



Section 4: Transition services

Section overview

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Transition IEP requirements

Section 1 contained a brief overview of transition planning and how you and your IEP team can work together for your successful transition from school to work. In this section, we will discuss federal and state requirements that your school must follow to plan and implement your transition IEP. This section also discusses your student and parent rights.

Your IEP must include a transition plan with goals, activities and services designed to help you meet your goals by the time you turn age 16. Transition services help you

move from school to work, further education, adult services, independent living or other types of community participation. Your plan is based on your goals and vision for the future. Therefore, activities described in your plan must address your preferences, interests, needs and strengths (PINS) as determined by age-appropriate transition assessments.

During your IEP meetings, you and your IEP team will decide what transition services you need. You and your parents will benefit from actively participating in IEP meetings and knowing your IEP rights.

Your IEP rights

According to Oregon Administrative Rules (OAR) on Special Education, you have the right to:

- Written notice any time the district proposes to review or revise your IEP;
- Written notice any time the district refuses to make a change you requested to the IEP;
- Request an IEP meeting at any time;
- Be present and participate in all your IEP meetings;
- Invite others to your IEP meetings;
- Receive a copy of your IEP;
- Have any part of your IEP explained to you.
- To resolve any IEP disputes:
 - Ask for more IEP meetings;
 - Request mediation;
 - Write a letter of complaint; or
 - Request a due process hearing.

Your IEP team's transition planning process

- The school sends a meeting invitation to the student and other planning team members.
- A parent or adult student gives written consent to invite adult service agencies.
- The team helps the student develop his/her preferences, interests, needs and strengths (PINS) that are appropriate for the student's age.
- The school records PINS in the IEP.
- The student and team develop goals that include employment, training, education and independent living.
- The student completes course work each year to meet diploma requirements.
- The student and team develop annual goals that support the student's goals after high school.
- The school gives parents and student notice of transfer of education rights before he/she turns 18 (see Section 9).

Contents of your transition plan

As noted earlier, your transition plan should address your goals and provide the educational, work and community experiences you need to reach them. Your plan will identify what your school and others will do to help you achieve your goals.

Following is a very brief summary of each part of your IEP. For more information on items listed below, visit the Transition Community Network (see Resources).

Your IEP includes:

- **Age-appropriate assessments** that identify your preferences, interests, needs and strengths (PINS). These assessments may include interest inventories, on-the-job training or an interview with you.
- **Measurable goals** for life after high school graduation for employment, training, education and independent living. These goals must be based on age-appropriate assessments and your PINS.
- **Transition services** for instruction, work, community experiences or related professional services to help you reach your goals after high school.
- **A course of study** that describes the classes you will take each year until you graduate. It must be related to your goals after high school.
- **Annual IEP goals.** You and your team set the broad goals each year to help you meet your overall academic and functional objectives.
- **Involvement of other agencies besides school** with your and/or your parents' consent. This includes businesses, service organizations and other community resources.

Transition services

You and your team will plan course work and design transition services to help you achieve your goals. Your IEP will document these services to show a clear link between your goals and the services you receive. Examples of transition services include:

- Community experiences;
- Employment development;
- Vocational evaluation;
- Job training;
- Instruction on activities of daily living;
- Goals for life after high school.

Work-related transition services

You and your parents can request paid and unpaid work experiences to help you develop job skills. These experiences should reflect your strengths and career interests. Your school must help you acquire work skills that relate to your career interests and goals written in your IEP. Information from your facilitated person-centered plan or community mapping process (Section 5) can also help develop work-related experiences while you are still in school.

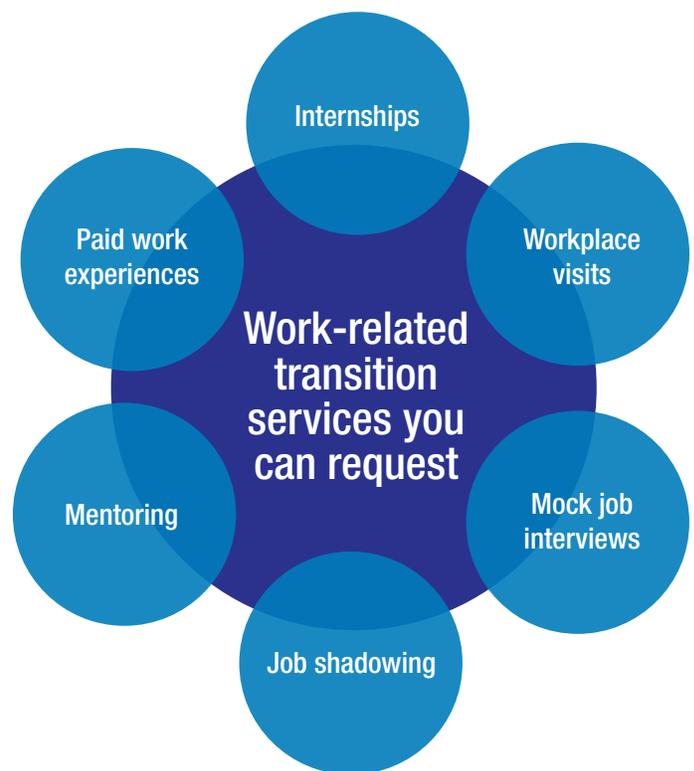


Figure 3. Work-related transition services



Your team should also help place you in a job and follow up with you during your transition from school to work.

