

OPERATING PROCEDURES

TRANSITION SERVICES

Goose Creek CISD

101911

Legal Framework: [Transition Services](#)

Category: Admission, Review, and Dismissal Committee

Template update Feb 2018

"We do not believe it is necessary to change the definition of transition services because the definition is written broadly to include a range of services, including vocational and career training that are needed to meet the individual needs of a child with a disability. The definition clearly states that decisions regarding transition services must be made on the basis of the child's individual needs, taking into account the child's strengths, preferences, and interests. As with all special education and related services, the student's [individualized education program] IEP Team determines the transition services that are needed to provide [free appropriate public education] FAPE to a child with a disability based on the needs of the child, not on the disability category or severity of the disability. We do not believe further clarification is necessary." 71 Fed. Reg. 46579 (August 14, 2006).

"[T]he only area in which postsecondary goals are not required in the IEP is in the area of independent living skills. Goals in the area of independent living are required only if appropriate. It is up to the child's IEP Team to determine whether IEP goals related to the development of independent living skills are appropriate and necessary for the child to receive FAPE." 71 Fed. Reg. 46668 (August 14, 2006).

"Regarding postsecondary goals related to training and education, the IDEA and its implementing regulations do not define the terms 'training' and 'education.' However, the areas of training and education can reasonably be interpreted as overlapping in certain instances. In determining whether postsecondary goals in the areas of training and education overlap, the IEP Team must consider the unique needs of each individual student with a disability, in light of his or her plans after leaving high school. If the IEP Team determines that separate postsecondary goals in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, the IEP Team can combine the training and education goals of the student into one or more postsecondary goals addressing those areas. For example, for a student whose postsecondary goal is teacher certification, any program providing teacher certification would include education as well as training. Similarly, a student with a disability who enrolls in a postsecondary program in engineering would be obtaining both education and occupational training in the program. The same is true for students with disabilities enrolled in programs for doctors, lawyers, accountants, technologists, physical therapists, medical technicians, mechanics, computer programmers, etc. Thus, in some instances, it would be permissible for the IEP to include a combined postsecondary goal or goals in the areas of training and education to address a student's postsecondary plans, if determined appropriate by the IEP Team. This guidance, however, is not intended to prohibit the IEP Team from developing separate postsecondary goals in the areas related to training and education in a student's IEP, if deemed appropriate by the IEP Team, in light of the student's postsecondary plans. On the other hand, because employment is a distinct activity from the areas related to training and education, each student's IEP must include a separate postsecondary goal in the area of employment." [OSERS Questions and Answers on Secondary Transition \(Revised September 2011\)](#).

"The specific transition assessments used to determine appropriate measurable postsecondary goals will depend on the individual needs of the child, and are, therefore, best left to States and districts to determine on an individual basis. Therefore, there is no specific requirement that placement in various work environments be part of the assessment process." [OSEP Letter to Spitzer-Resnick, Swedeen, and Pugh \(June 22, 2012\)](#).

OPERATING PROCEDURES

TRANSITION SERVICES

Goose Creek CISD

101911

“Work placement can be an appropriate transition service, depending on the individual needs of a student, but is not a required component of all IEPs that address transition services. If an IEP team determines that work placement is an appropriate transition service for a child, it must be included in the child's IEP.” [OSEP Letter to Spitzer-Resnick, Swedeen, and Pugh \(June 22, 2012\)](#).

“[W]hen an IEP Team includes a work placement as part of the student's transition services, the IEP team must consider, and include in the IEP, as appropriate, any supplementary aids and services needed to enable the student to participate with other students with disabilities and nondisabled students in the work placement described in the IEP. The [local educational agency] LEA must provide any supplementary aids and services that are identified on the IEP.” [OSEP Letter to Spitzer-Resnick, Swedeen, and Pugh \(June 22, 2012\)](#).

“If under State law, attending classes at a postsecondary institution, whether auditing or for credit, is considered secondary school education for students in grade 12 or below and the education provided meets applicable State standards, those services can be designated as transition services on a student's IEP and paid for with [Individuals with Disabilities Education Act] IDEA Part B funds, consistent with the student's entitlement to a free appropriate public education (FAPE). . . . If a State does not consider attendance at a postsecondary institution as part of secondary school education, Part B funds may not be used to pay for the services.” [OSEP Letter to Dude \(September 3, 2013\)](#).

“Decisions related to the specific content of postsecondary goals and transition services are the responsibility of the IEP Team, the required members of which are identified in 34 CFR § 300.321(a) and (b). The parent and the student are required IEP Team members at IEP Team meetings where transition services and postsecondary goals are discussed. The IEP Team must consider the student's needs, taking into account the student's strengths, preferences and interests. 34 CFR §§ 300.320(b)(2) and 300.43(a)(2). The IEP Team is required by 34 CFR § 300.324(a)(ii) to consider ‘the concerns of the parent for enhancing the education of their child;’ however, the IEP Team is not required to include a particular transition service or services in a student's IEP based solely on a parent's or student's request.” [OSEP Letter to Dude \(September 3, 2013\)](#).

