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Class #8: Individual Transition Plan

This Chapter Will Discuss:

1	2	3
How to help students begin preparing for after high school	When to start preparing for success after high school	What happens when students finish high school

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What are Transition Services?

Before Exiting High School	
All students must	For student receiving special education
<ul style="list-style-type: none"> complete the prescribed course of study 	<ul style="list-style-type: none"> the district must provide transition services

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What is an Individual Transition Plan (ITP)?

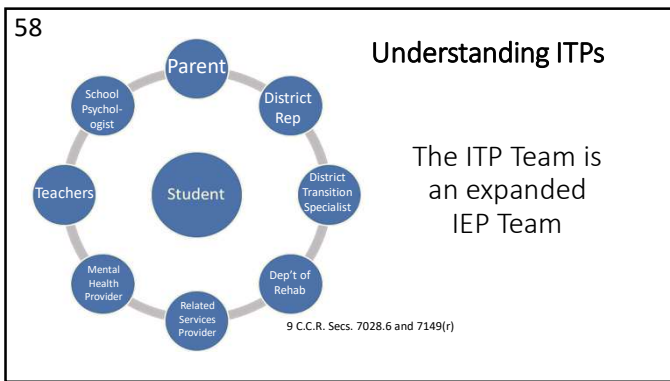
The ITP is a written plan containing

Appropriate measurable postsecondary goals	Transition services needed to assist the student in reaching those goals
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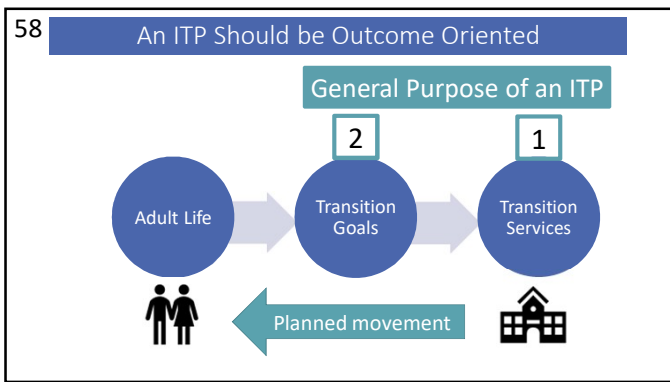
When should a student have an ITP?