Ask your team what opportunities your school or community has. On-the-job experiences outside of school shape your career interests and help you develop critical job skills. Here are some of the most common activities, which are also shown in Figure 3.

- Mock job interviews to practice interview skills;
- Workplace visits, gaining an appreciation for different types of jobs in your community;
- Job shadowing according to your interests, where you accompany an employee at a job you like during his or her typical work day;
- Mentoring, in which you do a job with an experienced mentor who gives you guidance;
- Paid or unpaid internships or time-limited work experience;
- Paid part-time or summer jobs with support provided by school staff.

Diploma options

The Oregon Department of Education (ODE) provides four options for leaving school. Be sure you understand each option so you can pursue the one that best relates to your goals and dreams. For example, if you plan to attend college or a university, you should work toward the Oregon diploma. Opportunities for education after high school, federal financial aid and the military are limited with the extended diploma and alternate certificate.

Oregon legislators passed House Bill 2193 during the 2013 session. Now, school districts and public charter schools must tell parents each year about after-high school options and their requirements. Parents begin getting this information when their child is in fifth grade. A description of each option and a comparison (Table 1) follow. We encourage you to consider these options carefully and discuss them with your IEP team.

The Oregon diploma is a regular high school diploma awarded to any student who completes the 24 required credits at his or her grade level (Table 1). This can include reasonable accommodations for students with disabilities. The Oregon diploma prepares students to go directly to any college or university, the work force or the military. If your goals include these opportunities, the Oregon diploma is for you.

A modified diploma is for students that, because of a disability or medical condition, cannot complete the 24 credits at grade level required for a regular diploma (even with reasonable accommodations). However, these students fulfill all other state requirements for an Oregon diploma. This option is only considered after you begin high school and have trouble performing at your grade level.

Note: Some colleges or trade schools may accept Oregon students that receive modified diplomas. These students may be eligible for some types of federal financial aid.

The extended diploma is for only those that are not able to fulfill the requirements for an Oregon or modified diploma either due to an intellectual disability or to serious illness or injury occurring after the eighth grade.

An alternate certificate is available for students that cannot meet diploma requirements. Requirements for alternate certificates vary by individual school districts.

If you do not receive an Oregon diploma, you can have three more years of full-day educational services (until age 21). During this time, you will focus on the transition from school to work and adult life. Services are at the same 990 hours a year you had in high school.

A summary of the diploma credit requirements follows. It also includes the skills and credits you will need for each diploma option.

**Table 1. Diploma credit requirements and essential skills, 2014**

Academic subjects	Regular diploma	Modified diploma	Extended diploma
English/language arts	4	3	2
Mathematics	3		
	Content at Algebra 1 and above	2	2
Science	3		
	Scientific inquiry and lab experiences	2	2
Social sciences	3	2 ²	3
Physical education	1	1	1
Health	1	1	1
Second languages/ the arts /career and technical education	3	1 ³	1
Electives	6	12 ⁴	
Total credits	24	24	12
Essential skills	Reading	Reading	N/A
	Writing	Writing	N/A
	Math	Math	N/A

Summary of performance

The school must provide a summary of performance (SOP) during your last year of high school when you graduate with an Oregon diploma or leave school at the end of the school year in which you turn age 21. The ODE recommends but does not require school districts to provide an SOP for students graduating with a modified or extended diploma or an alternate certificate.

The SOP summarizes your performance at school. It may include supports that worked for you in high school and recommendations for work or college accommodations. You can use your SOP to discuss your strengths and support needs in your adult services, higher education or employment. You can also use your facilitated person-centered plan or one-page profile in this way.

² Social sciences may include history, civics, geography and economics (including personal finance).

³ Second languages/the arts/ career and technical education (CTE) units may be earned in any one or a combination of courses.

⁴ School districts and public charter schools are flexible in awarding the remaining 12 units of credits. The credits must meet the student's needs specified in his or her education plan. The expectations and standards must meet the appropriate grade level academic content standards. These credits may include: (a) additional core credits; (b) career and technical education; (c) electives; and (d) career development.



Resources

Transition Community Network

<http://tcntransition.org/>

Oregon diploma

www.ode.state.or.us/search/page/?id=2861

Modified diploma

www.ode.state.or.us/gradelevel/hs/transition/modifieddiplomaoar.pdf

Extended diploma

www.ode.state.or.us/gradelevel/hs/transition/extendeddiplomaoar.pdf

Alternative certificate

www.ode.state.or.us/gradelevel/hs/transition/alternativecertificateoar.pdf

Diploma Options FAQ

www.ode.state.or.us/gradelevel/hs/transition/moddipfaq-final.pdf

Executive Numbered Memorandum 008-2013-14 - Modified and Extended Diplomas – Clarification Regarding Federal Financial Aid

www.ode.state.or.us/news/announcements/announcement.aspx?=9806

Letter to parents from PPS about transition services

www.youthrightsjustice.org/media/1939/FINAL%20PPS%20CTP%20parent%20letter.pdf

Examples of transition assessment methods, definitions, examples and websites

www.education.nh.gov/instruction/special_ed/documents/age_app_trans_assess.pdf

The Oregon Department of Education (ODE) Career and Technical Education resources

www.careertech.org/Oregon