

Secondary Transition Questions and Answers

1. What is the difference between annual goals and post-secondary goals?

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.

Postsecondary goals are statements written in measurable terms that describe what the student hopes to achieve after leaving high school. The postsecondary goals must be based upon age-appropriate transition assessments and be written for training, education, employment, and, where appropriate, independent living skills.

Reference: See Guidelines for Oregon Standard IEP for students age 16 and older when the IEP is in effect at <http://www.ode.state.or.us/search/page/?id=1163>.

2. Are there examples of "appropriate measurable post-secondary goals" for transition aged students?

ODE has not developed examples of "appropriate measurable post-secondary goals." It is the responsibility of the individual IEP team to develop post-secondary goals based on age appropriate transition assessment(s), the student's preferences, interests, needs and strengths, and other information specific to the individual student.

3. Are post-secondary goals required for training, education, employment and independent living skills?

IDEA regulations require a student's IEP to include measurable post-secondary goals in the areas of training, education, and employment, and, *where appropriate*, independent living skills.
Citations: *IDEA 2004 300.320(b)*, *OAR 581-015-2200(2)(a)(A)*

It is up to the child's IEP team to determine whether IEP transition goals related to the development of independent living skills are appropriate and necessary for the child to receive FAPE.

Reference: For further clarification on transition services, see Federal Register, pages 46667-68, August 14, 2006.

4. Is it necessary to include evaluation criteria, anticipated amount and frequency, and progress reports for post-secondary goals as required for goals listed on the measurable annual goals page(s) of the IEP?

No. Post-secondary goals refer to those goals that a student hopes to achieve after leaving high school and should be written on the "transition page" of the Oregon Standard IEP. The goals must be measurable and based on age-appropriate transition assessment. Post-secondary goals must be written in the areas of training, education, and employment and where appropriate, independent living skills.

Reference: See Guidelines for Oregon Standard IEP for students age 16 and older when the IEP is in effect at <http://www.ode.state.or.us/search/page/?id=1163>.

5. Are post-secondary goals addressed in the Present Levels of Academic Achievement and Functional Performance statement for transition aged youth?

Yes. In developing the Present Levels of Academic Achievement and Functional Performance Statement for transition aged youth, the IEP Team must include specific information including the student's post-secondary preferences, needs, interests, and the results of age-appropriate transition assessment(s).

Reference: See Guidelines for Oregon Standard IEP for students age 16 and older when the IEP is in effect at <http://www.ode.state.or.us/search/page/?id=1163> .

6. Is there a recommended 'age-appropriate transition assessment (s)'?

The specific transition assessments used to determine appropriate measurable post-secondary goals will depend on the individual needs of the child, and the IEP team shall determine the appropriate assessments. ODE does not provide a recommended list of age-appropriate transition assessments.

Reference: For further clarification on transition services, see Federal Register, pages 46667-68, August 14, 2006.

7. Is the school district responsible for providing and funding all items included in the "course of study"?

Yes, it is the school district's responsibility **to provide and pay** for all items included in the course of study. The course of study lists the classes, experience, and activities that are needed to assist the child in high school in preparation for reaching their post-secondary goals. It should be directly related to the student's post-secondary goals, be meaningful to the student's future, motivate the student to complete his or her education, and support post-school outcomes.

The district is not responsible for the student completing the post-secondary goal, but the district is responsible for services leading up to completion of the goal as provided in the IEP.

Reference: See Guidelines for Oregon Standard IEP for students age 16 and older when the IEP is in effect at <http://www.ode.state.or.us/search/page/?id=1163> .

8. Are linkages required with outside agencies for all transition aged students?

No. Federal regulations require that, "to the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services."

Citations: *IDEA 2004 300.321(b)(3), OAR 581-015-2210(2)(b)*

IDEA has never given school districts the authority to compel other agencies to participate in the planning of transition services for a student with a disability. School districts should take steps to obtain the participation of other agencies in the planning of transition services for a student, if appropriate; however, districts are no longer required to "ensure" linkages to outside agencies. For further clarification on transition services, see Federal Register, pages 46667-68, August 14, 2006.

If a participating agency, other than the school district, fails to provide agreed-upon transition services described in the IEP, the school district must, as soon as possible, initiate an IEP meeting to identify alternative strategies to meet the transition objectives for the student and, if appropriate, to revise the student's IEP. *OAR 581-015-2235*