

# Priority Area 5: Secondary Transition



## Introduction

Beginning no later than the first Individualized Education Program (IEP) in effect when the student turns 16 (or as early as 14 or younger as determined necessary by the IEP team), IEP teams must address postsecondary transition planning. Under 20 U.S.C. § 1416(a)(3)(B), transition components must be based on the student's preferences, interests, needs, and strengths (PINS) and designed to facilitate movement from school to post-school activities.

Effective transition planning requires student-centered processes that actively involve the student in developing their IEP. Required components include: age-appropriate transition assessments; measurable postsecondary goals for education/training, employment, and independent living (as needed); transition services and courses of study aligned to these goals; annual IEP goals supporting transition needs; and coordination with adult service agencies when appropriate.

This priority area examines compliance with secondary transition requirements through Oregon's State Performance Plan/Annual Performance Report (SPP-APR) Indicator 13. The review ensures that transition planning is comprehensive, student-centered, and reasonably calculated to support successful post-school outcomes. Local Educational Agencies (LEAs) may also use this protocol independently to evaluate transition planning for any student.

When using this protocol, LEAs will examine critical components related to secondary transition. If noncompliance is found, LEAs must correct findings as soon as possible. In all cases, noncompliance must be corrected within one year of the Oregon Department of Education's (ODE) written notification. When noncompliance could result in denial of 10 or more instructional days, correction must occur according to the shortened timeline outlined in OAR 581-015-2015.

# Contents

Introduction ..... 1

Student Information..... 3

SEC-1 – Student Invited ..... 3

SEC-2 – Participating Agency Invited ..... 4

SEC-3 – Age-Appropriate Transition Assessments..... 5

SEC-4 – Measurable Post-Secondary Goals ..... 6

SEC-5 – Post-Secondary Goals Reviewed Annually ..... 7

SEC-6 – IEP Goals..... 8

SEC-7 – Transition Services..... 9

SEC-8 – Courses of Study..... 10

SEC-9 – Transfer of Rights ..... 11

SEC Summary Sheet ..... 12

SEC Focus Group Questions ..... 13

## Student Information

Is the student going to be at least 16 years of age prior to the end date of the IEP?

- If the answer is **YES**, please complete the secondary transition protocol for this file.
- If the answer is **NO**, this protocol will not be reviewed for the purposes of cyclical monitoring.

## SEC-1 – Student Invited

### Record Review Item

The student was invited to the IEP meeting.

### Related Authorities

**Federal:** 34 CFR § 300.321(b)(1)

**State:** OAR 581-015-2210(2)(a)

### Potential Documentation

- Notice of Team Meeting
- Meeting Notes
- Meeting Participants

### Evidence of Compliance

**Mark YES** if there is evidence the student was invited to the IEP meeting.

**Mark NO** if there is evidence the student was not invited to the IEP meeting.

# SEC-2 – Participating Agency Invited

## Record Review Item

If participating agencies are likely to be responsible for providing or paying for transition services, agency representatives were invited to the IEP meeting, **with the prior consent** of the parent or adult student to whom rights at the age of majority have transferred.

## Related Authorities

**Federal:** 34 CFR § 300.321(b)(3)

**State:** OAR 581-015-2210(2)(b)

## Potential Documentation

- Notice of Team Meeting
- Meeting Notes
- Meeting Participants
- IEP – Transition Planning
- IEP – Present Levels of Academic Achievement and Functional Performance
- Signed, written consent to invite participating agency
- Written communication between the parent or adult student and the district

## Evidence of Compliance

**Mark YES** if there is evidence that any of the following are true:

- A participating agency (non-school district personnel such as Vocational Rehabilitation, brokerage agency, community college disability services, etc.) was not likely to provide and/or pay for transition services and the IEP team documented the rationale for this determination within the IEP;
- A participating agency was likely to provide or pay for transition services and an agency representative was invited to the meeting with prior consent; or
- A participating agency was likely to provide or pay for transition services and the LEA sought prior consent to invite the agency representative, but the parent or adult student declined to give that consent.

**Mark NO** if there is evidence that any of the following are true:

- A participating agency was likely to pay for or provide services, but a representative was not invited;
- A participating agency was invited, but consent for agency invitation was not sought; or
- A participating agency representative was not invited to the IEP, and the team did not document the rationale behind the decision.

