

Portland Public Schools ~ Special Education

Secondary Transition Requirements

Reference Materials for High School Teams

This packet of information was prepared by PPS Vocational Transition Specialists (VTS) in order to support educational teams in supporting their high school students. Transition services are part of a long-range plan that coordinates the last years of high school and the years immediately following high school or school-age services.

Transition services should be addressed in every IEP by the time the student is 16. High school education teams are involved in designing a coordinated set of activities for a student which is outcome-oriented and promotes movement from school to post-school activities. Secondary transition components include:

- Completion of age-appropriate transition assessments addressing preferences, interests, needs and skills
- Development of measurable post-secondary transition goals which relate to assessment results and address education/training, employment and (if applicable) independent living
- Development of measurable IEP annual goals which assist the student in progressing toward the student's postsecondary goals.
- Identifying the coursework that the student will take to achieve the desired postsecondary goals
- Development of job readiness and retention skills
- Development of independent daily living skills, if appropriate
- Development of community-based experiences and actual vocational training environments
- Monitoring and evaluation of students at community-based sites
- Connections to community resources
- Referral to vocational and adult agencies, such as Vocational Rehabilitation
- Determination if the graduating student would benefit from the some or all of the programming at the Community Transition for students aged 18 - 21

The information in this packet is divided into the following seven sections:

1. Definition
2. Transition Requirements
3. Transfer of Rights
4. Assessment
5. Post-Secondary Goals
6. Course of Study
7. Annual Goals

This Secondary Transition packet may be found in its entirety on the PPS Special Education website; the additional materials and documents referenced in this packet may be easily accessed from that on-line document.

Transition Services Definition

According to IDEA, “Transition Services” means a coordinated set of activities for a student with a disability that:

- a. Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student to facilitate the student’s movement for school to post school activities, including: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- b. Is based on the individual student’s needs, taking into account the student’s preferences, strengths, needs and interests
- c. Includes:
 - Instruction
 - Related Services
 - Community Experiences
 - The development of employment and other post school adult living objectives; and
 - If appropriate, acquisition of daily living skills and functional vocational evaluation

The following document is available on the Oregon Department of Education website as a valuable resource regarding transition requirements: [ODE Quality Secondary IEPs](#)

Transition Requirements

Transition services must begin no later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team. Transition services are part of a long-range plan that coordinates the last years of high school and the years immediately following school-age services.

The requirements for transition include:

- The development of appropriate **measurable postsecondary goals**.

Postsecondary goals which are **updated annually** in conjunction with the development of the current IEP.

The measurable postsecondary goals are based on an **age appropriate transition assessments**.

- **Transition services** in the IEP that will reasonably enable the student to meet his or her postsecondary goals.

Transition services may include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills, and provision of a functional vocational assessment.

- **Courses of study** documented in the IEP that will reasonably enable the student to meet his or her postsecondary goals.
- **Annual IEP goals** that relate to the student's transition services.
- **Invitation and inclusion of the student** to the their IEP team meeting where transition services were discussed
- **Invitation and inclusion of any representative of a participating agency** to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Best practice also includes:

- Referrals to agencies and adult services when appropriate, such as: Developmental Disabilities, Vocational Rehabilitation, Social Security Income (SSI), community mental health, and other agencies.

The following documents are available as additional resources regarding transition requirements:

[ODE Transition Standards Checklist](#)
[ODE Secondary Transition Annual Process](#)

Transfer of Rights

Procedural safeguard rights associated with IDEA transfer to the student at the age of majority. In Oregon, the age of majority is 18, or when the student gets married or becomes legally emancipated. The IEP Team must plan ahead, and assist the student and the parent in understanding and preparing for the transfer of rights that will occur. There are two "points in time" associated with the transfer of rights. The first occurs at least one year before the student reaches the age of majority, and is an IEP content requirement. The second occurs when the student reaches the age of majority, and is a procedural safeguard requirement.

- **At least one year before student turns 18:** The district must notify the student and the parent that rights will transfer at the age of majority. This notice must be provided and documented on the IEP that will be in effect when the student turns 17. A copy of the Procedural Safeguards (18-21) must be given to the student at that time.

[ODE Procedural Safeguards](#)

- **When the student reaches the age of majority:** The district must provide written notice to the student and parent at the time the student reaches the age of majority and rights transfer; districts may not wait until the next scheduled IEP meeting to provide such notice.

The following document is available as an additional resource for the Transfer of Rights:

[Transfer of Rights at Age of Majority: An ODE Special Education Technical Assistance Document](#)

Transition Assessment

IDEA 2004 states that “Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals based upon **age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills.”

