Writing Legally Defensible Transition Plans

More Than a Driver’s License and a Resume

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Solano County SELPA Coordinators
COMMON TERMS

- ITP - Individualized Transition Plan
- OAH - Office of Administrative Hearing
- PIR - Performance Indicator Review
- DINC - Data Identified Noncompliance
- IEE - Independent Education Evaluation
OBJECTIVE

- Understand the legal obligation for writing Individualized Transition (ITP) Plans
- Required components of an ITP
- How Solano County SELPA is addressing the increasing requests for IEEs and avoiding litigation around ITPs
- Learn to identify a legally defensible ITP
- Know how to support staff in writing legally defensible ITPs
How many of you have been involved with Special Education for more than 5 years?
More than 10?
More than 15?
Who remembers the “old way” of doing ITPs?
IDEA

State Indicator 13

Intensive Reviews (The Artist formerly known as Comprehensive Reviews)

DINCs - Procedural Errors

Ed. Code

WHY?

Its what's best for kids

It's what's best for kids
What is a Transition Plan (ITP)?

The section of the IEP that outlines transition goals and services for a student’s plans for life after high school.

Template for mapping out short-term (annual goal) to long-term goals.

The IDEA requires that all students must have an ITP by the age of 16.
ITP Requirements
Requirements for Individualized Transition Plans

- All students MUST have an ITP included in the IEP that will be active on their 16th Birthday
- They MUST meet the 8 criteria established by the National Technical Assistance Center on Transition
- Requires input from student and parent
Eight Requirements for an ITP

1. Student MUST be involved in the process
2. If appropriate and agreed upon, invite agencies working with student
3. Assessments must be Age-appropriate
4. Assessments must cover all 3 domains
5. Must have post-secondary (long-term) goals in education/ training, employment, & if applicable independent living (based on assessments)
Eight Requirements for an ITP

6. Must have annual (short-term) goals related to Post-Secondary goals
7. Must include a Course of Study
8. Must have a service to address goals
1. Student Involvement

- Student input provided indirectly based on a questionnaire or survey
- Passive Observer (in the room, avoids the conversation)
- Reluctant Participant (responds to direct questions)
- Self-Advocate (practices self-advocacy skills)
- Leader (demonstrates leadership skills in the IEP)

2. Invite Outside Agencies

- Does the student receive services with outside agencies?
- Discuss with student/parent/guardian about inviting them to IEP
- If family does not want them invited don’t answer NO when asked if invited
3. Assessments Must be Age-Appropriate

- Chronological age not developmental age
- Can be modified at their independent level

4. Assessments Must Cover all 3 Domains

- Post-Secondary Education/Training
- Post-Secondary Employment
- Independent Living (when applicable)
- All 3 do not need to be covered in the same assessment tool
5. Post-Secondary Goals in All Domains

- Long-term goals - What the student wants to do AFTER high school
- Education/Training
- Employment
- Independent Living (as needed based on assessment)
What should Post-Secondary Goals Look Like?

- Post-Secondary goals=statements of what the student will achieve after high school.
- Must be stated in terms that can be counted as occurring or not occurring.
- Terms like “hopes to”, “plans to” are not measurable.

After high school I will _______________ _______________.

Behavior Where/How

Example: After high school I will enroll at Solano Community College.
After high school I will ________________ _________________.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Where/How</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Secondary Education/Training</td>
<td>Enroll at a college or university</td>
</tr>
<tr>
<td></td>
<td>Earn an occupational certificate</td>
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<tr>
<td></td>
<td>Enroll in vocational training</td>
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<tr>
<td></td>
<td>Complete on the job training</td>
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<tr>
<td></td>
<td>Enroll in adult education</td>
</tr>
<tr>
<td>Employment</td>
<td>Get a competitive job-work full/part-time</td>
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<tr>
<td></td>
<td>Do volunteer work in the community</td>
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<td></td>
<td>Work at Home-Depot in the Garden Department</td>
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<tr>
<td>Independent Living</td>
<td>Live independently</td>
</tr>
<tr>
<td></td>
<td>Use public transportation</td>
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<tr>
<td></td>
<td>Live with a roommate</td>
</tr>
<tr>
<td></td>
<td>Live in an Adult Program</td>
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<tr>
<td></td>
<td>Live with my family</td>
</tr>
<tr>
<td></td>
<td>Live in a group home</td>
</tr>
<tr>
<td></td>
<td>Manage my Finances</td>
</tr>
<tr>
<td></td>
<td>Drive myself</td>
</tr>
</tbody>
</table>
6. Annual Goals Related to Post-Secondary Goals

