



**PA 19-49**—sHB 7168

*Human Services Committee*

*Education Committee*

**AN ACT CONCERNING TRANSITIONAL SERVICES FOR CHILDREN WITH AUTISM SPECTRUM DISORDER**

**SUMMARY:** This act requires the first individualized education program (IEP) for a child who is at least 14 years old and diagnosed with autism spectrum disorder to include (1) appropriate measureable postsecondary goals and (2) transition services (see BACKGROUND), including courses of study, needed to assist a child in reaching those goals. Under the act, postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. Federal regulations impose these requirements beginning with the first IEP in effect when a child with a disability turns 16, or earlier if determined appropriate (34 C.F.R. § 300.320(b)). In practice, the Department of Rehabilitation Services (DORS) provides certain transition services for students with disabilities ages 16 and over. The act explicitly does not require DORS to begin providing such services at age 14. (PA 19-157 renames DORS as the “Department of Aging and Disability Services.”)

The act requires the planning and placement team to update the child’s IEP annually with regard to the act’s requirements. Generally, a planning and placement team is a group consisting of a student's parents, teachers, and educational specialists who meet to develop and periodically review the student's IEP, which lists special education services to which the student is entitled.

EFFECTIVE DATE: July 1, 2019

**BACKGROUND**

*Transition Services*

The federal Individuals with Disabilities Education Act (IDEA, 20 U.S.C. 1400 et seq.) governs special education programs and procedures in states and local school districts, requiring the provision of appropriate educational services to children with disabilities. Connecticut law and regulations must comply with IDEA.

Under IDEA, “transition services” means a coordinated set of activities for a child with a disability that:

1. is within a results-oriented process;
2. is focused on improving a child’s academic and functional achievement to move from school to post-school activities (e.g., postsecondary or vocational education, integrated employment, adult services, and community participation);

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3. is based on the individual child's needs, accounting for strengths, preferences, and interests; and
4. includes instruction, related services, community experiences, development of employment and post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation (20 U.S.C. § 1401(34)).