



The ITP and You

An Informational Guide for Students with Disabilities
Ages 14 and Older, or Before 9th Grade,
and Their Families about the
Individual Transition Plan (ITP)

Division of Special Education
Revised December 2024

Parents/Guardians and Students,

The purpose of this guide is to provide information regarding transition services for students with disabilities (beginning at age 14, or before 9th grade). The guide serves as a tool for students taking part in the development of the Individual Transition Plan (ITP) portion of their Individualized Education Program (IEP). As members of the IEP team, students will participate in making important decisions when planning for post-secondary goals in education and/or training, employment and, where appropriate, independent living. We hope this resource helps when planning for life after high school.

We encourage you to read this guide and [“The IEP and You”](#) guide before the IEP team 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 IEP team meeting notification form.

If you have any questions about the IEP, ITP, special education, or the information contained in this booklet, please speak to the transition teacher at your school or go to the District Office of Transition Services website at <https://www.lausd.org/spedDOTS>.

Division of Special Education

District Office of Transition Services

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WHAT ARE TRANSITION SERVICES?

Transition services are a coordinated set of activities to help students with disabilities and their families prepare for life after high school. Life after high school may include job training, college, employment, and independent living, with or without assistance from public agencies. Transition activities, taking into account student strengths, preferences, interests and needs are developed from the results of age-appropriate assessments. The results of these assessments help IEP teams develop appropriate post-secondary goals in the areas of education and/or training, employment and, if appropriate, independent living skills.

WHAT IS TRANSITION PLANNING?

Students, with the help of their parents/guardians, should begin planning for their future early on. Although the ITP discussion begins at age 14, or before 9th grade, it's never too early to think about and start working towards the goals of independence and success in adult life. Questions that families consider could include: What will the student do after high school? Will they go to college or a vocational school? Will they work in supported employment or get a competitive job? Will they live independently or continue to live at home? Will help be needed from other agencies to carry out these plans? By the time the student is 14 years old, or before 9th grade, the IEP must include activities to help the student move from high school to life as an adult in the community. This process is transition planning.

WHAT IS AN INDIVIDUAL TRANSITION PLAN (ITP)?

Transition planning is written in the IEP in a section referred to as the ITP. The ITP section of the IEP is reviewed and revised at least once a year as part of the IEP team meeting.

An ITP is intended to help the student plan for post-school living that may include any of the following:

- Post-secondary education (2 or 4-year colleges/universities)
- Training Programs (hands-on training to earn a certificate)
- Supported or competitive employment
- Independent living
- Community participation

STAGES OF TRANSITION PLANNING



Prior to 14th Birthday or Before 9th Grade

The student's areas of strength, preferences, interests and needs are identified through age-appropriate assessments embedded in the instructional program. These are then documented in the ITP at the IEP team meeting annually.



Identify Post-Secondary Goals

Post-secondary goals are determined based on assessments of the student's interests after completing high school. Measurable post-secondary goals are documented in the ITP.



Transition Activities

Transition activities in the areas of education and/or training, employment and, where appropriate, independent living skills help students understand the differences in post-secondary education options, learn about employment skills and pathways, and may include focus on skills towards achievement of independent living.



Age Of Majority

Before a student's 18th birthday, families are informed about "age of majority". When turning 18, the right to make educational decisions transfers to the student. Parents/guardians and students must be informed about the transfer of rights by the IEP team. This act of communication is then documented on the IEP beginning at least one year before the student's 18th birthday.



TIP : Parents/guardians and students should get a head start in understanding "age of majority" rights and responsibilities

WHO PARTICIPATES AT THE IEP TEAM MEETING?

Students and families are key members of the IEP team. When an ITP is going to be developed at an IEP team meeting, the student must be invited to the meeting. This is done by including the student's name on the *Notification to Participate in an Individualized Education Program (IEP) Meeting* form. As part of the ITP, parents/guardians and students are asked annually to indicate if there are outside agencies currently or prospectively providing transition services to the student and if permission is given to invite the agency the following year.

REQUIRED MEMBERS

Parent or Guardian

Knows the student's strengths, needs and individual differences

School Administrator

Knows about special education services and has the authority to commit District resources

Special Education Teacher

An educator with expertise about the student's disability and its impact on the student's developmental and educational progress

General Education Teacher

A general educator who provides the core instruction and implements required accommodations and modifications

Qualified District Staff

Can explain assessment results and use the results to help plan instruction; may be an assessor, related service provider or one of the team members listed above

OPTIONAL MEMBERS

Others with Expertise

Others with knowledge or special expertise about the student, invited by the parent/guardian or the District

Student

When an Individual Transition Plan (ITP) is being developed, the student must be invited to the IEP team meeting

Agency Representative

Representative from outside agencies that are likely to provide services*

Oral Interpreter

District-assigned qualified personnel if interpretation services are requested

*Examples of other agencies include, but are not limited to, group home representatives, non-public schools, Regional Center, and/or Department of Rehabilitation

HOW IMPORTANT IS STUDENT PARTICIPATION?

