

	ICAP Requirements	IEP Transition Planning Requirements	Similarities/Differences between ICAP and IEP	How Similarities/Differences May Impact Services to Students with Disabilities
<b>Legal Authority</b>	<p>70 O.S. § 1210.508-4 ICAP</p> <p>70 O.S. § 1210.528 Apprenticeships, Internships, and Mentorships</p>	<p>34 CFR §300.320</p> <p>34 CFR §300.43 (a)-(b)</p>	<p>ICAP will be required under OK state law beginning in the 2019-2020 school year with students in ninth grade.</p> <p>IEPs that include secondary transition services are required under IDEA and OK State Board Policy.</p>	<p>Districts must ensure that students with disabilities participate in the ICAP process.</p>
<b>Students Impacted</b>	<p>70 O.S. § 1210.508-4</p> <p>Students with and without disabilities.</p>	<p>Transition age students eligible for special education services under IDEA.</p>	<p>ICAPs will be required for students beginning in ninth grade. However, best practice is to start in 6th grade or earlier.</p> <p>Students with disabilities who have IEPs must have a transition plan and receive transition services at the beginning of the ninth grade year or by age 16, whichever comes first.</p>	<p>An IEP team may take information gathered during the ICAP process into account when developing transition services.</p> <p>Assessments completed as part of the ICAP process may be included in the IEP transition plan and may satisfy the requirement for age-appropriate transition assessment if determined so by the IEP team.</p>

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<b>Grade/Age Requirements</b>	Students in grades 6 through 12 (mandated for all ninth graders).	Students with disabilities in 9th grade or 16 years of age, whichever comes first (or earlier if determined by the IEP team) through high school graduation or aging out.	ICAPs begin at grade 6 and are required by grade 9.  Students with disabilities who have IEPs must have a transition plan and receive transition services at the beginning of the ninth grade year or by age 16, whichever comes first.	Since students with disabilities will have appropriate access to and participation in the ICAP process at the same time as their peers without disabilities, this will give students with disabilities more opportunities and more time to prepare for setting and achieving their postsecondary goals.
<b>Review Period</b>	At least annually.	At least annually.	The ICAP process will vary from district to district.  IEP teams must review the IEP, including the transition plan, at least annually.	It may be beneficial for IEP teams to align the ICAP review period with the student's annual IEP team meeting. It is up to each district to determine what works best for them.
<b>Student and Family Involvement</b>	Students in grades 6 through 12 will have appropriate access to and participation in the ICAP process.  Parents/guardians will be informed annually of the ICAP process. They will have opportunities to participate in the ICAP process and get updates during the school year.	Students must be invited to attend their IEP meeting when transition services are discussed. If students cannot attend, the team must ensure that their preferences and interests are considered.  Parents/guardian must be invited to the IEP meeting and have the opportunity to provide input into the plan, at least annually.	The ICAP process is student driven. Students will lead their ICAP with support.  Students are encouraged to become active participants in their IEP.  Parents/guardians will be informed of the ICAP as well as the IEP and have opportunities to participate in both.	Through alignment of the information in the ICAP and IEP, students will develop self-awareness and have increased opportunities to be more involved in the development of their postsecondary and annual goals.  Parents will have increased opportunities to collaborate with schools to plan for their children's futures.

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<b>Adult Responsibility</b>	<p>The district will have flexibility in determining the personnel who will be involved in the ICAP process and will assign advisors/mentors to students to guide the ICAP process.</p>	<p>The IEP team is comprised of a group of individuals, as required by IDEA, which is responsible for developing, reviewing, and revising an IEP for a student with a disability. A certified special educator IEP oversees the development of the IEP and ensures that services provided to students align with postsecondary and annual goals. All staff working with a student with a disability must be informed of their responsibilities. The special education teacher of record typically tracks progress towards goals and is responsible for completing the IEP.</p>	<p>Students who have a disability and an ICAP will develop the ICAP through the same process as students without disabilities with appropriate accommodations and modifications determined by the IEP team.</p> <p>Staff oversight of ICAPs will be flexible and determined by the district.</p> <p>The IEP team must include the parent, student, special education teacher, general education teacher, an LEA administrator, and other members (as appropriate).</p>	<p>School staff should be knowledgeable about the ICAP process, however, specific responsibilities will be determined by individual districts.</p> <p>The district will ensure that staff understand their specific responsibilities with regard to the implementation of both the ICAP process and the IEP.</p>

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<b>Assessment</b>	Students will participate in career and college interest surveys, skills surveys, and work values.	Age-appropriate transition assessment related to education/training, employment, independent living, and community participation will be updated annually and inform the IEP transition plan, which includes measurable postsecondary goals, annual goals, courses of study, and transition services.	A variety of assessment tools, including interest inventories, employability skills, work values, self-advocacy, life skills, study skills, review of academic achievement, behavior ratings, and/or adaptive functioning may be used for both the ICAP and the IEP.	Assessments that students participate in as part of the ICAP process may be used to inform the IEP.  Students on IEPs must participate in age-appropriate transition assessments annually to develop their transition plan.
<b>Postsecondary and Annual Goals</b>	The ICAP requirements include written postsecondary and workforce goals and progress toward goals.	The IEP must include measurable postsecondary and annual goals in the areas of education/training, employment, and independent living and community participation, if appropriate, as well as progress toward goals.	Both the ICAP and the IEP contain postsecondary and progress toward goals.  The ICAP requires postsecondary and workforce goals and progress toward goals.  The IEP transition plan must include measurable postsecondary goals and annual goals in the areas of education/training, employment, and independent living and community participation, if appropriate.	Individual staff members should understand their specific responsibilities with regard to the implementation of both the ICAP process and the IEP.  Each LEA should establish procedures to ensure that students' postsecondary and annual ICAP goals align with their postsecondary and annual goals in their IEP.

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<b>Course Plan/ Course of Study</b>	The ICAP process includes an intentional sequence of courses.	The IEP transition plan includes a course of study designed to support attainment of postsecondary and annual goals.	There should be alignment between the ICAP intentional sequence of courses and the course of study in the IEP.	The intentional sequence of courses included in the ICAP process should aid IEP teams in developing an appropriate course of study that aligns with students' postsecondary goals.
<b>Outside Agency Involvement</b>		The IEP team must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services, such as the Department of Rehabilitation Services (DRS).		Students on IEPs may receive services from DRS and/or other possible outside agencies to attain annual goals and make progress toward achieving postsecondary goals.
<b>Confidentiality and Accessibility</b>	34 CFR Part 99 34 CFR § 300.622 Section 504 of the Rehabilitation Act of 1973		Students with disabilities must be afforded access to the same educational opportunities provided to students without disabilities, including engagement in the ICAP process.  Both the ICAP and IEP are considered pupil records and must be kept confidential in accordance with pupil records requirements.	

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<b>Transferability Within the State and Outside of Oklahoma</b>		<p>When a student on an IEP moves to a new school district in Oklahoma, the receiving school district must provide the student with a FAPE. The LEA must adopt the previous IEP or develop a subsequent IEP within 10 school days.</p> <p>When a student on an IEP moves in from out of state to an Oklahoma school district, the school district must provide the student with FAPE, which includes services comparable to those described in the IEP until the new IEP team in the new school district makes an eligibility determination. The IEP team must develop, adopt, or implement a new IEP within 10 school days.</p>	<p>When students on IEPs transfer school districts within Oklahoma or move in from out of state, LEAs will follow the mandates outlined in CFR § 300.323 and OSDE Policy.</p>	