

## INDIVIDUAL TRANSITION PLANS (ITP)

Article 7 stipulates the steps schools must take to assist and support students in transitions successfully to high school and from high school to adult life. The master plan for this effort is the ***Individual Transition Plan (ITP)***. The idea and intent is to approach the student's departure from school in a gradual, systematic manner to make the transition more manageable and successful in achieving the post-school outcomes envisioned for the students. Transition planning and services are expected to promote the student's movement from school to the wide variety of post-school activities and services needed by the student as an adult.

The case conference committee writes the ITP, which then becomes the basis for the development of the Secondary IEP.

- The initial transition plan must be written prior to the student's 14<sup>th</sup> birthday or in the 8<sup>th</sup> grade (whichever comes first) and updated annually. Beginning at age 14, all students with an IEP must have an ITP, including those students receiving only speech therapy.
- Like the IEP, the ITP must be reviewed in a case conference meeting for necessary revisions at least every 12 months.
- Secondary IEP's must address each transition outcome indicated on the ITP.
- The student must be invited to any case review where the ITP is written or updated. If the student does not attend, the case conference committee must take other steps to ensure the student's preferences and interests are considered.

At the annual case review when the student is 14 years old or in the 8<sup>th</sup> grade year (whichever comes first), the case conference committee must determine:

*Will the student pursue credits to earn a high school diploma or earn a certificate of completion? This decision is recorded on the ITP. Earning a high school diploma requires:*

- Meeting Zionsville Community Schools course requirements for graduation
- Meeting End of Course Assessment (ECA) requirements

*Is the student likely to benefit from ongoing adult services upon his/her exit from the school program? If yes, the committee:*

- Reviews the adult services available and presents written information on those services to the parent.
- Requests the parent to sign an ***Authorization to Release Information*** in order for ZCS to send demographic information to be entered into the tracking system of the Indiana Office of Vocational Rehabilitation (OVR). This information is to be transferred by the department chair within 30 days after the written consent is received, or by June of the student's 11<sup>th</sup> grade year, whichever is earlier. The OVR must be notified and a counselor invited to attend the high school student's annual case review held the year prior to the student's projected final year in school.

- If the case conference decision is that the student is NOT likely to benefit from ongoing adult services upon his/her exit from school, it is documented and no further action is taken. However, this question must be reconsidered at future case review, when a different decision may be reached. The OVR should then be notified.

The case review in which the initial ITP is developed will require an extended amount of time to truly collaborate on writing the appropriate ITP/IEP goals and objectives. Long-range transition goals, or post-school outcomes, may remain the same for students from year to year; however, actions/services to achieve these goals should be added each year. The “activities/services needed” column is intended to lay out 1 year’s worth of activities. The completed ITP is to be included with the Case Conference Summary /IEP paperwork and distributed accordingly.

Generally, the more intense and complex a student’s support needs, the more time and effort are required to piece together the necessary support and services by adult service agencies. **Adult services are not entitlement services like public school education.** Adults must be determined eligible by each and every one of the individual funding sources available to adults with disabilities. Adult services are not well coordinated. Instead, services are extremely fragmented, the system is complicated to navigate, there are very limited funds, and there are sometimes long waiting lists. The ITP process is intended to provide support and assistance to the student and parent navigating this very complex system. **Transition planning is truly a process, one that requires increased cooperation and collaboration with students, their families, and outside agencies.** Teachers need to be familiar with adult service options to assist parents and students in making informed choices.