The purpose of transition assessment is to help Individualized Education Program (IEP) teams determine the appropriate courses of study and community/vocational experiences that the student will need to be successful in post-school goals. Whether a student is interested to pursue postsecondary education, trade school, employment (supported included) or other activities associated with adult living, assessments will provide valuable information about the student’s abilities and deficits.

Transition assessment can assist teams to:

- Identify preferences, interest, needs and strengths (PINS)
- Develop realistic and meaningful IEP goals and objectives
- Determine appropriate instructional settings (classroom, community, vocational experiences)
- Determine level of self-determination skills
- Determine necessary accommodations, supports, and services

Transition assessment methods must:

- Incorporate assistive technology or accommodations that will allow an individual to demonstrate his or her abilities and potential.
- Occur in environments that resemble actual vocational training, employment, independent living, or community environments.
- Produce outcomes that contribute to ongoing development, planning, and implementation of “next steps” in the individual’s transition process.
- Be varied and include a sequence of activities that sample an individual’s behavior and skills over time.
- Be appropriate for the learning characteristics of the individual, including cultural and linguistic differences.

Transition assessment data must:

- Be verified by more than one method and by more than one person.
- Be synthesized and interpreted to individuals with disabilities, their families, and transition team members.
- Be documented in a format that can be used to facilitate transition planning.

The following documents are available as additional resources regarding transition assessments:

[NSTTAC Age Appropriate Transition Assessment](#)
[ODE Vocational Transition Assessment](#)

Recommended Transition Assessments

Your Vocational Transition Specialist has samples of these and other transition assessments and can help the educational team determine the most appropriate tool for the student.

Vocational Interests and Skills:

[Naviance:](#)

Career Interest Inventory
Do What You Are

[Career Information System \(CIS\):](#)

Interest Profiler
IDEAS Assessment
SKILLS Assessment
Work Importance Locator

[Careers 2011 Activity Guide](#) published by Oregon Employment Department
An excellent tool to help students explore careers

Career and Life Explorer by [JIST Publishing](#)
Designed to be a first step for high school career exploration

[LD Pride: What is Your Learning Style?](#)

Short, on-line questionnaire to identify learning style and strengths.

Picture Interest Career Survey by [JIST Publishing](#)

Designed for students with limited reading ability to explore their career interests. The survey uses pictures of people at work rather than text-based items.

[Portland Public Schools Work Experience Evaluation](#)

Checklist and descriptive summary completed for all SPED students who participate in district work experience, based on actual performance at the training site.

[Vocational Evaluation Checklist for an Individual with Autism](#)

This checklist addresses communication, social skills, work behaviors, motor, functional academics, problem-solving skills and preferences

[Work Values](#)

An on-line assessment for students to rate themselves in terms of the importance of a variety of job satisfactions.

Transition Planning:

[Transition Questionnaire](#)

Short informal questionnaire designed to assess students' transition readiness. Questions are separated into two areas; what is happening now, and what the student plans/hopes for in the next three to five years.

[Transition Questionnaire R](#)

The Transition Questionnaire R explores deeper into the student's understanding of his/her disability and learning style. Can be used to assist the student in preparation for college entrance interviews and self advocacy.

[Community Transition Program Transition Questionnaire](#)

A broad questionnaire (written or interview-format) which addresses education, employment, community experiences, post-school living and daily living skills.

[Transition Rating Scales for Learners with Disabilities](#) by Enderle-Severson

Comprehensive rating scale designed to assess the student's skill development in the following areas: employment, home living, recreation and leisure, community participation, and post secondary education.

College Survival and Success Scale by [JIST Publishing](#)

Designed to help college-bound students identify potential pitfalls to their educational success and implement strategies to overcome them

Post Secondary Transition Goals

A post secondary goal is “generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e., high school).” IDEA 2004

A post secondary goal is not the process of pursuing or moving toward a desired outcome:

- Non-compliant example: “Student has goals for acquiring social skills, recreation/leisure and community participation skills.” (This is process)
- Compliant example: “Upon leaving the school-age program, student plans to enroll in adult Parks and Recreation Health and Fitness classes. (This is a plan for the future)

What areas must be addressed in Post Secondary Goals?

- Education or training
- Employment
- Independent living, if applicable

What are the requirements for Post Secondary Goals?

- Do the goals relate to assessment results, such as interest inventories and reflect the student’s hopes and plans after he/she leaves the school-age transition program?
- Can the goals be observed and counted?
- Are there goals for the 2-3 required areas?

