

TRANSITION SERVICES

PARENT INFORMATION
SESSION 2024



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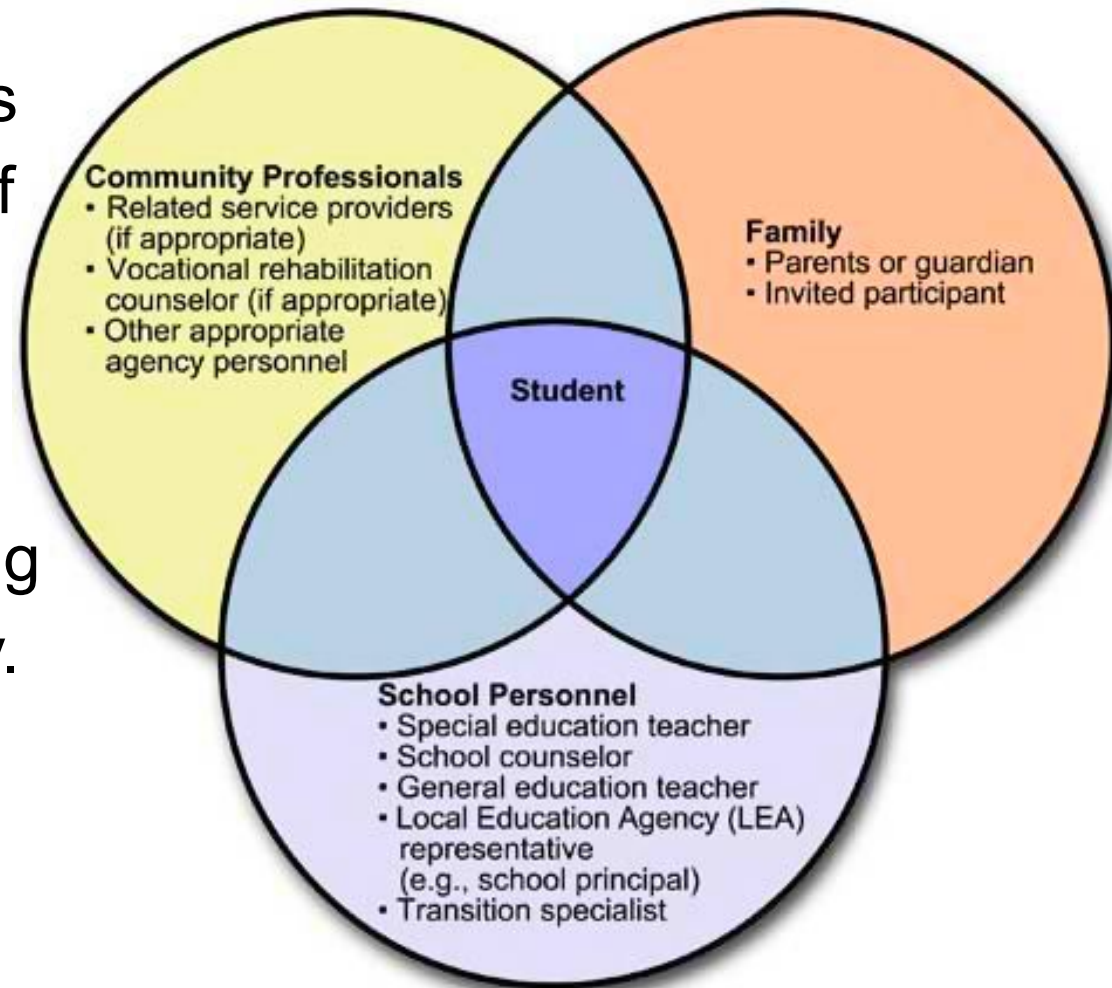
MEET THE TEAM



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WHY IS TRANSITION IMPORTANT?

A truly successful transition process is the result of comprehensive team planning that is driven by the dreams, desires, and abilities of youth. A transition plan provides the basic structure for preparing an individual to live, work, and play in the community, as fully and independently as possible. Transition planning begins no later than a student's 14th birthday.



Transition Portions of the IEP



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Future Planning - Section 1

For students younger than age 14, this section of the IEP is an opportunity to discuss their future as it relates to:

- Skills and Interests
- Plans for Future Education
- Plans for Future Employment

*Parents can also add input and information in this section.

