



TRANSITION Planning & Programming for Post-Secondary Outcomes



One of the most important questions for an individual with a disability is “***What do I want to do after high school?***” The answer to this question starts at a young age, especially for students with disabilities. Your child’s Individualized Education Plan (IEP) contains a piece called “**Transition**” that is dedicated to address the question of life after high school.

Each student should have a specific Transition Plan developed through his or her IEP. Your child’s IEP team will help develop the outcomes and provide the needed activities to meet the student’s goals. This is a required part of the special education transition process. If you think that your child has an inadequate transition plan, we encourage you to contact someone to help get a proper transition plan in place for your child as soon as possible. Below you will find further information and resources about transition services.

What are Transition Services?

The Individuals with Disabilities Education Act (“IDEA”) defines transition services as “a coordinated set of activities for a child with a disability” that:

- 1 is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- 2 is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and
- 3 includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.”

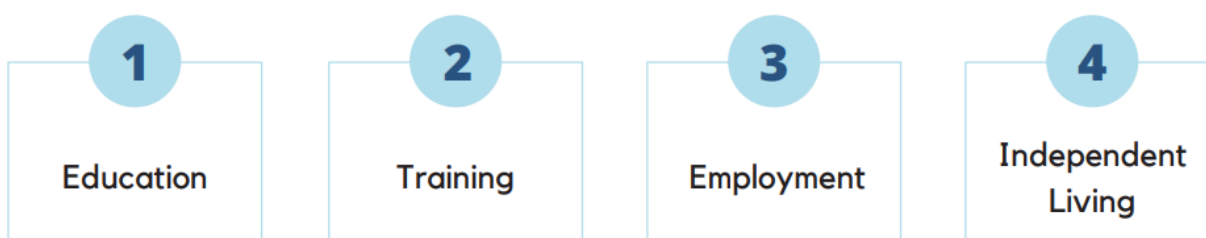
IDEA requires that transition planning begin at the earliest age appropriate, but the first IEP must be in effect no later than the date the child turns 14. The IEP must then be updated at least annually, or more frequently when needed.

Interagency representatives should be invited to IEP meetings relating to transition whenever appropriate. A high school guidance counselor’s attendance can be beneficial for students planning to attend college.

General Information

The IEP transition plan has two important pieces: postsecondary goals and transition services. Students are at the heart of planning and developing their transition plan. Students should be included and must be invited to their IEP meetings involving postsecondary goals and transition services.

The postsecondary goals in the IEP transition plan state what a student wants to do or achieve after high school. The goals are results oriented and are in four areas:



Once the goals are developed for the above areas the IEP team will decide what the student needs to meet those goals. Possible transition services include:



Another major piece of a well-developed transition plan is the Interagency Linkages. Interagency linkages are developed with agencies and/or their representatives who are currently involved with the student or family or are likely to become involved in providing support or services once the student exits high school. These agency representatives provide critical information to assist the IEP team in planning. These agencies should be invited to the meetings by the school with parental consent. Here are some of the relevant agencies:

- Navajo Office of Special Education and Rehabilitation Services <http://nnosers.org/>
- Hopi Tribe Vocational Rehabilitation Program <https://www.hopi-nsn.gov/hopi-tribe-vocational-rehabilitation-program/>
- Ute Mountain Ute Tribe Vocational Rehabilitation Program <https://utemountainutetribe.com/Voc%20Rehab.html>
- New Mexico Vocational Rehabilitation <https://www.dvr.state.nm.us/>
- Arizona Vocational Rehabilitation Services <https://des.az.gov/services/employment/rehabilitation-services/vocational-rehabilitation-vr>
- Colorado Division of Vocational Rehabilitation <https://dvr.colorado.gov/>
- Utah Workforce Services Rehabilitation <https://jobs.utah.gov/usor/vr/index.html>

After High School

Parents should know that Individuals with Disabilities Education Act (IDEA) no longer applies when a child with a disability graduate from high school. Colleges are required to comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Students with disabilities can still receive accommodations in college, but the service model in college is much different than the high school model.

It is the student's responsibility to let the college know that they have a disability, provide documentation of the disability, and request assistance. Each college will have an office of student support services for these matters. Colleges are required to provide reasonable accommodations to students with disabilities, but they are not required to modify academic expectations. What is considered reasonable may be different from college to college, so it is important to ask. Students work with support services and make choices regarding services using an interactive process, rather than having a team decide for them.

Know Your Rights

You are your child's best advocate. Throughout your child's education, it is important to take notes, keep track of all communication, and document and save as much as possible. If you feel your child's rights have been violated due to their disability, contact the Law Center. It is also important to teach your child to know their rights and that the Law Center, as well as other protection and advocacy agencies in other states, are here to protect their rights in areas such as education, employment, and community accessibility.



This information is for informational purposes only and is not intended to serve as legal advice, nor does possession of this information constitute an attorney-client relationship with the Law Center.

Credit to Disability Rights Mississippi for the use of their information.

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