# SEC-3 – Age-Appropriate Transition Assessments

## Record Review Item

The postsecondary goals are based on Age-Appropriate Transition Assessments (AATA).

## Related Authorities

**Federal:** 34 CFR § 300.320(b)(1)

**State:** OAR 581-015-2200(2)(a)(A)

## Potential Documentation

- IEP – Transition Planning
- IEP – Present Levels of Academic Achievement and Functional Performance

## Evidence of Compliance

**Mark YES** if there is evidence the student's postsecondary goals are based upon AATA and aligned to the student's preferences, interests, needs and strengths (PINS) identified in the AATA.

**Mark NO** if there is evidence the student's post-secondary goals do not align with information obtained from the student's transition assessments, or information from assessments is not current or otherwise no longer reflects the student's PINS.

# SEC-4 – Measurable Post-Secondary Goals

## Record Review Item

There are appropriate measurable postsecondary goals addressing:

- Education and/or training,
- Employment, and
- Independent living, as needed.

## Related Authorities

**Federal:** 34 CFR § 300.320(b)(1)

**State:** OAR 581-015-2200(2)(a)(A)

## Potential Documentation

- IEP – Transition Planning

## Evidence of Compliance

**Mark YES** if there is evidence that all the following are true:

- Each required postsecondary goal is present;
- Each postsecondary goal is measurable (i.e., observable, conditional, and contain criteria); and
- Each postsecondary goal states what the student will do following the student's graduation with a standard diploma or after the district's secondary transition services are otherwise anticipated to end.

**Mark NO** if there is evidence that any of the following are true:

- A postsecondary goal was not included in one or more required areas, including independent living, as needed;
- One or more of the postsecondary goals was not measurable (i.e., not observable, not conditional, or does not contain criteria); or
- One or more of the postsecondary goals did not state what the student will do following the student's graduation with a standard diploma or after the district's secondary transition services are otherwise anticipated to end.

# SEC-5 – Post-Secondary Goals Reviewed Annually

## Record Review Item

The postsecondary goals were reviewed or updated annually.

## Related Authorities

**Federal:** 34 CFR § 300.320(a)(2)(i)(B); 34 CFR § 300.320(b)(1); 34 CFR § 300.324(b)

**State:** OAR 581-015-2200(1)(b)(B); OAR 581-015-2200(2)(a)(A); OAR 581-015-2225

## Potential Documentation

- IEP – Transition Planning
- IEP – Present Levels of Academic Achievement and Functional Performance
- Meeting Notes
- Previous IEP to compare goals for changes

## Evidence of Compliance

**Mark YES** if there is evidence that either of the following are true:

- The goals were reviewed and revised year to year; or
- If the goals were the same year to year, the team considered and documented that the goals were still appropriate.

**Mark NO** if there is evidence the student's postsecondary goals were not reviewed or updated annually.

**Mark N/A** if there is evidence that this is the first IEP in effect when the student turns 16 years of age.

## SEC-6 – IEP Goals

### Record Review Item

The annual IEP goals are related to the student's transition services needs.

### Related Authorities

**Federal:** 34 CFR § 300.320(a)(2)(i); 34 CFR § 300.320(b)(1); 34 CFR § 300.320(a)(2)(i)(B)

**State:** OAR 581-015-2200(1)(b); OAR 581-015-2208(1); OAR 581-015-2200(1)(b)(B)

### Potential Documentation

- IEP – Transition Planning
- IEP – Present Levels of Academic Achievement and Functional Performance
- IEP – Measurable Annual Goals

### Evidence of Compliance

**Mark YES** if there is evidence of clear alignment between the student's annual IEP goals and transition services.

**Mark NO** if there is evidence the student's annual IEP goals do not align with the transition services including postsecondary goals.



## SEC-7 – Transition Services

### Record Review Item

The IEP includes transition services that will reasonably enable the student to meet the post-secondary goals including services such as instruction, related services, community experiences, development of employment and other post-school adult living objectives; and/or daily living skills and the provision of a functional vocational evaluation.