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Section 1: Future Planning

1. FUTURE PLANNING ⓘ



Section 5: Post-Secondary Transition

At 14 years and older:

Section 5 of the IEP outlines the following:

- The STUDENT'S Postsecondary Goals for...
 - Education
 - Employment
 - Independent Living
- Age Appropriate Transition Assessments
- Transition Services and Activities to help students reach their postsecondary goals

Section 5 drives the remaining sections of the IEP. The IEP team should use this section when making decisions about:

- Annual IEP goals
- Accommodations
- Modifications



Section 5: Transition Post-Secondary Goals

_____	_____	will	_____	_____
(After high school)	(The Student)		(Behavior)	(Where and how)
(After graduation)				
(Upon completion of high school)				

•**GOALS** need to be identified in the following areas:

1. Postsecondary Training and Education
2. Competitive Integrated Employment (team must first consider competitive employment)
3. Independent Living (Data from transition assessments is still needed in Independent Living section even if no goal, service and/or activity is needed. Data should validate the team's decision to not include a goal, and/or service/activity in this section.

Schools **ARE NOT** responsible:

- The **accomplishment** of the specific postsecondary goal



Schools **ARE** responsible for:

- Providing the **educational programs** and **transition services** stated in the IEP (transition activities)



POST-SECONDARY PATHWAYS FOR STUDENTS

EDUCATION

- Adult Day Programs
- 2 Year College
- 4 Year College
- DACC Adult Education
- Certificate Program
- Modified College Program, Certificate Program
- Post-Secondary Programs for Individuals with Disabilities

EMPLOYMENT

- Adult Day Programs
- Supported Employment
- Job Carving
- Employment Training Programs (Project Search)
- Internship
- Apprenticeships
- Military Service

INDEPENDENT LIVING

- Adult Day Programs
- Adult Community Recreation
- Daily Living
- Medical Needs
- Disability Awareness



WHAT IS TRANSITION ASSESSMENT?

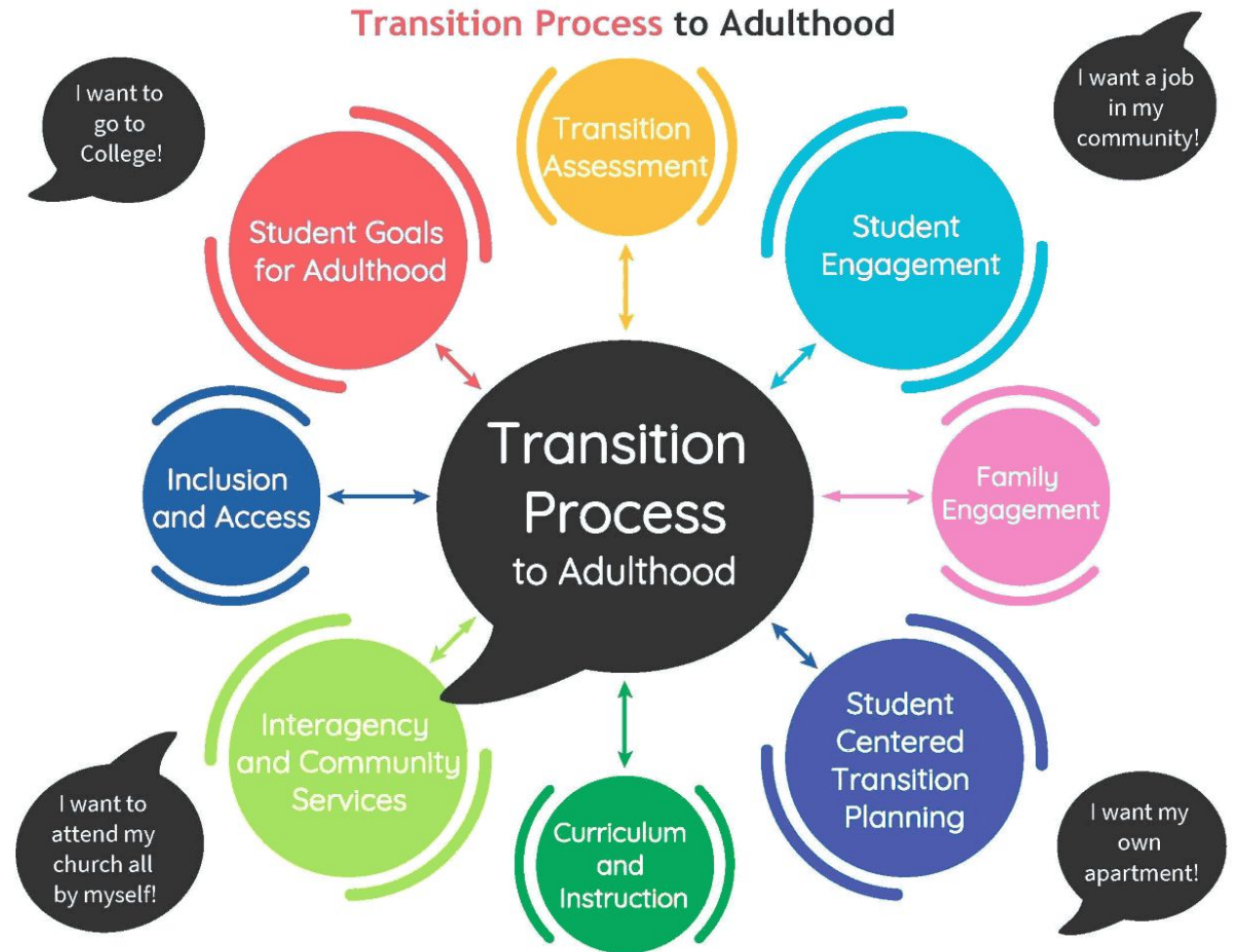
Transition Assessment is an ongoing process that:

