

Secondary Transition Compliance: Part 2

Slide 1: This is Part 2 of the Secondary Transition Module.

Slide 2: The following graphic displays the components within the secondary transition planning process. These components include:

- Future planning;
- Age Appropriate Transition Assessments (AATA);
- Appropriate Measurable Post Secondary Goals;
- Transition Services and Activities;
- Course of Study;
- Annual IEP Goals; and
- Summary of Performance.

The transition planning components build on each other and will be included each time transition considerations are addressed during each of the student's IEP annual reviews. Transition planning does not start from scratch each year. Rather, transition planning information continues to build and refine as the student moves through school.

Transition planning starts with Future Planning. The student and the student's parent or legal guardian share what the student's plans are upon graduation.

Slide 3: The teacher and other involved team members collect and assemble data through Age Appropriate Transition Assessments (AATA). AATA data may be collected formally and/or informally. AATAs must be used to document the student's preferences, interests, needs and strengths, which are often referred to as (PINS).

These PINS must be considered when developing the postsecondary goals and the transition services needed to move the student towards attainment of these goals.

If the AATA identifies multiple areas of need, it is important for the IEP team to prioritize the needs. The current IEP must then address the highest priority needs and contain documentation that the remaining needs will be addressed in the future IEPs.

Remember the process starts with the student's needs first.

A number of free and downloadable AATA resources are provided through the Ohio's State Support Teams at www.ohioAATAlibrary.org.

Slide 4: There must be evidence that the measurable postsecondary goals are based on AATA data. Postsecondary goals must be stated in measurable terms. This means that the goals can be counted as to whether they did or did not occur. The goals must be appropriate for the student based on the available age appropriate transition assessment data. The goals must focus on what the student intends to accomplish after high school. As such, the school district **is not** held responsible if the student does not meet the postsecondary goals after graduation or exits from high school and IDEA eligibility.

A Postsecondary goal must be written in the areas of education and training, employment, and if assessment supports a need, independent living.

Slide 5: Education and Training goals address a variety of outcomes including, but not limited to, on the job training, 2 and 4-year colleges, adult education opportunities, apprenticeships, vocational and technical training with or without certification, military, volunteering or supported employment.

Slide 6: When writing an employment goal, competitive, integrated employment must be the first consideration for ALL individuals with disabilities.

Competitive employment is work in the competitive labor market that is performed on a full or part-time basis in an integrated setting. The individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals without disabilities.

An integrated setting means an employment setting typically found in the community. The employee with a disability interacts with people without disabilities to the same extent as other employees who do not have a disability in comparable positions.

These individuals without disabilities do not include supervisory personnel or individuals who are providing services to the employee.

Competitive integrated employment includes supported or customized employment.

For more information on writing postsecondary employment goals for students with complex needs please see Navigating Transition Planning for Youth on Place 3 and 4 on the Path to Employment in the Additional Resources.

Slide 7: An Independent Living goal must be considered if:

There are areas in the AATA data, the IEP profile, the ETR, or elsewhere in the IEP that supports a need.

Examples of independent living skills to consider when developing postsecondary goals might include self-advocacy, management of the home and personal finance, and the use of public information.

The only situation in which an Independent Living goal may not be needed is if the following two criteria are **both** met:

- Data-based documentation on the IEP demonstrates no need for an Independent Living Goal; **and**
- The IEP team agrees there is no need for an Independent Living Goal

Slide 8: Postsecondary goals must be updated at least annually. This review is completed using newly collected and updated AATA data and other relevant data within the IEP. Based on this new data, the postsecondary goals might be revised or changed to reflect new student interests and/or experiences.

If the IEP team determines during the annual review that the data does not support a revision or change, the goal may remain the same; however, the rationale for this decision must be clearly documented within the IEP.

The postsecondary goals should show evidence of refinement from general, generic statements to more specific career, education and training, and independent living goals as the student gets older. In most cases, postsecondary goals should be as specific as possible.

Vague or generic postsecondary goals at upper-ages or grade levels are generally inappropriate. The postsecondary goals should become increasingly detailed and focused over time.

Slide 9: Based on the data collected, the team will then determine the student's Transition Services and Activities. Transition Services and Activities should be individualized to each student's needs and take into account the student's preferences, strengths and interests. It must be emphasized that the district, not the student or parent, is responsible for providing the identified transition services and activities.

Transition services means a coordinated set of activities for a student with a disability that is designed to be within a results-oriented process.

These services are focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing adult education, adult services, independent living or community participation.

Slide 10: Although the school district is not responsible for the student meeting the postsecondary goals after graduating from or exiting high school, the school district is responsible for providing transition services that will reasonably enable the student to move toward attainment of postsecondary goals.

Slide 11: At a minimum, the IEP must include at least one transition service relating to each postsecondary goal. Transition services may be developed in the areas of instruction, related services, community experiences, the development of employment objectives and other post-school adult living objectives.

