

# Transition IEP Compliance At-A-Glance

## Oregon's System of General Supervision (OSGS): 9 Standards for Secondary Transition

### 1. Student Invitation

- Student must be formally invited to IEP meetings where transition is discussed
- Invitation must be documented on the Notice of Team Meeting
- If student did not attend, document specific steps taken to ensure their preferences and interests were considered
- **Documentation:** Notice of Team Meeting, meeting notes if student absent

### 2. Agency Participation

- Identify if agencies may provide/pay for transition services
- Obtain signed consent BEFORE inviting agency representatives
- Document agency invitation or clear rationale if not invited
- Include agency input if they cannot attend
- Key agencies to consider: Vocational Rehabilitation, Developmental Disabilities, employment providers, post-secondary support services
- Best practice: Invite agencies 30+ days before meeting
- **Documentation:** Notice of Team Meeting, signed consent, meeting notes

### 3. Age-Appropriate Transition Assessment

- Complete assessments in education, employment, and independent living domains
- Use multiple types of assessments (formal/informal)
- Assessments must be current and age-appropriate
- Document student's Preferences, Interests, Needs, and Strengths (PINS)
- Clearly connect assessment results to postsecondary goals
- **Documentation:** Present levels section, transition planning section

### 4. Measurable Postsecondary Goals

- Must include Education/Training goal
- Must include Employment goal
- Must include Independent living goal (if needed based on assessments)
- Each goal must be measurable and occur after high school
- Formula: [Time after high school], [student] will [measurable action verb] [what/where/how]
- Goals must be based on assessment results
- **Documentation:** Transition planning section

#### EXAMPLES OF POSTSECONDARY GOALS:

- "Within three years of graduating high school, Maria will earn a certificate in early childhood education from Portland Community College."
- "After completion of technical school, Mark will work full-time as a general contractor in the construction industry."

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## 5. Annual Review of Postsecondary Goals

- Review and update all postsecondary goals annually
- If goals remain the same, explicitly document team's discussion confirming they are still appropriate
- Document rationale for changes based on new assessments, interests, or experiences
- **Documentation:** Transition planning section, meeting notes

## 6. Measurable Annual IEP Goals

- Include at least one annual goal that supports each postsecondary goal
- Ensure clear alignment between annual goals and transition needs
- Goals must be SMART (Specific, Measurable, Achievable, Relevant, Time-bound)
- Should address skills needed to achieve postsecondary goals
- **Documentation:** Annual goals section

## 7. Transition Services

- Identify specific activities and services to help student reach postsecondary goals
- Include instruction, related services, community experiences, employment development, adult living objectives, daily living skills, and functional vocational evaluation, as appropriate
- Services must be individualized and specific, not generic

### EXAMPLES OF TRANSITION SERVICES:

Instruction: Self-advocacy skills training, technology instruction

Community: Public transportation training, community college tours

Employment: Work experience placement, job shadowing, career exploration

- Assign responsibility for implementation
- Specify timelines for services
- **Documentation:** Transition planning section, service summary

## 8. Courses of Study

- Must include multi-year educational plan from current year to anticipated exit
- List specific courses by name and sequence, not just "required courses for graduation"
- Courses and activities must clearly support postsecondary goals
- Include other educational experiences beyond core academics (CTE, work experiences)
- Update annually as student's goals or performance changes
- **Documentation:** Transition planning section

## 9. Transfer of Rights (New OSGS requirement for 2025-26)

- Include a clear statement in the IEP that the student has been informed of the rights that will transfer to them at the age of majority (age 18 in Oregon).
- This statement must be included in the IEP in effect when the student is 17, or no later than one year before the student turns 18.
- **Documentation:** Transition Planning section, Transfer of Rights section

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## Pre-Meeting Checklist

- Is the student invited to the meeting?
- Have we obtained consent for and invited necessary agencies?
- Are our transition assessments current and comprehensive?
- Do postsecondary goals reflect the student's PINS from assessments?
- Have we reviewed and updated goals annually?
- Do annual IEP goals support progress toward postsecondary goals?
- Are transition services specific and individualized?
- Does the course of study extend beyond current year and support goals?

## Common Compliance Issues to Avoid

- Using phrases like “plans to” or “hopes to” in postsecondary goals (use “will” instead)
- Missing independent living goals when assessment results indicate a need
- Generic transition services that are not individualized to the student
- Courses of study that only list graduation requirements without connection to goals
- No documentation of agency participation or reasons for non-invitation
- Annual goals that do not connect to transition needs
- Postsecondary goals that happen during high school (must be after exit)

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**Remember:** An IEP is compliant only if ALL 9 standards are met.