

Transition Services for Students in Post-Secondary Schools

Each school district and staff person can devise their own methods of implementing individualized transitional programs and vocational assessments. Transition services include an evaluation of a student's needs and, based on his or her readiness, a determination of programs and services that will assist the student in progressing towards independence.

The measurable postsecondary goals are based upon age appropriate transition assessment. Information from formal and informal assessments is collected by the IEP Team in the area of needs, strengths, preferences and interests. The measurable postsecondary goals are developed or confirmed and assessment information is updated annually.

Components in the IEP include:

Measurable Postsecondary Goals

Beginning no later than with the IEP that is in effect when the student turns 14, the IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessment related to education/training, employment, and where appropriate, independent living skills.

Transition Services

Transition services are a set of coordinated activities designed to be a results-oriented process that facilitates the successful movement from school to postsecondary living. These activities are based on the student's needs, strengths, preferences, and interests.

Course of Study

A course of study is a current description of coursework and/or activities to achieve the student's desired post-school goals, from the student's current to anticipated exit year.

Agency Collaboration

Transition Services are designed to be a results-oriented process that facilitates the movement from school to postsecondary living activities that include adult services.

Annual IEP Goals

Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a 12-month period of the student's program. Measurable annual goals include timeframe, conditions, behavior, and criterion.

Accessing Transition Services

The Individuals with Disabilities Education Act (IDEA) requires schools to provide the parents/guardians of a student who is eligible for or referred for special education with a notice containing a full explanation of the rights available to them. A written request for a due process hearing is made by a parent or district relating to issues about the identification, evaluation, educational placement, or provision of Free Appropriate Public Education to a student.

Schools are required to provide transition services to students who are eligible for special education. If eligible, transition services are not to be decided based on availability, but the student's needs. In this case, the student has the right to an education and continued transition services until he/she turns 21 years of age.

If the student is determined ineligible for services, a written request for a due process hearing is made by a parent or district relating to issues about the identification, evaluation, educational placement, or provision of Free Appropriate Public Education to a student. Requests must be made within—and allege violations that occurred not more than—two years before the date you knew or should have known about the allegation. Only an administrative law judge may allow an exception to the two-year timeframe.

The Office of Superintendent of Public Instruction (OSPI) has developed a guide for families: Special Education in Washington State. You can find links to these guides and much more information at OSPI's page on Special Education Services: <http://www.k12.wa.us/SpecialEd/Families/default.aspx>