If appropriate, transition services may also include acquisition of daily living skills and functional vocational evaluation. Note that these areas are not meant to stand alone as a service in the IEP. For example, simply writing "community experience" does not constitute a compliant transition service. A more in-depth description of the community experience is needed.

Slide 12: Transition services must be worded in terms of what the **district** will do to help the student reach his or her post-school goals. Student or parent may not be the person or agency responsible for transition services. For example, “Sally will...” should be stated as “The Intervention Specialist will....”

Simply “providing an opportunity” for a service is not acceptable. School districts must be specific when describing the service they are providing the student. For example, the statement “The Intervention Specialist will provide an opportunity to do X” is too vague as it may or may not occur. “The Intervention Specialist will teach X” more clearly describes the service that will take place and may be measured and documented as being completed or not completed.

Slide 13: School districts must be prepared to provide evidence that transition services are in progress or have been completed. The type of evidence that will be collected is documented in the transition services section of the IEP.

Evidence may include, but is not limited to:

- Anecdotal records
- Checklists
- Work samples
- Rubrics

Slide 14: The IEP team will determine the student’s appropriate Course of Study. The student’s Course of Study should align with all the previously identified components of the student’s transition planning.

The intent of discussing the course of study and including it within the IEP transition plan is to ensure that the student has the academic background and educational experiences to reasonably enable him or her to move toward achieving their postsecondary goals.

Students in Ohio must satisfy high school curriculum requirements to earn a high school diploma. Depending on the student’s needs, the curriculum must be based upon the **Ohio Learning Standards OR the Ohio Learning Standards – Extended**. Thus, the course of study on the IEP **must state either Ohio Learning Standards OR the Ohio Learning Standards – Extended**.

Additionally, depending on the individual student’s preferences, interests, needs and strengths, the course of study could also include 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

Slide 15: There must be an annual goal or goals in part 6 of the IEP that are related to the transition service needs that have been identified in the areas of education and training, employment and independent living. This linkage is documented in part 5 of the IEP.

Slide 16: Although the Summary of Performance (SoP) is not part of the IEP process, it is a federal requirement and part of the secondary transition planning for students with disabilities who are graduating or who are leaving school because they exceed the age of eligibility for a free appropriate public education (their 22ND birthday) that will assist them in meeting their post- secondary goals. The Summary of Performance is completed by the IEP Team. The summary must be reviewed with the student and parents or guardians as the student prepares to exit high school.

IDEA 2004 does not explicitly require a Summary of Performance for students who are leaving school for other reasons. However, it is the recommendation of the Ohio Department of Education that school districts provide an SoP for these students as well.

The SoP provides a summary of the student's academic achievements, a summary of his/her functional performance, and recommendations on how to assist students in meeting his/her post-secondary goals.

Slide 17: The purpose of the SoP is:

- To provide guidance so the students know what accommodations and supports might be helpful in post-secondary settings;
- To assist students in transitioning from high school to post-high school activities; and
- To provide students with summative documentation that goes with the student when he or she leaves high school.

Slide 18: ODE does not require a specific form for the Summary of Performance; however, it does require that all essential components are included in the SoP. School districts may consider using Optional Form 8 (OP-8) located on the ODE website.

Slide 19: As mentioned previously, secondary transition planning is an ongoing process. There must be evidence from the previous IEP to the current IEP that the IEP team considered any new information or student needs in relation to secondary transition planning.

These considerations are evidenced by documentation of progress or completion of specific transition services and activities. See slide for example

Slide 20: The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires each state to evaluate the state's efforts to implement the requirements of IDEA. Secondary Transition requirements are monitored through Indicator 13 which measures the percentage of students who have an IEP that includes all of the elements of the secondary transition plan. School districts provide this information to ODE through the Secondary Transition Element in the Educational Management Information System (EMIS).

The National Technical Assistance Center on Transition (NTACT) created a checklist to help school districts ensure that the IEP includes the necessary secondary transition planning components.

The Ohio Indicator 13 checklist is adapted from that center's checklist. It reflects the **8 required compliance elements** in the secondary transition section of the IEP. Each question on the checklist must be answered either yes or not applicable for compliance purposes. The checklist is available on ODE's website.

Slide 21: Please note that the checklist is not organized in the order in which transition planning occurs – that is, we do not begin secondary transition planning by generating measurable postsecondary goals, as these goals must be based upon data collected through age appropriate transition assessments. Educators can use the checklist to review the IEP Transition Plan.

During a monitoring review, **every question** on the checklist must be answered **“Yes”** or **“Not Applicable”** by the Ohio Department of Education in order to be found compliant.

Slide 22 Additional Resources

The State Support Teams have created LiveBinders that contain resources to support Secondary Transition planning. These resources can be found at the following website:

<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>

School district personnel may submit secondary transition materials to their local SST Transition Consultant for consideration of inclusion to the Secondary Transition Livebinder.

Slide 23 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.

Slide 24: 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/District-and-School-Continuous-Improvement/State-Support-Teams>

Slide 25: Closing Slides