

Consent Form to Share Student Information with State Transition Agencies

Guidance for School Teams

General

The Office of the Superintendent of Public Instruction (OSPI) developed a consent form to share student information at least (3) three years prior to a student exiting the school system with agencies providing disability supports, including transition and employment services. The consent form can be downloaded using the links below or accessed from the [State Model Forms](#) webpage.



- [Consent Form to Share Student Information with State Transition Agencies](#)
- [IEP Form with Secondary Transition](#) (consent form included)

The consent form is being piloted in the 2023-24 school year and is voluntary. The form will be fully implemented in the 2024-2025 school year.

The purpose of this consent form is to assist school staff in collaborating with students and families to facilitate a more seamless connection with agencies that provide disability supports, including transition and employment services to support a student in meeting their post-school goals.

How and When Should IEP Teams Use the Consent Form?

When a student's IEP transition plan is first created¹, the IEP team will explain the purpose of the form and seek parent or adult student consent to share the student's information with the agencies named within the consent form. Consent should be reestablished annually, and students and families may withdraw consent at any time.

Transition Partnerships in the IEP Process

The consent form helps families and the IEP team make connections to disability supports, including transition and employment services the student might be eligible for, helping them to experience a more meaningful in-school transition and post-school life. Examples of how transition partnerships can support IEP teams, students and families include: ²

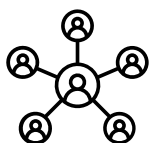
- Providing information about services and eligibility criteria for community or adult services and supports (such as college support services and financial aid, vocational rehabilitation services, family services, etc.).
- Helping explain the differences between entitlement programs provided by the school and district, and eligibility of adult services.
- Assisting in identifying and connecting to community or adult services that may assist the student in achieving their postsecondary goals.

¹ Per [WAC 392-172A-03090 \(1\)\(k\)](#) beginning not later than the first IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team

² [Appendix A: The Transition Team Members and Roles](#)



- As appropriate, assisting the student and their family in application processes for supports and services at colleges, training institutions, and/or adult services.
- Notifying families and the school about potential waiting lists for services.
- As appropriate, provide services to the student prior to exiting the school system.



This consent form will support the IEP Team to make connections with agencies that provide disability support services, including transition and employment services early and throughout the IEP process. IEP teams should also be making connections with community-based organizations. These partners may be able to provide transition services, other supports and connections to resources that help students while in school and in their post-school life.³

How can IEP teams learn more about transition partners?

IEP teams are encouraged to:

- Learn more about how Division of Vocational Rehabilitation (DVR) can support a student's transition by using the [Office Locator](#), [Find a School Transition Counselor Tool](#) and reviewing the [Pre-Employment Transition Services \(Pre-ETS\)](#) webpage.
- Learn more about how Developmental Disabilities Administration (DDA) [services and programs](#) can support a student's transition by using the [Find a DDA Office](#) and reviewing the [Informing Families](#) page.
- DDA has [brochures](#) available in several languages to learn more about different services.
- Learn more about how the local office for Washington State Department of Services for the Blind can support a student's transition by visiting their [Contact Us](#) page.
- Utilize the list in the [DSHS County Best Practice](#) site to find and connect with the local county developmental disabilities programs.
- Use the Center for Change and Transition Services (CCTS) interactive [Agency Connections Map](#) by county to identify agencies that can support students in the areas of post-secondary education, employment, healthcare, housing, and transportation.

Secondary Transition Resources

This resource has a [companion document for students and families](#) to support the IEP conversation.

The OSPI [Secondary Transition Page](#) has helpful resources to improve secondary transition systems and supports to support students as they transition to post-school life.

The Center for Change in Transition Services (CCTS) has many resources on the [professional development](#) page, including a module⁴ designed to help families understand IEP transition plans and the [T-folio](#). The T-folio is a free transition portfolio tool for high school aged youth with disabilities that aligns with both IEP transition planning and DVR's Pre-Employment Transition Services (Pre-ETS).

³ [Tip from the Special Education Division: Secondary Transition Services and Supports, April 2023](#)

⁴ [Module 10 Writing Effective Transition Plans](#), CCTS

