

INDIVIDUAL TRANSITION PLAN

(34CFR 300.18, 300.344(B)(1)-(3), 300.345(B)(3)(I)-(III), 300.346(B), 300.347(B);
TEC 29.011; 19TAC 89.1110)

Beginning at age 14, transition planning is a consideration of the ARD meeting during development of the Individual Education Plan. The IEP goals and objectives are developed considering student description of interests and postgraduate living experience expectations through the transition plan addendum.

A. ITP Developed - On or before the student's 16th birthday, a separate Individual Transition Plan (I.T.P.) is developed for each student with a disability who is eligible for special education services. Updated annually, the document is developed and/or reviewed in a meeting separate from the annual ARD and incorporated into the individual education plan while still remaining a separate document. The parent or guardian and the student are encouraged to attend this meeting and provide any input or request they feel appropriate.

B. The I.T.P. will include:

1. the student's goals and objectives after graduation including, but not limited to, college or university enrollment, employment and/or vocational education, adult services, independent living, community participation, recreation and leisure, and any other important life considerations;
2. resources needed to attain these goals and objectives such as community or government agency contact information, support networks and when and how they will be made available, and any needed transition services and how to access them;
3. for student's who are incarcerated, any services needed to transition from incarceration to a home community and/or the receiving school district.

C. Coordination between the IEP and the ITP:

1. the IEP includes instructional goals, objectives and activities appropriate to the identified components of the ITP;
2. educational and related service goals and objectives are reflected (embedded) within the IEP instructional/related service goals;
3. timelines for goals and objectives including specific beginning and ending dates for all activities are included in the ITP document.

D. Local Adult Service Agency involvement:

1. the parents or legal guardian or adult student and/or the non-adult student are invited to the meeting;
2. if the student does not attend the meeting, the coordinator of special education ensures that information reflecting the interests and preferences of the student are obtained and considered by the committee;
3. local adult services agencies that are likely to be responsible for providing or paying for transition services are invited;
4. the coordinator of special education and the school director work to liaison with local adult service agencies in order to develop a positive relationship, as well as to obtain brochures and literature regarding those adult services for use in the ITP meeting when representatives from those agencies are not in attendance;
5. not every local adult service agency is invited to attend the ITP meeting, and the school administrator and special education coordinator will work with the student and the parents to determine which agencies are most appropriate for involvement;

E. Notice

1. 30 days written notice is given to parents, legal guardian or adult student which delineates time, date, purpose of meeting (consideration of transition services for student) and other invitees;
2. 30 days written notice is given to local adult service agencies deemed appropriate for attendance by school administrator and special education coordinator which delineates time, date, purpose of meeting (consideration of transition services for student) and other invitees;
3. if meeting time must be changed from the original scheduled date and time, then a waiver with 5 days notification is given to all members of the ITP team prior to the rescheduled meeting.

F. Parent/legal guardian participation and understanding

1. the school administrator takes whatever action is necessary to ensure that the parent/legal guardian understands the proceedings at the meeting, including arranging for an adequately trained interpreter for parents/legal guardians with deafness or for those whose native language is other than English;
2. the special education coordinator maintains documentation to indicate the extent of parent/legal guardian participation in the development of the Individual Transition Plan, and ensures that all members of the committee have the opportunity to participate in a collaborative manner.

G. Agency's failure to provide services

1. the school special education coordinator initiates a meeting as soon as possible upon any agency's failure to provide agreed-upon transition services for the purpose of identifying alternative strategies to meet the transition objective;
2. the school may choose to expand efforts to elicit the participation of a local service agency in providing or paying for any transition service that the agency would otherwise provide to individuals with disabilities who meet the eligibility criteria of that agency.