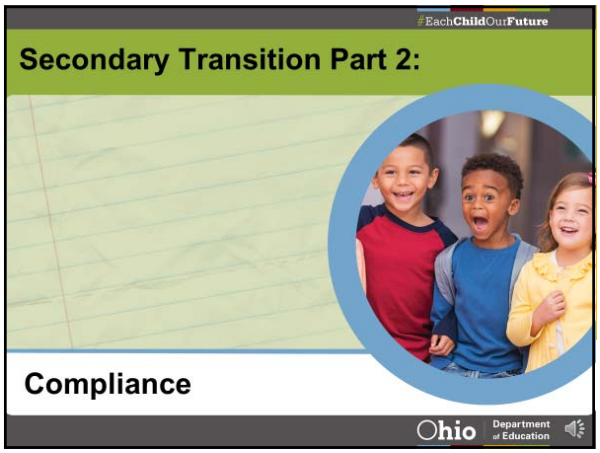
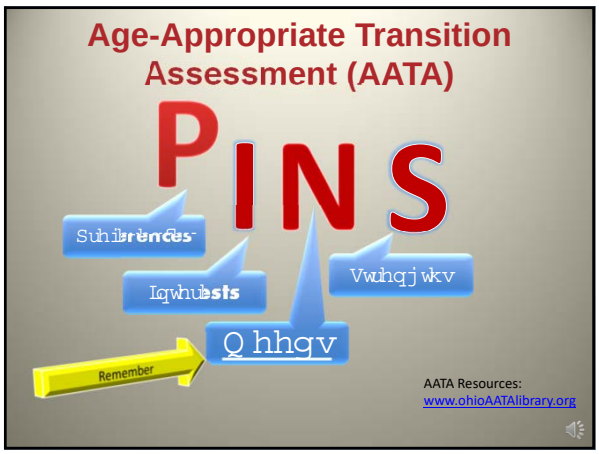

#EachChildOutFuture
Secondary Transition Part 2:
Compliance
Ohio Department of Education

1

Transition Planning Components
Summary of Performance
Annual IEP Goal(s)
Course(s) of Study
Transition Services/Activities
Appropriate Measurable Postsecondary Goals
Age-Appropriate Transition Assessments
Future Planning
Transition Planning STARTS with Future Planning

2


Age-Appropriate Transition Assessment (AATA)
PINS
Remember
AATA Resources:
www.ohioAATAlibrary.org

3

Postsecondary Goals

Based on AATA Data

Stated in Measurable Term

Based on what student will do AFTER high school

Goals Must be Written for

Education & Training

Employment

If Appropriate

Independent Living

4

Education and Training Postsecondary Goals

Might include:

- On the job training
- 2 or 4-year college
- Adult education
- Apprenticeship
- Vocational and technical training with or without certification
- Military
- Volunteering
- Supported employment

5

Competitive Integrated Employment Postsecondary Goals

- Must be the first consideration for ALL individuals with disabilities
- Compensated at or above the minimum wage
- Includes supported or customized employment

Competitive Integrated Employment

Is work in the competitive labor market that is performed on a full or part-time basis in an integrated setting.

Integrated Setting

Means an employment setting typically found in the community.

6

Independent Living Postsecondary Goals

- Must be considered if AATA data, IEP profile or ETR support a need.
- May not be needed if the following two criteria are BOTH met:
  - ✓ Data-based documentation demonstrates no need; AND
  - ✓ IEP team agrees there is no need.

- Self-Advocacy
- Management of home and personal finances
- The use of public information

7

Postsecondary Goals

- **Updated annually using newly collected AATA data**
  - Reflect new student interests and or experiences

Goals may remain the same if the data does not support a change (rationale for this decision must be clearly documented).

- **Postsecondary Goals Should**
  - Show evidence of refinement
  - Be as specific as possible
  - Vague or Generic postsecondary goal Inappropriate
  - Become increasingly detailed and focused over time

8

Transition Services

- Individualized to each student's needs, preferences, strengths and interests
- District is responsible for providing services and activities
- Improve academic and functional achievement
- Facilitate the student's movement from school to post-school activities

34 CFR 300.43 (a) [20 U.S.C. 1401(34)]

9

Transition Services

Although the School District is NOT responsible for the students meeting the postsecondary goals after graduating from or exiting high school

They ARE

Providing transition services that will …

Reasonably

Enable students to move towards attainment of goal.

10

Transition Services and Activities

IEP must include at least one transition service relating to each postsecondary goal

May be developed in the area of:

- Instruction
- Related services
- Community experiences
- Employment objectives
- Daily living skills (if appropriate)
- Functional vocational evaluation (if appropriate)

Not meant to be a stand-alone service

34 CFR 300.43 (a) [20 U.S.C. 1401(34)]

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Transition Services and Activities

Student/parent may NOT be the person or agency responsible for a transition service

- Sally will…

+ The Intervention Specialist will…

School Districts must do more than "provide an opportunity"

- The Intervention Specialist will provide an opportunity to…

+ The Intervention Specialist will teach…

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Transition Services and Activities

Evidence may include, but is not limited to:

- Anecdotal Records
- Checklists
- Work Samples
- Rubrics

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Course of Study

Must include curriculum requirements for Ohio high school graduation based upon:

Ohio Learning Standards
OR
Ohio Learning Standards Extended

And, if applicable, add any of the following:

- Career-technical education program courses (related to postsecondary goals)
- High school courses for postsecondary credit
- Advanced Placement courses
- International Baccalaureate courses

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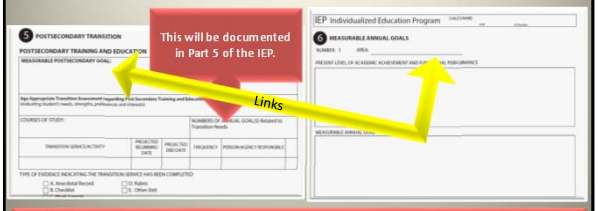
Annual IEP Goals



There must be an annual goal in Part 6 of the IEP that links to the transition service needs identified in the areas of education/training, employment and independent living.