- answers the following questions: Where is the student presently? Where are they going? How do we get them there?
- involves collecting information on student's preferences, interests, needs, and strengths
- relates to the demands of student's current and future working, educational, living, personal and social environments
- serves as the common thread in the transition process
- forms the basis for defining goals and services to be included in the IEP



WHAT ARE TRANSITION SERVICES?

Transition services are a **coordinated set of activities** for a child with a disability that is **results-oriented**, that **improves the academic and functional achievement** of the student. This process facilitates the student's **movement from school to post-secondary environments** be it education, employment, or an independent living environment.



Excerpts from:
Morningstar, M. & Clavenna-Deane, B (2018). Your Complete Guide to Transition Planning and Services. Baltimore Maryland: Paul H. Brooks.



Possible Areas for Coordinated Activities/Transition Services

Instruction: Providing direct instruction on skills needed for post-secondary education, employment or independent living.

Community Experiences: College tours, job shadowing, internships, work experiences, community outings, volunteer opportunities.

Related Services: Access or instruction on the following: mental health, social work, mobility, and/or assistive technology services, to support post-secondary goals and needs.

Employment: Work Study, community based work experiences, job development (soft skills, job seeking, interview, career exploration).

Daily Living Skills: Hygiene, preparing meals, budgeting, maintaining a home.

Assessments/Evaluations: Additional transition assessments (career interest surveys, authentic assessment of daily living skills, etc.)



CAREER DEVELOPMENT

1 | CAREER AWARENESS



STRUCTURED LEARNING

- * Career Awareness Lessons
- * Career Research
- * Guest Speakers
- * Professional Skills Development
- * Career Aptitude and Interest Assessments

COMMUNITY ACTIVITIES

- * Career Fairs
- * College Visits
- * Networking Events
- * Adult Interactions

WORK-BASED LEARNING

- * Career Mentoring
- * Workplace Tours

"I understand what's out there and am discovering the kinds of things I might want to do."

2 | CAREER EXPLORATION



STRUCTURED LEARNING

- * Career Exploration Lessons
- * Career Guidance and Planning
- * Career-Related Projects
- * Career Classes and Clubs
- * Industry Research
- * Integrated Curriculum

COMMUNITY ACTIVITIES

- * Community Service
- * Mock Interviews
- * Out-Of-School-Time Activities

WORK-BASED LEARNING

- * Informational Interviews
- * Job Shadowing

"I'm interested in this field and am beginning to understand what it's all about and what I need to do to pursue a career in the industry."

3 | CAREER PREPARATION



STRUCTURED LEARNING

- * Pre-Apprenticeship
- * Career Coaching and Planning
- * Career-Technical Education
- * Technical/Occupational Skills Training
- * Work-Readiness Activities

COMMUNITY ACTIVITIES

- * Volunteering
- * Competitions
- * Work-Ready Certification
- * Industry Certifications

WORK-BASED LEARNING

- * Workplace Challenges
- * Internships
- * Work-Experience / Co-Op
- * On-The-Job Training
- * Apprenticeship

"I know the kinds of things I want to do and am getting the chance to learn new skills and practice applying those skills."