Student involvement is the most important part of transition planning. The student must be notified of the IEP team meeting in writing. The student may take part in the following ways:

- Tell the IEP team members what you might want to do after high school
- Take an active role in the IEP team meeting by asking questions or leading the IEP team meeting
- Listen and respond to team members present at the meeting
- Provide information regarding personal strengths, preferences, interests, and needs
- Set goals and participate in transition activities to reach goals
- Find out about local resources and services

TIP : Students should develop decision-making and communication skills by expressing their plans for the future during the IEP team meeting.

HOW IMPORTANT IS PARENT/GUARDIAN PARTICIPATION?

Parent/guardian participation is a key component to successful transition planning. Parents/guardians must be notified of the IEP team meeting in writing. Parents/guardians take part in the following ways:

- Take an active role in the IEP team meeting by asking questions
- Communicate transition related concerns to the IEP team
- Ask questions about transition assessment results
- Help their student with transition activities, including the ones on the ITP
- Contact the transition teacher assigned to their student's school for information and resources

TIP : Transition activities may include participation from families, schools, the community, and outside agencies. To get the most out of the IEP team meeting, it is best to prepare in advance.

WHAT ARE THE COMPONENTS OF AN ITP?

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

Transition assessments conducted and the results showing the student's strengths, preferences, interests and needs

Post-secondary goals related to education/training, employment and, where appropriate, independent living skills

Transition activities to help the student achieve the post-secondary goals in education/training, employment and, where appropriate, independent living skills

People responsible for helping the student complete the transition activities

The course of study, or courses the student has taken and needs to take to complete high school

Agency involvement, if any

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

WHAT IS A TRANSITION ASSESSMENT?

In order to write an ITP that addresses a student's individual needs, the school will use age-appropriate transition assessments embedded in the instructional program. The purpose of a transition assessment is to determine student transition needs based on interests and preferences. The transition assessment process may include administration of interest inventories, interviews, review of academic progress, and review of student work samples as part of the ongoing process of collecting student data. Age-appropriate transition assessment tools include, but are not limited to, interest inventories, questionnaires, curriculum-based assessments, and rating scales. Age-appropriate transition assessments assist IEP team members with information regarding post-secondary education, employment, community participation, and, where appropriate, independent living skills. The results of the assessment are then used to develop meaningful post-secondary goals and transition activities for the student.

TIP : Transition assessments help the IEP team make informed decisions for the student's future.

WHAT ARE POST SECONDARY GOALS?

The school provides transition services that support the student in achieving their post-secondary goals. Post-secondary goals are goals that a student hopes to achieve after leaving high school such as going to college, attending a vocational training program, getting a job, or living independently. The IEP team must include post-secondary goals in the student's ITP in the areas of education and/or training, employment and, where appropriate, independent living skills.

WHAT ARE TRANSITION ACTIVITIES?

Transition activities are a set of activities designed to help the student make progress toward the post-secondary goals written in the ITP. Transition activities may include classroom or small group instruction, field trips, employment preparation, daily living skills, and related services such as occupational or physical therapy. People responsible for helping the student complete these activities may include teachers, parents/guardians, family, the student, and other appropriate school staff. Sometimes community agencies are involved in providing transition activities.

HOW IS THE COMMUNITY LINKED TO THE ITP?

Several local agencies that help students with disabilities and their families receive transition services include:

Department of Rehabilitation

Regional Centers

Social service agencies

Institutions of higher learning
such as community colleges

Health and mental health
agencies

Community-based
organizations

TIP : Parents/guardians and students can contact school-site transition teachers to help identify local agencies available to support transition planning and activities.

HOW LONG ARE STUDENTS ELIGIBLE TO RECEIVE TRANSITION SERVICES?

Transition services are provided until the student achieves one of the following, whichever comes first:

Receives a Diploma *

**Reaches the age of 22
if enrolled in school**

WHAT ARE THE GRADUATION REQUIREMENTS FOR A DIPLOMA?