No later than the first IEP to be in effect when the student turns 16	An ITP can begin younger than 16 if determined appropriate by the IEP team
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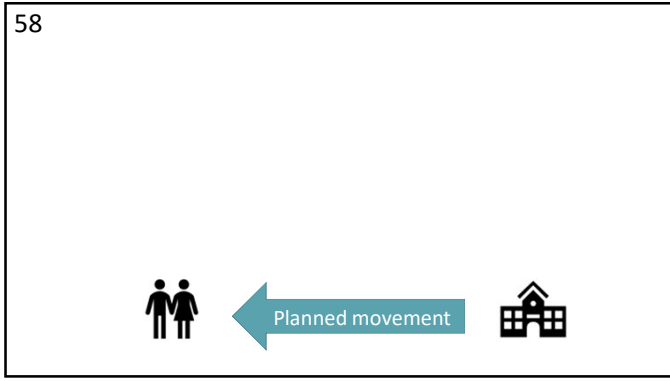
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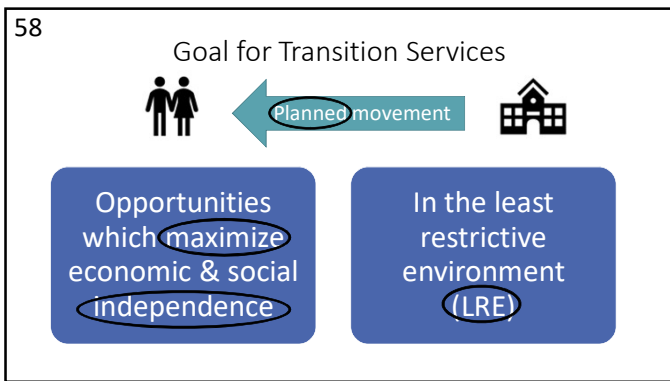
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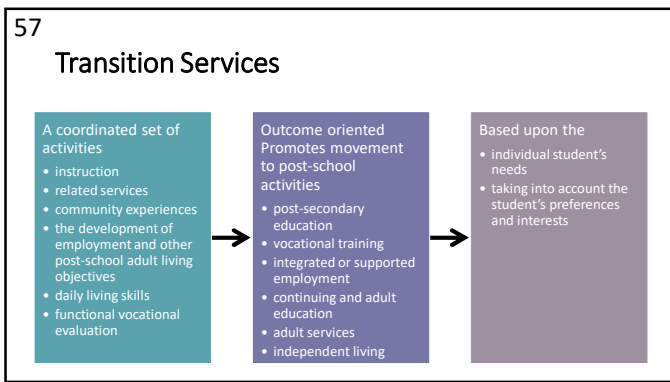
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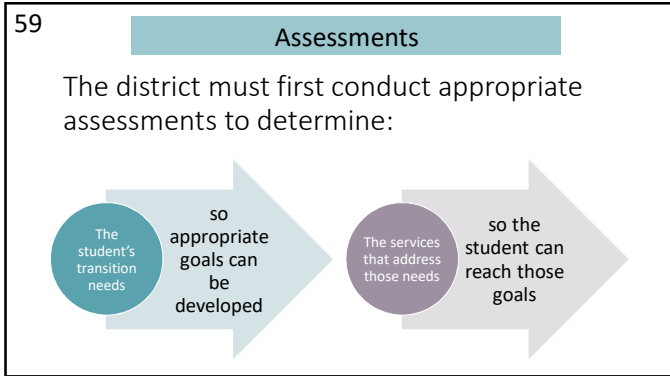
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59 **Transition assessment:** “ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.”

Assessments should cover:	<ul style="list-style-type: none"> • Employment • Training 	<ul style="list-style-type: none"> • Education • Independent living
This can include:	<ul style="list-style-type: none"> • Adaptive behavior assessments • Independent living assessments • Interest assessments • Intelligence tests 	<ul style="list-style-type: none"> • Career development measures • On-the-job or training evaluations • Measures of self-determination

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59 **An ITP Should be Individualized**

Plan creatively

Student does not need to fit into an existing program

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Focus on the child's individual

Abilities	Needs	Interests	Post-secondary goals
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<https://mn.gov/mnddc/extra/publications/Its-My-Choice.pdf>

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59 **The district must:**

Provide a broad range of transition services such as:	Employment Training	Interagency Coordination
	Academic Training	Parent Training
	Strategic Planning	

play an **active role** in the transition plan.

In one case the district failed to provide appropriate transition services when the IEP contained only two informal activities:

- the student was to investigate college catalogs and
- write to colleges for more information.

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Maximize Independence

Younger Students	Older Students
<ul style="list-style-type: none"> • Participate in HS programs similar to their nondisabled peers 	<ul style="list-style-type: none"> • Post-secondary Education • Community-based programs

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Maximize Independence

Younger Students	Older Students
<ul style="list-style-type: none"> • GenEd class • Clubs • Sports • Work programs 	<ul style="list-style-type: none"> • Post-secondary Education • Community-based programs

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Maximize Independence

Younger Students	Older Students
<ul style="list-style-type: none"> • GenEd class • Clubs • Sports • Work programs 	<ul style="list-style-type: none"> • College, SpEd Adult or vocational classes • Gym, shopping, public transport... • Maintain a job

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District can provide them directly or contract with another agency

But the district remains ultimately responsible for ensuring that these services are provided

- Parents should make sure that the IEP clearly outlines the services responsibilities of the district and any other participating agencies.
- If a participating agency stops providing an agreed upon service, the district must hold a meeting of the IEP team as soon as possible to identify alternative strategies for meeting the ITP goals.

