


FOR STUDENTS WITH
DISABILITIES BEGINNING
AT AGE 14
AND THEIR FAMILIES

The
ITP & **You**



POCKET GUIDE
ABOUT THE INDIVIDUAL TRANSITION PLAN (ITP)



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Division of Special Education
District Office of Transition Services
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Dear Students and Families:

The information in this pocket guide has been developed to help students with disabilities (beginning at age 14, or younger if appropriate) take part in the Individualized Education Program/Individual Transition Plan (IEP/ITP) team meeting. As members of the IEP/ITP team you will help to make important decisions about living, education, and career choices after high school. We hope this guide helps you. At the back of this guide is a list of technical terms that may be used at IEP/ITP meetings. Words and phrases that appear in bold can be found in this section. If you have questions, please ask for an explanation.

We encourage you to read this guide and The IEP and You pocket guide before the IEP/ITP meeting. It is also important to review A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards), which you received with the notice of the IEP/ITP meeting.

A version of The ITP and You pocket guide, called The ITP and You Booklet, developed for students and parents with significant developmental delays, is also available.

If you have any questions about the IEP/ITP, special education, or the information contained in this pocket guide, please call your school.

Division of Special Education
District Office of Transition Services



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INTRODUCTION

What are Transition Services?

Transition Services are a coordinated set of activities for students designed within an outcome-oriented process. These transition activities are designed for each student, based on his/her interests, needs, and preferences. They are also designed to achieve certain results. Transition services provide students with disabilities the opportunities to choose goals, objectives, and activities that prepare them for the future. Services may include classroom lessons and planning for life after high school. Life after high school might include work training, jobs, adult services, independent living, or help from public agencies. The District provides transition instruction and services to students with disabilities, beginning at age 14 (or younger, if determined appropriate by the IEP/ITP team).

TIP: Simply put, transition is helping students and their families think about life after high school.



1. What is transition planning?

Students, beginning at age 14 (or younger if appropriate), and their parents need to start thinking about and planning for life after high school. Students along with their parents, school and **transition** staff, and public agencies may take part in transition planning and the IEP/ITP. This IEP/ITP team will make informed decisions about the student's future. These decisions are documented in the IEP/ITP.

TIP: Students and parents are key members of the IEP/ITP team.




2. What is documented in the Individual Transition Plan?

The results of transition planning are documented in the ITP section of the IEP. The specific items documented are:

1. Instructional services;
2. Related services;
3. The role of community experience in the plan for employment, other post-school adult living objectives; and
4. The gaining of daily living skills and work evaluation, if needed.


TIP: Transition services should be aligned with the student's preferences, interests, and needs.



3. How are student interests and preferences determined?

Tests and/or informal assessments are used to determine a student's interests, preferences, and needs. The type of testing will be based on the same legal requirements for evaluating students with disabilities in all other areas. The results of this assessment process help the transition team plan transition activities for instruction.

TIP: The assessment process may include interviews, observations, and tests. The results help the IEP/ITP team make informed decisions for the future. Assessments must be culturally, developmentally, and linguistically appropriate.




4. How important is parent participation?

Parents are encouraged to be involved in educational planning and decision making in the IEP/ITP process. The law, IDEA (Individuals with Disabilities Education Act), strengthens the role of parents. Parents must be notified of IEP/ITP meetings in writing.

Parents may take part in the following ways:

- Be an active member of the IEP/ITP meeting – ask questions.
- Set goals and learn how to reach them.
- Understand transition assessment results.
- Plan and participate in transition activities.

TIP: Parents are encouraged to be active members of the transition team. They can help their children with their transition activities. These transition activities may include home, community, and agency involvement. It is best to be as prepared as possible for the IEP/ITP meeting.



5. How important is student participation?

Student involvement is the most important part of transition planning. The student must be notified of the IEP/ITP meeting in writing.

Students may take part in the following ways:

- Be an active member of the IEP/ITP meeting – ask questions.
- Set goals and learn how to reach them.
- Get additional work experience. Volunteer or try to work part-time for pay.
- Find out about local resources and services.
- Understand the “age of majority.”

TIP: Students should learn good communication skills so they can tell people what they want. Students should also learn self-advocacy skills and how to make decisions.



6. What are the stages of transition planning?

Beginning at age 14 (or younger, if determined appropriate by the IEP team), a statement of transition services will be documented on the student's IEP/ITP. This statement focuses on the student's course of study.

Beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of transition services will be documented on the student's IEP/ITP. The services may include connections to community agencies, if appropriate.

Beginning at least one year before the age of 18, the student and family must be informed about the "age of majority." Parents make decisions about the student's IEP/ITP until age 18. When the student turns 18, this right to make decisions transfers to the student. There are legal alternatives to this. Parents and students must be informed about this transfer of rights. This must be documented on the IEP/ITP beginning at least one year before the student's 18th birthday.