HS Student Profile	Post-Secondary Goals: Examples	Post-Secondary Goals: Non-Examples
Tom receives support in the Learning Center and will graduate with his standard diploma	Tom plans the following upon leaving high school: <ul style="list-style-type: none"> ▪ He will enroll in a four-year state college to pursue his interest in math and science (education). 	Tom plans to take math and science classes.
Cheryl receives support from the Learning Center , will graduate with a modified diploma, and plans to attend the Community Transition Program until the year she turns 21	Cheryl plans the following upon leaving the school-age transition program: <ul style="list-style-type: none"> ▪ She will enroll in courses at Portland Community College to take classes in welding and the trades (education). 	Cheryl plans to explore options for trade schools and community colleges.

HS Student Profile	Post-Secondary Goals: Examples	Post-Secondary Goals: Non-Examples
Val receives support from the Learning Center , will graduate with a modified diploma, and plans to attend the Community Transition Program until the year she turns 21	Val plans the following upon leaving the school-age transition program: <ul style="list-style-type: none"> ▪ She will receive job development services from Voc Rehab and participate in supported self-employment or volunteer work as a child care provider (employment). 	Val plans to apply for Vocational Rehabilitation services
Roxie attends the Intensive Skills-Academic class, will graduate with a modified diploma, and plans to attend the Community Transition Program until the year she turns 21	Roxie plans the following upon leaving the school-age transition program: <ul style="list-style-type: none"> ▪ She will participate in further education and activities with Brokerage Services to learn how to access community recreation programs (education). 	Roxie plans to be in the transition program after high school
Jeff attends the Intensive Skills-Academic class, will graduate with a modified diploma, and plans to attend the Community Transition Program until the year he turns 21	Jeff plans the following upon leaving the school-age transition program: <ul style="list-style-type: none"> ▪ He will enroll in the Culinary Program at Portland Community College (education). 	Jeff wants to work with the food service industry.
Janelle attends the Intensive Skills-Academic class, will graduate with a modified diploma, and plans to attend the Community Transition Program until the year she turns 21	Janelle plans the following upon leaving the school-age transition program: <ul style="list-style-type: none"> ▪ She will be a self-employed child-care provider (employment). 	Janelle likes working with children
Pete attends the Intensive Skills-Academic class, will graduate with a modified diploma, and plans to attend the Community Transition Program until the year he turns 21	Pete plans the following upon leaving the school-age transition program: <ul style="list-style-type: none"> ▪ He will ride Tri-Met independently for work and community access (independent living). 	Pete is learning to ride Tri-Met

HS Student Profile	Post-Secondary Goals: Examples	Post-Secondary Goals: Non-Examples
Elizabeth attends the Intensive Skills-Functional class, will graduate with a modified diploma, and plans to attend the Community Transition Program until the year she turns 21	Elizabeth plans the following upon leaving the school-age transition program: <ul style="list-style-type: none"> ▪ She will continue functional skill training through Brokerage services in order to improve her social and work skills (education). 	Elizabeth plans to attend the Community Transition Program and work on functional work skills.
Sam attends the Intensive Skills-Functional class, will graduate with a modified diploma, and plans to attend the Community Transition Program until the year he turns 21	Sam plans the following upon leaving the school-age transition program: <p>He will participate in volunteer and paid work opportunities with “Alternatives to Employment” agencies as an artist (employment).</p>	Sam does not expect to get a job
Seth attends the Intensive Skills-Functional class, will graduate with a modified diploma, and plans to attend the Community Transition Program until the year he turns 21	Seth plans the following upon leaving the school-age transition program: <ul style="list-style-type: none"> ▪ He plans to independently prepare for work each day, including dressing, making his bed, making his lunch and accessing transportation (independent living). 	Seth is learning skills to become more independent

Course of Study

Course of Study is a multi-year description of coursework to achieve the student’s desired post secondary goals for the student’s current to anticipated exit year. At the minimum, the course of study should identify the course that the student will take, whether special education or general education, that relate directly to helping the student meet his/her goals after leaving school-age programs.

