

Individualized Transition Plan

The Individualized Transition Plan (SpEd 6e 06 12) is designed to:

- 1) Meet the transition requirements in IDEA 2004 and
- 2) Align with the data collection requirements for SPP Indicator 13:
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
(20 U.S.C. 1416(a)(3)(B))

Instructions for completing the Individualized Transition Plan (ITP)

1. Indicate the student's chosen post-secondary goal in the areas of employment training or education, and, as needed, independent living. IDEA 2004 indicates that post-secondary goals must be measurable: this has been interpreted to mean that the goals (behavior) could be observed. In addition, post-secondary goals must occur after the student exits the school system: goal such as "Graduate from high school" would then not be appropriate.

Post-secondary employment goals may be written as "My goal for work is: to be a full-time fire fighter". The associated post-secondary goal for education/training would then be written as "My goal for continued training or education is: to graduate from the Utah Fire and Rescue Academy at UVSU". Post-secondary goals in education/training AND post-secondary employment must be included. It is not appropriate to indicate "undecided" or "N/A". Post-secondary goals for independent living would be included as appropriate.

Document the use of age-appropriate transition assessments by attaching a summary of the results or the protocol to the ITP, including the results in the PLAAFP, or including the protocols in a transition/assessment section of the IEP file. These may be current assessments or assessments previously administered and reviewed for current plan development.

2. List the transition services that focus on improving the academic and functional achievement of the child to facilitate his/her movement from school to post-school.

Transition services are those services needed to assist the student in reaching the student's postsecondary goals. The need for transition services is determined by:

- a. analyzing the student's postsecondary goals
- b. determining the skills the student needs to meet those goals
- c. analyzing transition assessments, school work, behavior, social skills, communication skills, etc. to determine any gaps between current and needed skills

If gaps between current and needed skills are identified, the team will determine the transition services to be provided, e.g. social skills training. If no gaps are identified for a specific transition service, e.g. Adult Living/Independent Living Skills, the box "Considered, not needed" would be checked.

Address all of a student's unique needs, not limited to academic needs, arising from the disability in the student's PLAAFP. The PLAAFP must describe how the student's disability affects access to and progress in the general curriculum and must include baseline data. Based on needs identified in the PLAAFP, write measurable annual goals in the IEP that will reasonably enable the student to meet his/her post-secondary goal(s).

- a. To be measurable the annual goals should indicate task/behavior, criteria, conditions, and evaluation.
- b. The annual goals should be designed to help the student make progress toward the post-secondary goal(s) (e.g. addresses skills needed for successful post-secondary employment, education or training, or independent living).

2a. Identify any transition services that are likely to be provided or paid for by other agencies. These services could include activities such as individual career counseling provided by a VR counselor (eligibility for VR services not required), community access training provided by an Independent Living Center staff member, or interview/résumé writing training provided by the Department of Workforce Services.

Check "No" if no agency has been identified by the IEP team as being likely to provide or pay for services.

Check "Yes" if the IEP team has determined an agency is likely to provide or pay for any transition services and list the agency/agencies. A representative of any agency identified MUST, with parent/adult student consent, be invited to the IEP meeting where those services will be discussed.

2. Complete the course of study; it should be a multi-year description of coursework and instructional activities that is focused on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school life. The course of study must align with the student's post-secondary goals and be reviewed and revised annually. This information may be in the SEOP or the

student's graduation planning sheet (if the tracking sheet indicates planned future coursework and activities): if so, attach a copy of the SEOP or planning sheet.

4. IDEA requires that, not later than one year prior to the student's 18th birthday, the parents and student must be informed of any rights under IDEA that transfer to the student. Indicate the date the parents and student were provided this notice. Indicate the date the adult student was provided with an explanation of his/her procedural safeguards.

If there is any indication that guardianship of the adult student has been awarded to the parent(s) or other individual(s), preferred practice would suggest requesting that the guardians provide a copy of the judicial decision awarding guardianship to parents or other parties and including the documentation in the IEP file.

5. Discussion of graduation issues and concerns should be included in all transition planning. Indicate the approximate date (e.g. May 2014) of the student's exit from the school system, either through graduation with a diploma or reaching maximum age, and indicate type of exit document (i.e. diploma or certificate of completion) it is currently anticipated the student will receive.
6. IDEA requires that the student must be invited to the IEP meeting if a purpose of the meeting will be consideration of the student's post-secondary goals and required transition services. Attendance at the IEP meeting is documented by the student's signature on the IEP. If the student did not attend the meeting, indicate how the student was involved in developing the transition plan.

Presence of students without a signature due the nature and/or severity of their disability at the IEP meeting may be indicated in a variety of ways, e.g., by a note on the IEP ("Mary Smith attended the IEP meeting, but due to her disability, was unable to sign the IEP form"), a stamped name if the student uses a stamp for a signature, or a mark that is described as the student's "signature". A preferred practice would be verification of the substitute signature by the special educator's initials next to the substitute signature or note.

NOTE: OSEP requires states to report, in Indicator 14 of the State Performance Plan, the percentage of youth with disabilities who have been employed or enrolled in a postsecondary training or education program within a year after exiting school. USOE-SES is collecting this data through a telephone survey administered to all students who exited the school system by graduating with a diploma or certificate of completion, dropping out of school, or reaching maximum age for eligibility. This item is included on the ITP to inform students and parents about this survey. As contact information used is obtained from data submitted to the USOE from LEAs, this would be a good opportunity for LEAs to update the student's contact information in the LEAs Student Information System (SIS).