TIP: Parents and students should start early to understand "age of majority" rights and responsibilities.



7. How are community linkages involved in the ITP?


The District has found local agencies that help students with disabilities and their families receive transition services. Local agencies include:

- local institutions of higher learning;
- local adult education agencies;
- California Department of Rehabilitation;
- local regional centers;
- local social service agencies;
- local health and mental health agencies;
- culturally appropriate community-based organizations;
- community job fairs; and
- other local adult services, as appropriate, to meet the transition needs of students in their geographical areas.

TIP: Parents and students can contact school site transition staff to help identify local agencies. They can explore the community for useful resources. They can find information about leisure, work, education, and living

options.
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8. How long do students receive transition services?

Transition services are provided until the student:

- receives a diploma;
- leaves the District;
- receives a Certificate of Completion and leaves the District; or
- reaches the age of 22 while still attending school.

TIP: A student may receive a Certificate of Completion, remain in school, and continue to receive transition services until the age of 22.




9. What are the graduation requirements for students with disabilities?

TO RECEIVE A DIPLOMA, THE STUDENT MUST:

- Pass the required classes;
- Earn the required credits; and
- Pass all of the test requirements (proficiency tests).

The school may not deny the student a diploma if the student does not meet citizenship standards.

- TIPS:** • District graduation requirements sometimes change. They should be discussed during every IEP/ITP team meeting. If you have any questions regarding the requirements, see your school special education staff.
- If a student needs accommodations and/or modifications to access general education courses, they must be documented in the IEP/ITP. These accommodations and/or modifications must be permitted when the student is taking statewide or District-wide assessments.



10. What if graduation requirements are not met?

If a student does not earn a diploma, s/he may earn a Certificate of Completion.
TO RECEIVE A CERTIFICATE OF COMPLETION, THE STUDENT MUST COMPLETE ONE OF THE FOLLOWING:

- Earn 230 credits in a course of study as stated in the student's IEP.
- Meet the IEP/ITP goals and objectives during high school as determined by the IEP team.
- Maintain satisfactory high school attendance, participate in the instruction determined by the IEP team, and achieve the goals of transition.

The school may not deny the student a Certificate of Completion if the student does not meet citizenship standards.

TIP: Students receiving a Certificate of Completion may take part in graduation and graduation activities.



11. What if this guide doesn't answer all of my questions?

Below is a brief list of resources for more information:

- The principal, special education and transition staff at school
- A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)
- The IEP and You pocket guide
- The Local District special education coordinator (name and phone number are available from the school administrator)
- Parent Resource Network (PRN) at (800) 933-8133 or Web site:
<http://sfpc.lausd.k12.ca.us/prnweb>
- Community Advisory Committee (CAC) at (888) 665-6601 or (213) 241-6701
- Special Education Multicultural Advisory Committee (SEMAC) at (213) 241-6701



- California Department of Education (CDE) Web site:
<http://www.cde.ca.gov>
- California Department of Education Transition Guide Web site:
http://www.calstat.org/transition_revised.pdf
- U.S. Department of Education Web site:
<http://www.ed.gov/offices/OSERS/IDEA>
- Los Angeles Unified School District special education Web site:
http://www.lausd.k12.ca.us/lausd/offices/spec_ed/

- TIPS:
- The Parent Resource Network (PRN) is available to answer questions about the IEP/ITP process before or after the IEP/ITP meeting. The PRN will also lend parents audiotapes or videotapes, available in many languages, regarding the IEP/ITP process.
 - Internet access is available free of charge at any Los Angeles Public Library.





TECHNICAL TERMS

SPECIAL EDUCATION IMPORTANT TERMS AND ABBREVIATIONS FREQUENTLY USED AT IEP/ITP MEETINGS

ACCOMMODATIONS Alterations in how instructional content is demonstrated which provide an equal opportunity for students with disabilities to demonstrate their knowledge and skills.

AGE OF MAJORITY When a student reaches the age of 18, legal rights regarding education transfer from the parents to the student. If parents believe their son or daughter is incapable of making sound educational or independent living decisions, there are legal alternatives.





ASSESSMENT The gathering of information to determine the student's eligibility for special education and transition service needs. This may include tests, observations, interviews, and review of school records or student work samples. Assessments must be culturally, developmentally, and linguistically appropriate.

ASSESSMENT (Informal) Procedures such as classroom observation, interviews, portfolios of student work, or teacher-made tests which have not usually been used with large groups of students and which do not necessarily have a standard set of instructions for their use and interpretation.

CERTIFICATE OF COMPLETION An alternative to a diploma, but not equal to a diploma.

CITIZENSHIP STANDARDS Standards of individual performance which are determined at the local school site. Students may be required to meet these standards to participate in graduation and/or other activities.





COMMUNITY ADVISORY COMMITTEE (CAC) An advisory group of parents, community members, and District staff.