PRODUCTIVE FUTURE

EDUCATED

AWARE

EXPERIENCED

SKILLED

CONFIDENT

PREPARED

CONNECTED

Students should participate

- Students 14 or older during the life of the IEP are required to be invited to the meeting to discuss this section of the IEP.
- Parents can choose **not** to have their student (under age 18) participate.
- Any outside representatives (OOD, DCBDD, etc.) can be invited to meetings to discuss future goals with parent approval.



Section 5: Postsecondary Transition

MEASURABLE POSTSECONDARY GOAL: ⓘ

The student's post-secondary goal for education, employment, and independent living.
After graduation from high school, the student will...

Age Appropriate Transition Assessment regarding Post Secondary Training and Education

(indicating student's needs, strengths, preferences and interests) ⓘ

Documentation of transition assessments administered and transition assessment data including the student's **preferences, interests, needs, and strengths.**

COURSES OF STUDY: ⓘ

Courses that the student is taking (College Prep, OACS-E, CTE.)

NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs: ⓘ

Section 6 IEP Goals that support post-secondary goal

TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE
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Transition services/activities address the needs identified through transition assessments. Services and activities support the student's growth toward reaching post-secondary goals.

SELF DETERMINATION/SELF-ADVOCACY

self-determination (SD) can be defined as knowing oneself, one's goals and how to achieve those goals. It includes knowing strengths and acknowledging areas of challenge.

Parents play a critical role in the development of self-determination by acting as models of self-determined behavior and by interacting with their children in ways that promote self-determination. Home environments can provide safe opportunities for exploration, choice, taking risks and exercising control..

Self-advocacy is a skill that enables kids to *understand* their specific needs, strengths, and weaknesses, *know* what help or support will address those needs, and be able to *communicate* those needs to other people.

Ways to encourage self-advocacy in the classroom include:

- Encourage your students to use Self-Advocacy sentence starters.
- Talk with your student about strengths and weaknesses.
- Remind your student that asking for help is a good thing.
- Praise your student's effort at speaking up.
- Encourage your student to use their classroom accommodations.
- When a problem comes up, give your student a chance to solve it before stepping in or brainstorm solutions together.



Who Provides Transition Services?



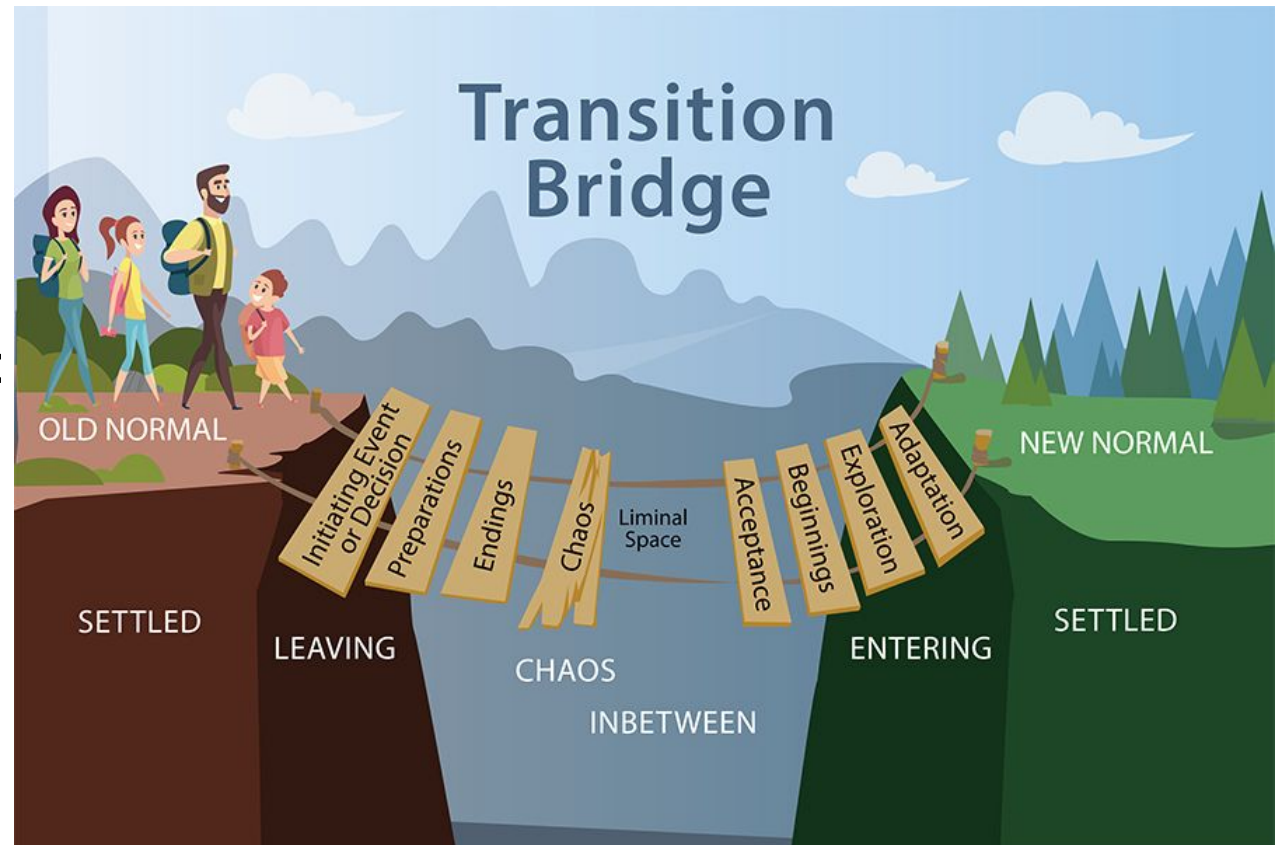
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Who Provides Transition Services?