15

Summary of Performance (SoP)

- *Required* under IDEA for all students with an IEP who are exiting high school (graduation or aging-out of services)
- Recommended for students with an IEP leaving school for other reasons
- Provides a summary of academic achievements, functional performance and recommendations

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Summary of Performance (SoP)

The purpose of the SoP is:

- Provide Guidance
- Assist in transition from high school to post-high school activities
- Provide summative documentation

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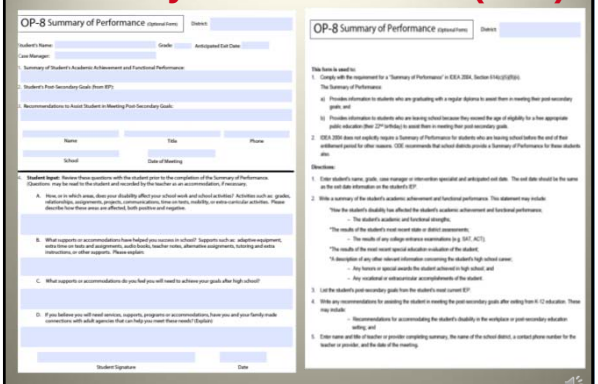
Summary of Performance (SoP)


OP-8 Summary of Performance (Optional Form)

OP-8 Summary of Performance (Optional Form)

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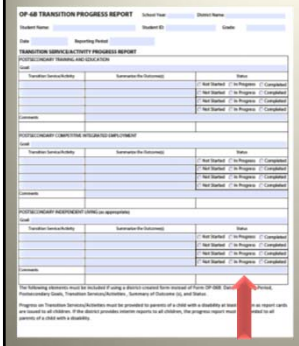
Progress Monitoring & Updates



- Must be evidence from the previous IEP to the current IEP.
- IEP team consider new information or student needs.
- Evidenced by documentation of progress or completion of transition services and activities.

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Ohio's Indicator 13 Checklist

- Reflects the 8 required compliance elements in the secondary transition section of the IEP.
- Every question on the checklist must be answered "Yes" or "Not Applicable."
- Available on ODE's website.

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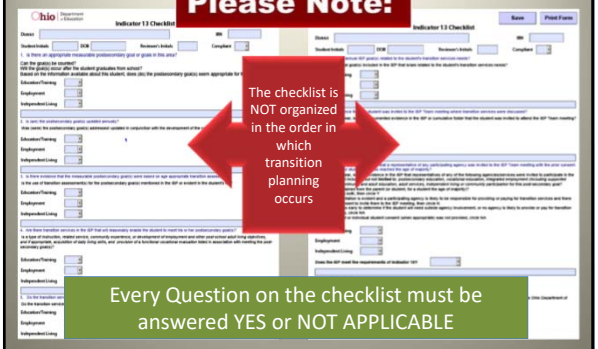
Ohio's Indicator 13 Checklist

Please Note:



The checklist is NOT organized in the order in which transition planning occurs

Every Question on the checklist must be answered YES or NOT APPLICABLE

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Additional Resources

The State Support Teams have created a Livebinder containing numerous resources to support the development of successful transition plans:

- http://tinyurl.com/nqyn7cl **or**
- http://www.livebinders.com/play/play?id=1765024

Ohio Age Appropriate Transition Assessment Library

- www.ohioAATAlibrary.org

National Technical Assistance Center on Transition

- https://transitionta.org

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Additional Resources

Community Life Guide offers training modules for students and educators around a variety of independent living topics to help students be safe and independent in their community https://jobguide.ohioemploymentfirst.org/safety.php

For more information on writing postsecondary employment goals for students with complex needs please visit Navigating Transition Planning for Youth on Place 3 and 4 on the Path to Employment at https://ohioemploymentfirst.org/view.php?nav_id=193#block_566

Please refer to the Ohio Department of Education's website: http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements for continued updates and information regarding specific graduation pathways and options that must be met in addition to curriculum requirements.

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For More Information

For more information, please visit:
http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development

Collection of information and links on federal and state regulations can be found at:
https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements

For further support, contact your State Support Team (SST). To find your SST, please visit:
http://education.ohio.gov/Topics/School-Improvement/State-Support-Team

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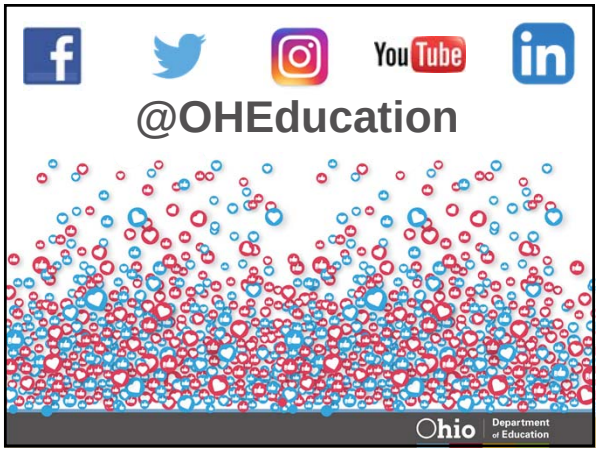

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Share your learning community with us!

#MyOhioClassroom

Celebrate educators!

#OhioLovesTeachers

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