COMMUNITY-BASED INSTRUCTION (CBI) Instruction in the skills needed to function in community settings. Instruction takes place in the community and in the classroom.

CORE CURRICULUM A predetermined set of skills, knowledge, and abilities taught to all students.

DESIGNATED INSTRUCTION AND SERVICES (DIS) Specific services, also called related services, which are required to assist a student with a disability to benefit from special education or general education. Services include transportation; speech-language pathology; audiological services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; counseling services, including rehabilitation counseling, orientation, and mobility services; and medical services for diagnostic or evaluation purposes only. The term also includes school health services, social work services in schools, and parent counseling and training.



DISABILITY A physical, sensory, cognitive or affective impairment that qualifies the student for special education.


DOCUMENTED Written.

EXTENDED SCHOOL YEAR (ESY) Special education services in excess of the regular academic year.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE) The federal provision for special education and related services for students at public expense, under public supervision and direction, and without charge to a parent, student, or guardian.

FUNCTIONAL LIVING SKILLS A curriculum or program for teaching students to function as independently as possible in their daily lives.





FUNCTIONAL VOCATIONAL EVALUATION An assessment process that provides information about job or career interests, aptitudes, and skills. Information may be gathered through situational assessment, observation, or formal measures.

GOALS Broad or general statements which describe what needs to be learned by the student.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) A written plan prepared at an IEP meeting that includes the student's present level of educational performance, eligibility for special education, annual instructional goals and objectives, services to be provided, needed transition services, type of instructional setting, and provisions for integration/mainstreaming in general education programs.



INDIVIDUAL TRANSITION PLAN (ITP) Developed for students age 14 (or younger, if appropriate), and updated annually. Includes a statement of the transition services needs of the student, related to the IEP, that focuses on the student's course of study (such as participation in advanced placement courses or vocational programs). Beginning at age 16 (or younger, if appropriate), the ITP provides a statement of needed transition services for the child, including a statement of the interagency responsibilities or any needed community linkages, as appropriate.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) Federal special education law that provides funding to states and sets procedural requirements for education agencies. This law, reauthorized PL94-142, expands programs, educational benefits, mandated transition services and assistive technology services to be included in the IEP.





INTERAGENCY LINKAGES Activities and processes established between agencies to assist in coordinating services to meet the needs of students being served by two or more agencies.

LEAST RESTRICTIVE ENVIRONMENT (LRE) A requirement by both state and federal laws that to the maximum extent appropriate, a student with a disability will be educated in the general education setting, including access to extracurricular activities, with nondisabled peers. Separate schooling and other removal from the general education environment should occur only when the nature or severity of the disability prevents satisfactory education in general education classes even with the use of supplementary aids and services.






MODIFICATION Substantial changes in the instructional content, level, or performance criteria for students with disabilities.

MULTICULTURAL EDUCATION An educational process designed to foster and facilitate an awareness, affirmation, and acceptance of cultural diversity.

PARENT The person(s) having legal custody such as natural parents, the custodial parent, legal guardian, or District-appointed surrogate parent of a student.

POST-SCHOOL ACTIVITIES What the student wants to do after high school; where the student wants to live, work, recreate, and participate in his or her community.





REASONABLE ACCOMMODATIONS Changes or adjustments in a work or school site, program, or job that makes it possible for an otherwise qualified employee or student with a disability to perform the duties or tasks required.

RELATED SERVICES Specific services, also called designated instruction and services, which are required to assist a student with a disability to benefit from special education or general education. These include transportation; speech-language pathology; audiological services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; counseling services, including rehabilitation counseling, orientation, and mobility services; and medical services for diagnostic or evaluation purposes only. The term includes school health services, social work services in schools, and parent counseling and training.

SPECIAL EDUCATION Specially designed instruction, at no cost to parents, to meet the unique needs of a student with a disability.



TRANSITION The passage from one program, setting, or environment to another. In special education, may include passage from one school to another school, movement from a special day class setting to a general education setting, graduation from a high school program into a work environment, or other significant changes for a student.

TRANSITION SERVICES A coordinated set of activities for students, beginning at age 14 (or younger, if determined appropriate by the IEP team), designed within an outcome-oriented process that promotes movement from high school to adult living.

TRANSITION TEAM A collaborative team of special education teachers, support staff, transition staff, parents, and community agency representatives who are jointly charged with the responsibility of helping the student plan his/her transition from high school to post-secondary education or employment.





TELEPHONE NUMBERS FOR PARENTS

Parent Resource Network (PRN)	(800) 933-8133
Community Advisory Committee (CAC)	(213) 241-6701 or (888) 665-6601
Special Education Multicultural Advisory Committee (SEMAC)	(213) 241-6701
Legal Aid Foundation	(213) 487-3320 or (323) 801-7991
California Department of Education (CDE)	(916) 445-4613

School _____ Telephone _____



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