- Intervention Specialists
- Related Service Providers (SLP, OT, Mental Health, etc.)
- IEP Team Members
- Guidance Counselors
- Transition Coordinators

Continuum of Transition Coordinator Services:

- Support for School Personnel
- Consultation
- Direct Support



High School Transition Resources and Opportunities



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Graduation Requirements

English	4 credits
Math	4 credits (including Algebra II or equivalent course)
Science	3 credits (including one Physical science, one Life science, and one Advanced science)
Social Studies	3 credits (including World History, US history, US government, and Economics)
Health	1/2 credit
Physical Education	1/2 credit (Each PE class is .25 credits)
Fine Arts	1 credit
Electives	5.5 credits (Currently, 6 credits)
Personal Finance (2026 and Beyond)	.5



Competency

Pass ELA 2 OST / AASCD Reading
Scores: 684 / 485

Pass Algebra 1 OST / AASCD Math
Scores: 684 / 489

Competency Alternatives

College Credit Plus

Career Experience/Technical Skill

Military Readiness

ACT remediation free score in
Reading and Math



Readiness

State Defined

- Ohio Means Jobs Readiness Seal
- Ohio Seal of Biliteracy
- Industry-Recognized Credential Seal
- College-Ready Seal
- Military Enlistment Seal
- Citizenship Seal
- Science Seal
- Honors Diploma Seal
- Technology Seal

****Must earn 2 Seals -
One must be State Defined****

Locally Defined

- Community Service Seal
- Fine and Performing Arts Seal
- Student Engagement Seal



ACTIVITIES THAT SUPPORT TRANSITION

CLUBS

OLHS: <https://olhs.olentangy.k12.oh.us/students/clubs-and-activities>

OHS: <https://ohs.olentangy.k12.oh.us/students/clubs-and-activities>

OOHS: <https://oohs.olentangy.k12.oh.us/students/clubs-and-activities>

OBHS: <https://obhs.olentangy.k12.oh.us/students/clubs-and-activities>

COMMUNITY VOLUNTEER ACTIVITIES

<https://www.liveuniteddelawarecounty.org/take-action/volunteer>

<https://connectionsvolunteercenter.org/>

<https://preservationparks.com/get-involved/volunteer/>



OLENTANGY PROGRAMS & COURSES SUPPORTING TRANSITION

PROGRAMS THAT SUPPORT TRANSITION

- STEM
- DACC
- College Credit Plus
- BridgED
- SchoolLinks

COURSE OFFERINGS THAT SUPPORT TRANSITION

- Personal Finance
- On Your Own
- Mentorship
- Teacher Academy
- Post-Secondary Planning
- College Survival Skills
- Professional Communication Strategies
- [2024-2025 OLSD Course Selection Guide](#)



OOD/BVR - Work

- To provide individuals with disabilities opportunities to achieve quality employment, independence, and disability determination outcomes.
- *Assists eligible people, beginning at age 14, with physical, mental and emotional disabilities by providing direct, personalized services to assist them in finding and retaining meaningful work and personal independence.*

Connecting Students with Work

Engagement / Employment / Independence



Do you know a student who?

