

Transition Supports and Services

Summary for Students, Families & Caregivers

The purpose of this resource is to support students and families to learn more about how the Individualized Education Program (IEP) Transition Plan and aligned High School and Beyond Plan (HSBP) support a student to be ready for their goals for post-secondary goals.

What plans support students with IEPs to meet graduation requirements and be ready for their goals after high school?

A student's graduation pathway(s) and goals for after high school are documented in both their IEP Transition Plan and the aligned HSBP.

For students with an IEP, the IEP Transition Plan and the aligned HSBP layer together to support a student in meeting graduation requirements¹ and being prepared for their life after high school.



Some students have an IEP.

- Special education provides *additional* layers of support to students.
- No later than age 16, an IEP [Transition Plan](#) is added to the student's IEP.
- Special Education teachers bring expertise in differentiating and supporting access to HSBP, grade level academic standards and implementing individualized transition services.



All students complete graduation requirements which include: completing [credit requirements](#), a [HSBP](#), and satisfying a [graduation pathway](#) that aligns with a student's goals for after high school.

- Students have options of courses to meet credit requirements and engage in career exploration and preparation.
- All students annually update and build a HSBP to guide their high school experiences and prepare for their next steps after high school.
- General education teachers provide content that is accessible, engaging and support all students in make progress in grade level academic standards.

What is a High School and Beyond Plan (HSBP)?

HSBPs are:

- student-created plans that guide high school experiences, course taking and activities that prepare students for their education and career goals for after high school;
- a graduation requirement for all students that must begin by seventh grade;²
- updated regularly to reflect current activities and to adjust to changing interests or educational and career goals of the student.

¹ Learn more about the graduation requirements for each graduating class in the [Graduation Toolkit and FAQ](#)

² [RCW 28A.230.212](#)

If a student also has an IEP Transition Plan, they must also have an aligned HSBP.³

- The HSBP can be individualized to support student needs, but it must be developed and updated with similar processes and staff as for all students.⁴

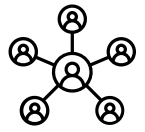
What is an IEP Transition Plan?

A transition plan:

- is part of the IEP and is updated annually as part of the IEP process;
- must be included in the IEP the year a student turns 16 or earlier when appropriate;⁵
- requires that a student be meaningfully involved in the IEP process and invited to IEP meetings.

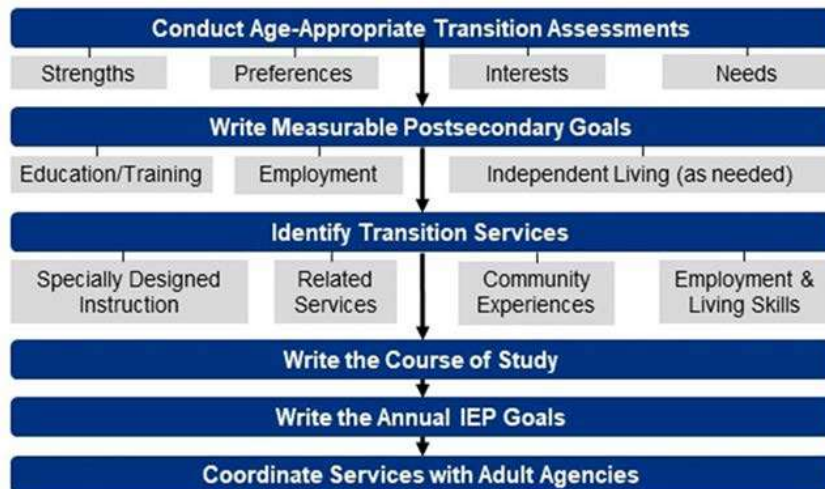
Who writes the Transition Plan?

It is developed based on data and input from the IEP team, which includes the student, family/caregiver, general education teacher, special education teacher, and as appropriate, school counselor, school system representative, and adult agency representative (such as someone from DVR or DDA). Each person's information adds to the team's understanding of the student and what services the student needs.⁶ Students are the most important member involved in transition and their meaningful participation in the IEP transition plan is critical.



What does a Transition Plan include?

The following graphic by the Center for Change in Transition Services (CCTS) is helpful to visualize the six main components of transition planning, which are also described below. Each transition plan must include each of these components.



Transition Assessments – are an individualized decision made by the IEP team. There is no specific assessment or “test” that must be used. Transition assessments must include information about the student’s Strengths, Preferences, Interests, and Needs (SPIN). This information can come from different activities, such as formal assessments; surveys; observations; the student’s HSBP; student, family, and teacher interviews, or other sources.

³ [Appendix B](#) provides two case studies that show aligned IEP Transition Plans and HSBP

⁴ [WAC 180-51-220 \(4\)](#)

⁵ [WAC 392-172A-03090](#)

⁶ [Appendix A: The Transition Team Members and Roles](#)

Measurable Postsecondary Goals – are goals for after high school and must include goals for education/training, employment, and if considered necessary by the IEP team, independent living skills. Independent living skills goals, if included, should outline skills a student needs to learn for life after high school.

Transition Services – are individualized services that help students reach their postsecondary goals. Based on decisions made by the IEP team, these may include specially designed instruction, any necessary related services, community experiences, and services to support employment and independent living. Examples include completing job shadowing experiences, learning how to navigate public transit, completing job applications, preparing for an interview, and independently using assistive technology, such as a communication device.

Course of Study – includes the courses a student will take to be ready for graduation and their post-school goals. The course of study also includes coordinated experiences in school and the community that enhance the student’s learning and preparation for their postsecondary goals.

Annual IEP Goals – connect to the postsecondary goals and lead students to achieve those goals.

Adult Service Agencies – identifying, coordinating, and planning for agency connections is another way the IEP Transition Plan supports students as they leave the school system.

- The transition plan may include a [consent form to share student information with state agencies who provide transition and employment services](#).⁷

Transition Plans, Transition Services, and Transition Programs

You may hear the term “transition” in a few diverse ways.

- The transition plan is included in the IEP and should contain all the components discussed above. All students receiving special education services will have a transition plan included in the IEP by age 16 or earlier.
- One of the components of the transition plan is **transition services**, which are specific services provided to the student to reach their goals for life after high school.
- The term **transition program** or *18–21 transition program* most often refers to a program some schools have for adult students. All schools must provide IEP and transition services through the age of 21 if determined to be needed by an IEP team, but not all schools will have a separate transition program.



o The content and services provided in a transition program are based on each student’s IEP and may include a combination of school, community, and employment settings. The content and instructional minutes in the transition program are individualized, so they will vary by student.

⁷ The Consent to Share Information with State Agencies Form is a voluntary form being piloted in the 2023–24 school year. This form will be fully implemented by the 2024–25 school year and beyond. Review the [Transition Consent Form One Pager](#) to learn more.

Additional Resources

- [OSPI's Special Education Family Engagement and Guidance](#) and [Secondary Transition](#) webpages
- [OSPI's Tips from the Special Education Division: Secondary Transition Services and Supports](#)
- [CCTS's Writing Effective Transition Plans Module 10: What Families/Caregivers Need to Know about Transition Plans & Services](#)