❑ Short-Term/Annual IEP Goals
❑ What the student will work on for the year to help them reach long-term goal (Post-Secondary Goal)
❑ Academic goals can also serve as transition goals

Example:

**Long-term (Post-Secondary) ITP Goal:** I will work as a mechanic

**Annual IEP goal:** By xx/xx/xx, the student will research and list three colleges/programs that offer courses that lead to working as a mechanic.
7. Must include a Course of Study

- Defines set of classes needed for graduation/diploma or certificate (to meet long term goal)
- Must cover the date ITP is being written/updated through “Graduation”
- If the secondary exit goal is the certificate of completion, needs to reflect the same level of preparation for post-secondary goals.
- Needs to pass the “stranger test”
- Does not have a required format
- Cannot say “see transcripts”
Samples: Diploma Track

- English 40 (10 completed), Math 20 (10 Completed), Social Science 30 (10), Science 20 (10), PE 20 (10), Electives 65 (10)

- **Grade 9**: English 9, Social Science (Geography), Math (Alg. 1), Science (Biology), PE, Elective
- **Grade 10**: English 10, Social Science (Physical Science), Math (Geometry), PE, Elective
- **Grade 11**: English 11, Social Science (US History), Math (Alg. 2), Science, Elective, Elective, Elective
- **Grade 12**: English 12, Social Science (Gov./Econ), Elective, Elective, Elective
Certificate of Completion (COC)

- Course of study needs to clarify WHAT the student must do to receive their COC

Sample:

- “This course of study lists classes and graduation requirements that prepare _____ for post-secondary education and employment goals.”

<table>
<thead>
<tr>
<th>Functional Academics</th>
<th>Domestic Domain</th>
<th>Community Domain</th>
<th>Vocational Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Math</td>
<td>• Grooming / Hygiene</td>
<td>• Social Behavior</td>
<td>• Career Exploration</td>
</tr>
<tr>
<td>• English / Language</td>
<td>• Personal Safety</td>
<td>• Community Resources</td>
<td>• Work Related Training</td>
</tr>
<tr>
<td>• Arts</td>
<td>• Life Skills</td>
<td>• Recreation and Leisure</td>
<td>• Future Living, Working</td>
</tr>
<tr>
<td>• Listening / Speaking</td>
<td></td>
<td>• Communication Skills</td>
<td></td>
</tr>
</tbody>
</table>
8. Must Have a Service to Address Goals

- Transition goals do not require its own service
- It requires a service be linked to the goal
- Multiple goals can be covered by the same service
The ITP Process

1. Assessment
2. Student Interests
3. Transition Goals
4. Services (ITP)
Taking it a Step Further...
Ed. Code § 56327 - The personnel who assess the pupil shall prepare a written report, or reports as appropriate, of the results of each assessment...

- **First transition IEP** create and send an Assessment Plan to parent for the Transition Assessments.

- When Transition Assessments are administered (with a signed AP), complete a transition assessment report.

- Repeat at each Triennial or when significant changes have occurred with student (each student will be different)

- We’ve created a template and a sample for staff to use
Reports include:

- Background of student
- Transition plan/assessment history or a statement of why there is no history
- Assessment details (what was administered and outcomes)
- Behavior during assessment period(s)
- Recommendations based on assessment results (goals, activities, etc. to support student’s long-term goals)
Resources

- https://transitionta.org/transitionplanning
- QuickBook of Transition (google it)
- https://instrc.indiana.edu/transition-resources/transition-matrix.html
- http://www.sped.sbcsc.k12.in.us/ppm/transitionplanning/transitionassessments.html#downloads
- https://caseylifeskills.secure.force.com/ (create a free account)
- https://www.vaview.vt.edu/912/
- https://www.utahfutures.org/assessments/reality-check;jsessionid=2EA973D6328C01674CE11DB8A8A82C24#!/budget
Thank You!

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