District graduation requirements are periodically changed by the LAUSD Board of Education. They should be discussed at every IEP team meeting by reviewing the student's Course of Study.

| LAUSD Diploma Requirements | Diploma Exemptions |
|--|---|
| <p>To receive a diploma the student must:</p> <ul style="list-style-type: none"> • Complete required coursework • Earn the minimum required number of credits for their graduation year • Complete any California state requirements applicable for a given year • Meet non-course requirements (e.g. service learning, community service, etc.) <p>Students with disabilities who earn a diploma have completed their high school education and are no longer eligible for District special education services.</p> | <p>California Education Code exempts students in certain eligible groups from LAUSD diploma requirements which are in addition to the statewide course requirements. Exemptions are available for:</p> <ul style="list-style-type: none"> • Students with disabilities eligible for the California Alternate Assessment (as documented in their IEP). *Students who receive a diploma under this exemption will remain eligible for special education until they reach the age of 22 or complete coursework for a diploma without exemption. • Students who are in foster care • Students who are experiencing homelessness • Former juvenile court school students • Students who are children of a military family • Students who are migratory children • Students participating in a newcomer program <p>To receive a diploma the student must meet the minimum graduation requirements as required by the California Department of Education (CDE). Refer to https://www.cde.ca.gov/ci/gs/hs/hsgmin.asp for more information. Students must complete the CDE requirements with a grade of "D" or better.</p> |

WHAT HAPPENS IF THE STUDENT DOES NOT MEET GRADUATION REQUIREMENTS FOR A DIPLOMA?

If the student does not earn a diploma, they may earn a certificate of completion. Students with an IEP can earn a certificate of completion by meeting any one of the following conditions:

- Satisfactory completion of credits of a prescribed alternative course of study as identified on the student's IEP
- Satisfactory achievement of their IEP goals and objectives during high school as determined by the IEP team
- Satisfactory high school attendance, participation in the instruction prescribed in their IEP, and achievement of the transition goals and objectives

Students with disabilities who qualify for a certificate of completion are eligible to participate in one graduation ceremony and any school activity related to graduation in which students without disabilities would be eligible to participate.

Students who earn a certificate of completion may continue to pursue a diploma and are eligible to continue receiving special education services through 22 years of age or until earning a diploma.

WHAT IS A SUMMARY OF PERFORMANCE?

The Summary of Performance is a document which provides a summary of academic achievement and functional performance and includes recommendations for supports required to assist the student in working toward their post-secondary goals. The Summary of Performance will help explain the student's need for reasonable accommodations and supports when transitioning to post-secondary settings for education, training, employment, or the acquisition of independent living skills. The Summary of Performance must be completed in preparation for the student's Final IEP team meeting, which is held no earlier than 150 days prior to the last day of the school year or the last day of Extended School Year (ESY), if the student is eligible.

WHAT RESOURCES ARE AVAILABLE IF I STILL HAVE QUESTIONS?

- The principal, special education staff, and transition teacher at your school
- [*A Parent's Guide to Special Education Services \(Including Procedural Rights and Safeguards\)*](#)
- [*The IEP and You*](#)



RESOURCES

The Division of Special Education

Website: <https://www.lausd.org/sped>

District Office of Transition Services

Website: <https://www.lausd.org/spedDOTS>

School and Family Support Services (SFSS) Office

Website: <https://lausd.org/spedContactUs>

Phone: (213) 241-6701

This office can assist with questions, concerns and/or complaints related to special education or specifically about a student's IEP. Visit the *Contact Us* section of the Division of Special Education website to obtain more information.

The Parent-Student Handbook is available at all District schools. Visit the District Operations website.

Website: <https://www.lausd.org/Page/16910>

Community Advisory Committee (CAC)

Website: <https://www.lausd.org/Page/10285>

The responsibilities of the CAC are noted in the California Education Code and include serving in an advisory capacity on matters of the development, amendment, and review of the Local Plan for special education.

Other Resources

California Department of Education (CDE)

Website: <http://www.cde.ca.gov>

Phone: (916) 319-0800

U.S. Department of Education

Website: <https://sites.ed.gov/idea>

Phone: 1-800-872-5327

Department of Developmental Services (DDS)

Website: <https://www.dds.ca.gov/rc/>

Phone: 1-833-421-0061

DDS oversees the coordination and delivery of services for Californians with developmental disabilities through a statewide network of 21 community-based, non-profit agencies known as Regional Centers.

Los Angeles County California Children Services (CCS)

Website: <http://publichealth.lacounty.gov/cms/ccs.htm>

Phone: 1-800-288-4584

Email: CCS@ph.lacounty.gov

CCS is a statewide program that coordinates and pays for medical care and therapy services for children under 21 years of age with certain healthcare needs.