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Vocational Training

“organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.”

All special education students, “regardless of severity of disability,” may receive career development or vocational education services.

5 C.C.R. Sec. 3051.14

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Vocational Training

Grooming Skills Physical Fitness Travel Training

Social Skills General Work Behaviors

All special education students, “regardless of severity of disability,” may receive career development or vocational education services.

5 C.C.R. Sec. 3051.14

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California Department of Rehabilitation

Each state's vocational rehabilitation agency must have policies and procedures in place for coordination between the agency and education officials responsible for special education.

The state must provide an individualized plan for employment as early as possible during the transition planning, but no later than the time your child leaves school.

34 C.F.R. Secs. 361.22(a)-(b)
9 C.C.R. Sec. 7131(a)

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- [CA DOR State Plan](#)
- [California Code of Regulations; Title 9. Rehabilitative and Developmental Services; Division 3. Department of Rehabilitation](#)

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If Parties Disagree:

- If either the family or the district disagrees with the proposed IEP, either may
 - participate in an alternative dispute resolution process or
 - request due process.
- When the school district fails to provide transition services which are written in the student's IEP, a parent, individual, public agency or organization can
 - file a compliance complaint with the California Department of Education.

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When a person turns 18, state law presumes them to be capable of making their own decision—including educational decisions.



Students become the primary participant in developing their IEP


Student is now responsible for making educational decisions, such as

- consenting to any changes in placement or
- requesting mediation or due process hearings to resolve disputes.


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The educational rights that transfer include:




Notification of meetings




Notification and consent for evaluations



Selection of participants who attend IEP meetings



Approval of the contents of the IEP



Consenting to a change in placement

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At least one year before a student turns 18, districts are required to:

- Notify the individual and the parent of the transfer of rights and
- The IEP must include a statement that the student has been informed.

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I, _____, having reached the age of 18 years, having never been determined to be incompetent for any purpose by a court of competent jurisdiction, and having received, at the age of majority, all educational decision-making authority pursuant to California Education Code section 56041.5, hereby authorize my parent(s), _____, to make any and all decisions for me regarding my entitlement to a Free Appropriate Public Special Education. Such authority shall include, but is not limited to:

Adapted from a letter created by
Disability Rights California

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(1) Filing complaints with any public agency, such as the California Department of Education and U.S. Department of Education, Office for Civil Rights;

(2) Initiating and pursuing special education due process proceedings pursuant to California Education Code section 56500, et seq. and any judicial appeals thereof;

(3) Attending IEP meetings and due process mediations and pre-due process mediations and signing IEP documents and mediation agreements with the same legal effect and authority as I would have absent this assignment;

(4) Authorizing or refusing to authorize assessments, services, or placements;

(5) Obtaining copies of any of my educational, psychological, medical, behavioral, or juvenile justice records, or any other materials and information related in any way to my special education, related services, supplementary aids and services, or transition services;

(6) Receiving information orally from any individual or agency (public or private) regarding my special education rights or services;

(7) Exercising any other right or action on my behalf concerning my education with the same authority as I would have absent this assignment.


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Further, no educational document shall be legally effective unless it is signed by 1) me and at least one of my parents, 2) by at least one of my parents or legal guardian, or 3) by a legal court order. This includes, but not limited to, IEPs.


A photocopy, facsimile, scan, or email of this document shall have the same effect as the original.

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64 What Happens When the Student Finishes High School?




Diploma:
complete grade 12
fully aligned with academic standards of the state **AND**
meets all graduation requirements




Certificate of Completion:
completed a prescribed alternative course of study
met their IEP goals and objectives during high school, OR
participated in the instruction as prescribed in their IEP, and met the objectives of the statement of transition services.

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64 What Happens When the Student Finishes High School?



Diploma:
Special Education Services will terminate



Certificate of Completion:
Student may continue receiving Special Education Services through the age of 22

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