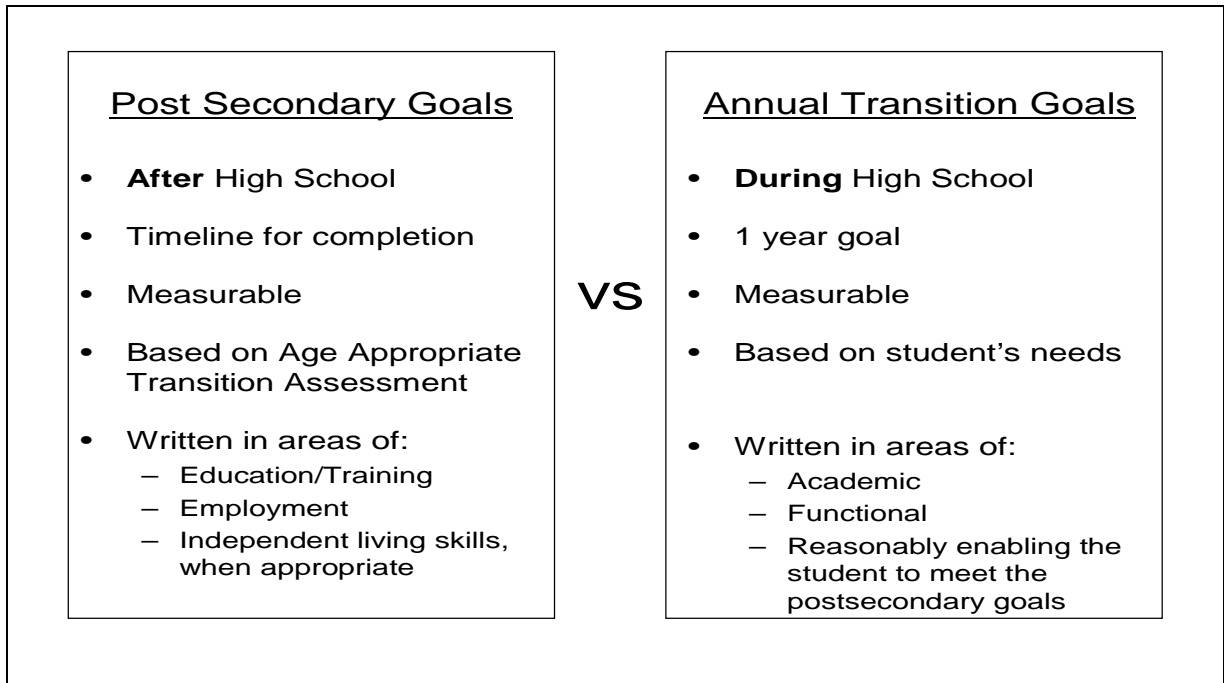
- It is not a listing of course the student has already taken.
- It is a list or a description of the type of courses the student will take from the date of that IEP to their anticipated exit year from school-age programs, including the Community Transition Program if they plan to participate in transition services after high school.
- It is a list that relates directly to helping the student meet his/her specific post secondary goals.

Post-Secondary Goal	Course of Study: Examples	Course of Study: Non-Examples
Education: After leaving school-age programs, Maria will enroll in physician assistant coursework at the community college	Maria will take all the courses required to earn an Oregon Diploma. She will take science courses that relate to her post secondary goal (biology and general science) and a Health Occupations course.	Maria takes classes at Powell High School
Education: After leaving school-age programs, Pat will continue his education at a local community college in his area of interest working in the food industry. (Pat is a graduating senior)	Pat will attend the Community Transition Program and participate in the Community Options class and have at least one work experience opportunity in the food service industry	Pat will attend the Community Transition Program
Employment: After leaving school-age programs, Marty will work in the culinary industry (Mary is a graduating senior)	Marty will participate in food preparation classes and food service work experience while attending the Community Transition Program.	Transition individualized curriculum
Independent Living: After leaving school-age programs, Kathryn will continue to live at home and participate to the maximum extent possible in her daily routines (eating, dressing, personal care, choice-making) with the support of technology	Kathryn will participate in coursework and activities to identify the appropriate assistive technology and practice using this technology with maximum independence	Kathryn will work on using her technology to increase her independence

Measurable Annual IEP Goals Related to Transition

Measurable Annual Goals, including academic and functional goals are statements, written in measurable terms that describe what the student can reasonably accomplish in a 12-month period. There should be a direct relationship between the goal statements and the student's present levels of educational performance. The goals should also be designed to assist the student in progressing toward the student's postsecondary goals.

For each postsecondary goal, an annual goal(s) should be included in the IEP that will help the student be prepared for working on the stated postsecondary goal.



Oregon Department of Education

Examples of Annual Transition Goals:

Given Portland Community College information, John will demonstrate knowledge of the college's admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy.

- Goal provides a countable (measurable) IEP goal that will prepare John for meeting his post-secondary goal of enrolling into the community college.

Given a bus schedule adapted with pictures, Stephanie will select the correct time and stop for five scenarios of activities presented to her with 80% accuracy.

- Goal provides an IEP goal that will prepare Stephanie for her post-secondary goal that deals with employment and independent living. For example, Stephanie may be learning to take the bus to various locations that may be related to her employment choices and independent living choices as stated in her post-secondary goals.