### Related Authorities

**Federal:** 34 CFR § 300.43; 34 CFR § 300.320(b)(2)

**State:** OAR 581-015-2200(2)(a)(B); OAR 581-015-2000(41)

### Potential Documentation

- IEP – Transition Planning
- Service Summary

### Evidence of Compliance

**Mark YES** if there is evidence that the IEP includes transition services provided by the district or program that will reasonably enable the student to meet the postsecondary goals.

**Mark NO** if there is evidence the student's IEP does not include transition services or contains very limited transition services that do not meet the student's needs.

## SEC-8 – Courses of Study

### Record Review Item

The student's IEP includes courses of study that will reasonably enable the student to meet their postsecondary goals.

### Related Authorities

**Federal:** 34 CFR § 300.320(b)(2)

**State:** OAR 581-015-2200(2)(a)(B)

### Potential Documentation

- IEP – Transition Planning
- IEP – Services Summary
- Descriptions of courses of study and activities beyond listing of required courses for graduation

### Evidence of Compliance

**Mark YES** if there is evidence of multi-year educational experiences and activities supporting the student's postsecondary goals from the current year to anticipated exit year or evidence of a single year for students exiting services during the current school year.

**Mark NO** if there is no evidence of courses of study, including a multi-year projection of courses and activities the student could be involved in the future.

# SEC-9 – Transfer of Rights

## Record Review Item

Beginning no later than one year before the student reaches the age of majority (age 18 in Oregon), the IEP includes a statement that the student has been informed of the procedural rights under IDEA that will transfer to them upon reaching the age of majority.

## Related Authorities

- **Federal:** 34 CFR § 300.320(c); 34 CFR § 300.520
- **State:** OAR 581-015-2325

## Potential Documentation

- IEP – Transition Planning
- IEP – Transfer of Rights section
- Meeting Notes
- Prior Written Notice
- Specific district form documenting the notification of transfer of rights

## Evidence of Compliance

**Mark YES** if there is evidence that the IEP in effect when the student is 17 (or otherwise within one year of turning 18) contains a specific statement confirming that the student was informed of the rights that will transfer to them upon reaching the age of majority.

**Mark NO** if there is evidence that the student is within one year of reaching the age of majority and the IEP does not contain a statement that the student was informed of the upcoming transfer of rights.

**Mark N/A** if the student is not within one year of reaching the age of majority.

# SEC Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Total of Records

List Secure Student Identifiers (SSIDs) of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if evidence was not found. Enter “N/A” if the item is not applicable to the selected student. No item may be left blank.

SSID	SEC-1	SEC-2	SEC-3	SEC-4	SEC-5	SEC-6	SEC-7	SEC-8	SEC-9

## Plan of Correction

Identify what will be done and when to correct any individual or systemic noncompliance for each item where noncompliance was found during the review process.

# SEC Focus Group Questions

## School/District Staff

- How do you ensure transition planning is truly student-centered and based on individual interests?
- What partnerships with employers and post-secondary institutions support student transitions?
- How do you track and use post-school outcome data to improve transition services?
- What are the biggest barriers to successful transitions, and how are you addressing them?
- How do you coordinate with adult service agencies to ensure smooth transitions?
- What professional development would strengthen transition planning and services?

## Parents

- How involved is your child in developing their own transition goals and plans?
- What information do you need about adult services and post-school options?
- How well do transition services prepare your child for their desired post-school life?
- What concerns do you have about your child's readiness for adulthood?
- How can the school better support your family in planning for your child's future?
- Are you connected with the adult service agencies your child may need?

## Students

- Do your transition goals reflect what YOU want for your future?
- What experiences or classes are helping you prepare for life after high school?
- Do you understand the steps needed to reach your post-school goals?
- Who helps you learn about jobs, college, or other options after graduation?
- What skills do you still need to learn to be ready for adult life?
- How included do you feel in planning for your own future?

## Community

- What gaps exist between school transition services and adult services in our community?
- How can employers better partner with schools to provide work experiences?
- What community resources could enhance transition planning and services?
- How can post-secondary institutions better support disabled students and students experiencing disabilities?
- What systemic barriers prevent successful transitions to adult life?
- How can we improve collaboration between schools and adult service agencies?