



# Transition Bill of Rights

## for Parents of Students Receiving Special Education Services

A student with an individualized education program (IEP) has certain rights under both Federal and State laws. This *Transition Bill of Rights for Parents of Students Receiving Special Education Services*, developed by the Connecticut State Department of Education (CSDE), will help parents<sup>1</sup> and students understand these rights and other important issues regarding the transition to life after high school. School districts will provide this document annually at planning and placement team (PPT) meetings to all parents of students who are receiving special education services in grades 6-12, as well as to students who are 18 years of age or older (adult students).

Parents and adult students also have the right to receive a copy of the [Procedural Safeguards Notice Required Under IDEA Part B](#), which explains the rights and responsibilities set forth in the Individuals with Disabilities Education Act (IDEA). This publication describes a student's right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE) through specially designed instruction and related services in the student's IEP.

### Students with an IEP have a right to:

1. Receive secondary transition planning and services through their IEP starting at age 14, or younger if determined appropriate by the student's PPT.
2. Receive appropriate, individualized special education and related services until they either graduate with a regular high school diploma or reach the maximum age of eligibility (until the student's 22<sup>nd</sup> birthday), whichever occurs first. Determinations regarding continuing eligibility for special education are made by the student's PPT.
3. Attend all PPT meetings, including those pertaining to transition planning, to represent their needs, strengths, preferences, and interests, as they relate to their transition goals and services.
4. Assist in developing realistic and specific postsecondary outcome goal statements (PSOGS) related to postsecondary education/training and employment, and, if appropriate, independent living skills. PSOGS are written as measurable statements that are generally understood to refer to those goals that a student hopes to achieve after leaving secondary school, based upon age-appropriate transition assessments, and are reviewed annually by the PPT.
5. Receive transition services<sup>2</sup> to help them prepare to meet their postsecondary outcome goals.
6. Assist in developing their IEP annual goals and objectives, which may include but are not limited to areas in the [Connecticut CORE Transition Skills](#) (i.e., health care, transportation, self-determination, and social skills).
7. Assist in the development of their IEP accommodations and modifications, which are designed to meet their unique needs.
8. Identify, explore, and connect with outside agencies as appropriate, including but not limited to the following adult service agencies: the [Department of Developmental Services \(DDS\)](#); the [Department of Mental Health and Addiction Services \(DMHAS\)](#); and the [Department of Aging and Disability Services \(ADS\)](#), which includes both the [Bureau of Education and Services for the Blind \(BESB\)](#) and the [Bureau of Rehabilitation Services \(BRS\)](#) (see [Easing into Secondary Transition](#)). School districts, to the extent appropriate and with consent of the parent/adult student, must invite a representative of an outside agency likely to be responsible for providing transition services to attend PPT meetings to participate in transition planning.

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<sup>1</sup> Parent means a biological or adoptive parent, guardian, surrogate parent as defined by State statute, or an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare.

<sup>2</sup> [34 C.F.R. § 300.43](#).

9. Be informed on or before their 17<sup>th</sup> birthday that all parental rights will transfer to them when they reach the age of 18. Under Connecticut law, an adult student may notify the school district (in writing) that their parent(s) shall continue to have the right to make educational decisions on their behalf.
10. Request consideration to receive transition-only services (for students with disabilities, ages 18 through 21, who have completed all academic requirements for graduation), if all transition goals and objectives have not been met during their previous year in high school. The PPT makes the recommendation for transition-only services, which must be reviewed at least annually.

**PPT Considerations When Determining the Need for Transition-Only Services for a Student:**

- a. Transition-only services are typically discussed during the senior year of high school, but may be discussed sooner.
  - b. Transition-only services must be a coordinated set of individualized activities, but do not need to be a specialized “program.”
  - c. Transition-only services should be based in the local community to the greatest extent possible, in order to prepare students for life after high school.
  - d. Transition-only services should provide students with the opportunity to maximize their time with nondisabled peers.
  - e. Transition-only services are not required for graduation, but may include academic, vocational, and independent living activities that will help students meet their postsecondary goals.
  - f. Students are entitled to participate in graduation exercises and related activities upon completion of academic requirements, or at the conclusion of transition-only services. This is a decision to be made by the PPT.
  - g. If students participate in transition-only services, the date on their diploma or certificate will be the date that they exit high school (either due to graduation with regular high school diploma, reaching the maximum age of eligibility, or completing school with other credentials (i.e. a certificate of completion)).
11. Actively participate in the development and revision of their [Student Success Plan \(SSP\)](#), which is required for all general education students, beginning in grade 6 and progressing through grade 12. The SSP is a school-wide effort, designed to empower and help students achieve their postsecondary educational and career goals.
  12. Receive, along with their parent, transition resources and materials developed the CSDE, which include but are not limited to [Building A Bridge From School to Adult Life: A Resource Manual for Middle & High School Students and Their Families](#) and [Easing into Secondary Transition: A Comprehensive Guide to Resources and Services in CT](#), both which are available on the CSDE [Secondary Transition – Planning from School to Adult Life](#) webpage under [Resources for Students and Families](#).

If students have questions or have a problem asserting any of these rights, they should first speak to their teacher, school case manager, school counselor, and/or parent. For additional help with secondary transition or special education, please contact the CSDE [Bureau of Special Education \(BSE\)](#) by phone at 860-713-6910.

Students (or their parent) have the right to request a due process hearing or file a State complaint, and may seek further information by contacting the CSDE BSE Due Process Unit at 860-713-6928.

For assistance in understanding the provisions of the IDEA, please contact Connecticut’s federally designated Parent Training and Information Center, the [Connecticut Parent Advocacy Center \(CPAC\)](#), by phone at 860-739-3089, or by e-mail at [cpac@cpacinc.org](mailto:cpac@cpacinc.org).