“In general, IDEA requires that the special education and related services provided to a student under his or her IEP, including the transition services identified in the student's IEP, must be provided at public expense and at no cost to the parents. 34 CFR §§ 300.101 and 300.17. Whether the school district is obligated to provide, and pay for, transportation, tuition and/or a paraprofessional to attend classes with the student is a determination that must be made on an individual, case-by-case basis by the student's IEP Team.” [OSEP Letter to Dude \(September 3, 2013\)](#).

“There are inherent difficulties associated with reentry from a correctional facility to home or another community environment. Therefore, it is particularly important that public agencies comply with the IDEA requirements related to secondary transition (34 CFR § 300.320(b)).³⁰

³⁰ Transition services requirements are not applicable to students with disabilities in adult prisons and to students whose eligibility for IDEA services will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release (34 CFR § 300.324(d)(1)(ii)).” [OSERS Dear Colleague Letter \(December 5, 2014\)](#).

OPERATING PROCEDURES

TRANSITION SERVICES

Goose Creek CISD

101911

Application Guidance

- [Secondary Transition Guidance](#) (TEA)
- [Transition in Texas](#) (Region 11 ESC)
- [General Information – SPP Indicator 13](#) (TEA)
- [Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities](#) (OCR)
- [Dear Parent Letter](#) (OCR)
- [Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators](#) (OCR)
- [NTACT: National Technical Assistance Center on Transition](#) (Funded by USDE)

Through the implementation of the Goose Creek CISD policies and procedures as outlined in the [Legal Framework](#) for the Child-Centered Special Education Process, the Goose Creek CISD ensures that transition services are addressed in the IEP of a child with a disability as required by the IDEA and its accompanying federal regulations, state statutes and regulations.

PERSONS RESPONSIBLE: Transition Specialist

TIMELINES: 2020-2021

MATERIALS: Transition Bundle, eSped forms

METHODS: Yearly audit

Transition Planning

34 CFR 300.43(a), (b); 20 USC § 1401(34) (A)

Transition is a process designed to assist students with disabilities to achieve their postsecondary goals in the areas of education, employment and adult living. Through transition planning, annual goals and a coordinated set of activities focusing on both academic and functional skills are established to facilitate progress towards a student's postsecondary goals.

Transition will be initiated for each student receiving special education services prior to the age of 14.

Definition of Transition Services Sec. 602 (30) 20 USC 1401

“Transition services means: a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation.”

Transition Process

1. A consent letter for permission to invite an agency is sent home for the parent to sign prior to the ARD meeting addressing transition. The Consent to Invite an Outside Agency form in eSped must be signed by the parent/adult student prior to the ARD Notice being sent home, if the third party agency will be invited to the ARD.
2. Appropriate transition assessments must be completed for each student. This should include student assessment (interest survey, ability assessment, data collected by teachers), parent input via parent survey or questionnaire, and teacher input via teacher survey or questionnaire. If additional assessments are needed, the case manager will contact the Transition Specialist or Transition Teacher for additional resources. In addition to the parent, teacher, and student surveys, transition assessments should vary from one year to the next.
3. Appropriate postsecondary goals in the areas of training, education, employment and where appropriate independent living skills. These goals must be realistic and attainable.
4. Appropriate annual IEP goal related to transition services needed.
5. A Course of Study (4 year plan) that will reasonably enable the student to meet his/her postsecondary goals.
6. Assure the transition plan has services that will reasonably enable the student to meet his/her postsecondary goals. The Transition Supplement encompasses Coordinated Set of Activities, which include activities in the areas of instruction, related services, community experience, development of employment, acquisition of daily living skills, and functional vocational assessment (if applicable).

The case manager will complete the transition process for their case managed students by collaborating with the student's counselor and Transition Teacher or Transition Specialist if needed. The Transition Specialist will work with the student and teachers to implement the transition plan. The Transition Specialist is responsible for annual transition training and Indicator 13 audits.

Transition Specialist

- The Transition Specialist is the district resource person who should assist the Campus Diagnostician with the transition planning process for the high schools and the middle schools.
- As the resource person, the Transition Specialist will provide the training for high school and middle school staff relative to the transition planning process and the completion of all required forms.
- The Transition Specialist should ensure campus staff is informed of any

change in policies and procedures concerning transition planning or services.

- It is also the responsibility of the Transition Specialist to assist campuses to ensure current ARD/IEP data for required transition planning services are entered in a timely manner on the campus student information system.
- The Transition Specialist leads at least one fall and spring audit over Indicator 13.
- The Transition Specialist along with the Transition Teacher conduct the official Indicator 13 audit.

The following items should be archived altogether as the “Transition Bundle”

1. Student Invitation
2. Transition Assessments
3. Consent to Invite Outside Agency
4. Invitation to Outside Agency
5. Course of Study (4 Year Plan)
6. Transcript
7. Any additional data
8. Indicator 13 form

Other items related to Transition that are required to be archived include the following:

1. Transition Supplement
2. Transition related PLAAFP statements
3. Deliberations