any recommendations to assist in meeting employment, postsecondary education, and independent living goals.

8. A course of study must be included in transition services. This is a multi-year description of coursework from your child's current year through the anticipated year of graduation. It should be specific and individualized to your child, taking into account your child's preferences and interests and relate to their post-secondary goals.

Resources

Videos:

Transition to Adulthood: Tips for Families

Best Practices in IEP Transition Plan Development

Post-Secondary Transition Basics

Graduation Readiness Training Tool

Web Resources:

Transition Toolkit for Youth with Disabilities

Sample Transition Plan

Transition Guide to Post-Secondary Education and Employment for Students and Youth with Disabilities

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802-876-5315

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