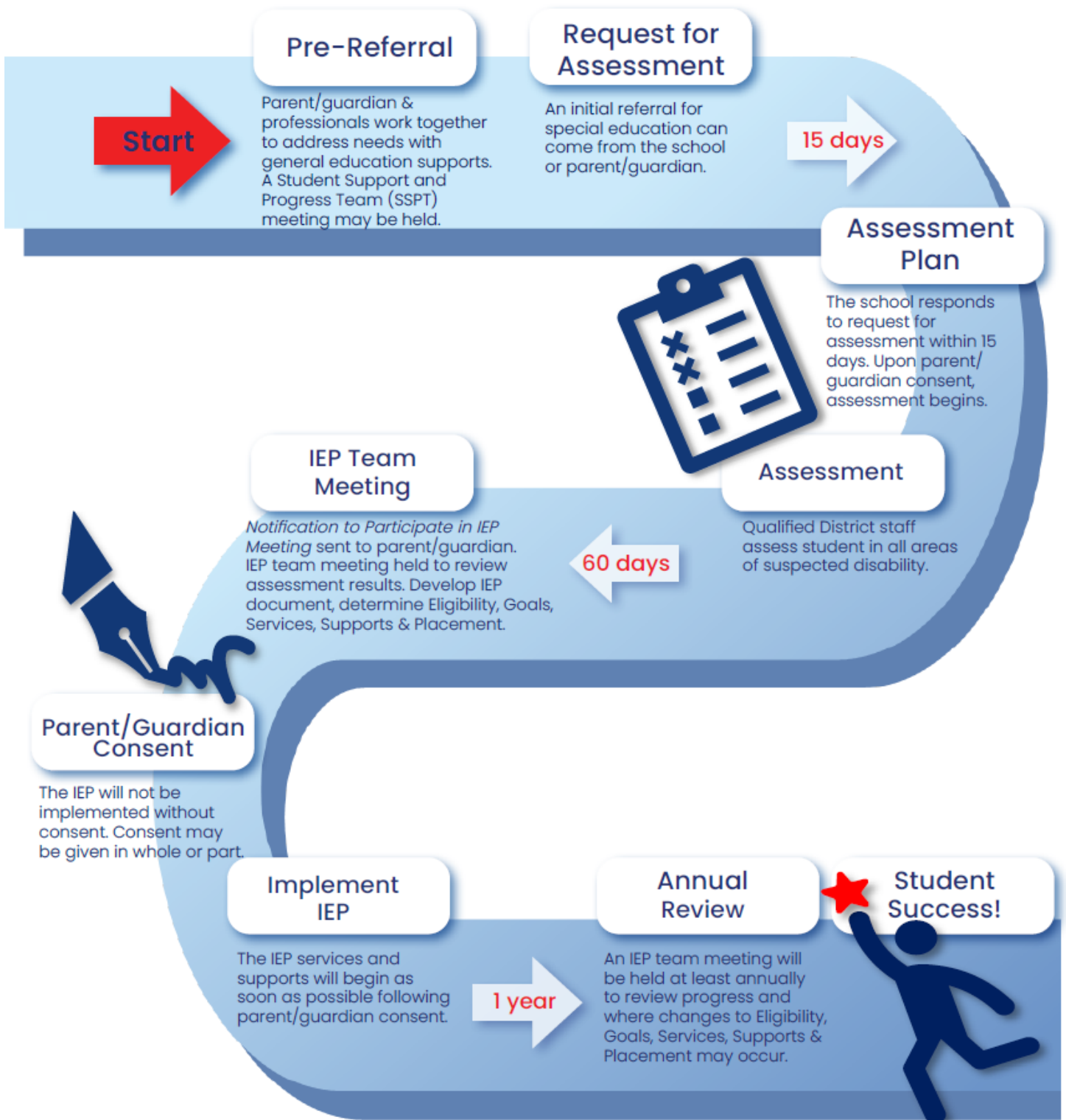
Department of Rehabilitation (DOR)

Website: <https://www.dor.ca.gov/>

Phone: 1-800-952-5544 / **TTY:** 1-844-729-2800

The Department of Rehabilitation (DOR) assists Californians with disabilities to obtain and retain employment and maximize their equality and ability to live independently in their communities.

IEP TIMELINE PROCESS



Note: A parent/guardian may request an IEP team meeting at any time they feel is necessary. This meeting must be held within 30 days of the request.