- Is at least 14 years old, and
- Has a known or suspected disability e.g., learning, behavior, mental health, mobility, hearing, vision, etc., and
- Is interested in the world of work and needs help finding and/or keeping a job, or
- Is interested in additional training or education needed to prepare for a job after high school

Connecting students with an OOD vocational counselor.

- Individualized services may include:
- Help finding and/or keeping a job
 - Career exploration
 - Paid work experience
 - Job shadowing
 - Counseling on post-secondary options
 - Work incentives planning

Invite OOD to be the vocational expert at your next meeting!

- Parent/teacher conference
- ISP/IEP meeting
- Transition fair
- Person-centered or treatment planning meeting

Help students discover their career path.

Collaborating with OOD and Participation in Transition Services
CAN HELP A STUDENT FIND THE RIGHT JOB.

DCBDD - Life

- To inspire, empower, and support people to achieve their full potential - to live, learn, play, work, and participate in their communities.
- A developmental disability is defined as *“a severe chronic disability that: Is attributable to a mental and /or physical impairment that is not solely caused by mental illness, manifested before the age of 22, and is likely to continue indefinitely.”*
- DCBDD can support individuals in all areas of their life (transportation, independent living, vocational, day habilitation, homemaker/personal care agency/providers, home/environmental modifications, psychological/ counseling behavior specialist, occupational/ physical/speech/non-transitional therapy, other (nutrition, payeeship, etc.), transportation, respite.



Postsecondary Resources and Opportunities



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Deferment Decision Process



1

Meet graduation requirements:

- 22 Credits
- Pass Ohio State Tests or Alternate **Assessments**
- **Earn 2 Seals** (1 must be a State Seal)



2

IEP Team Agreement on
Deferment and Deferment Program
Selected



Deferment Options

1 Year Employment Training Program at either NCH or Grady Memorial

Project Search

The Academy for Community Transition (ACT) is an Olentangy Schools program for students currently in a Specialist Learning Center that need support preparing for employment or community involvement.

ACT

Accepted 12th grade and then defer 1 year OR Accepted 12+ and attend for 2 years

*Preference given to 10th graders
*Not guaranteed - often waitlisted until summer or up to 10 days into following year

DACC



Postsecondary Options

Students needing support going straight to employment after high school can link with Opportunities for Ohioans with Disabilities.

Employment

Students needing accommodations at the College level should contact the college's Office of Disability or Accessibility Services

College

A Day Program is an adult services for individuals with disabilities that provides access to and participation with vocational, daily living, community, and leisure/recreational activities.

Day Program

Recruiters from most branches in the military come to high schools to meet with students.

Military

Students seeking a college experience can attend a modified college program to obtain a certificate of completion. (TOPS, Ignite, CSCC Human Services Assistant and Early Childhood Aide Programs)

Modified College



High School

IDEA (focuses on Free Appropriate Public Education). This may include modifications, accommodations, or alternative curriculums.

Through supports like the IEP/504, the student, parents, teachers, counselors and support staff work together to ensure that student needs and accommodations are provided.

Progress toward IEP goals is monitored and communicated to the parents/guardians and the student.

Teachers approach you if they believe assistance is needed and monitor student progress.

Make up tests and assignments are often available.

College

ADA (accessibility and reasonable accommodations)
The college approves the accommodations the student will receive and may not match what was done in high school. There are NO modifications or alternative curriculums/testing.

Students, not teachers, counselors or parents, must be able to identify their disability, provide documentation, and request accommodations and supports. Students must self-advocate.

Students are required to monitor their own progress and communicate their needs to the instructor.

Professors expect the student to initiate contact if assistance is needed. Professors may not monitor progress or make any effort to discuss performance even if failing.

Make up exams and assignments are seldom an option and may have to be requested.



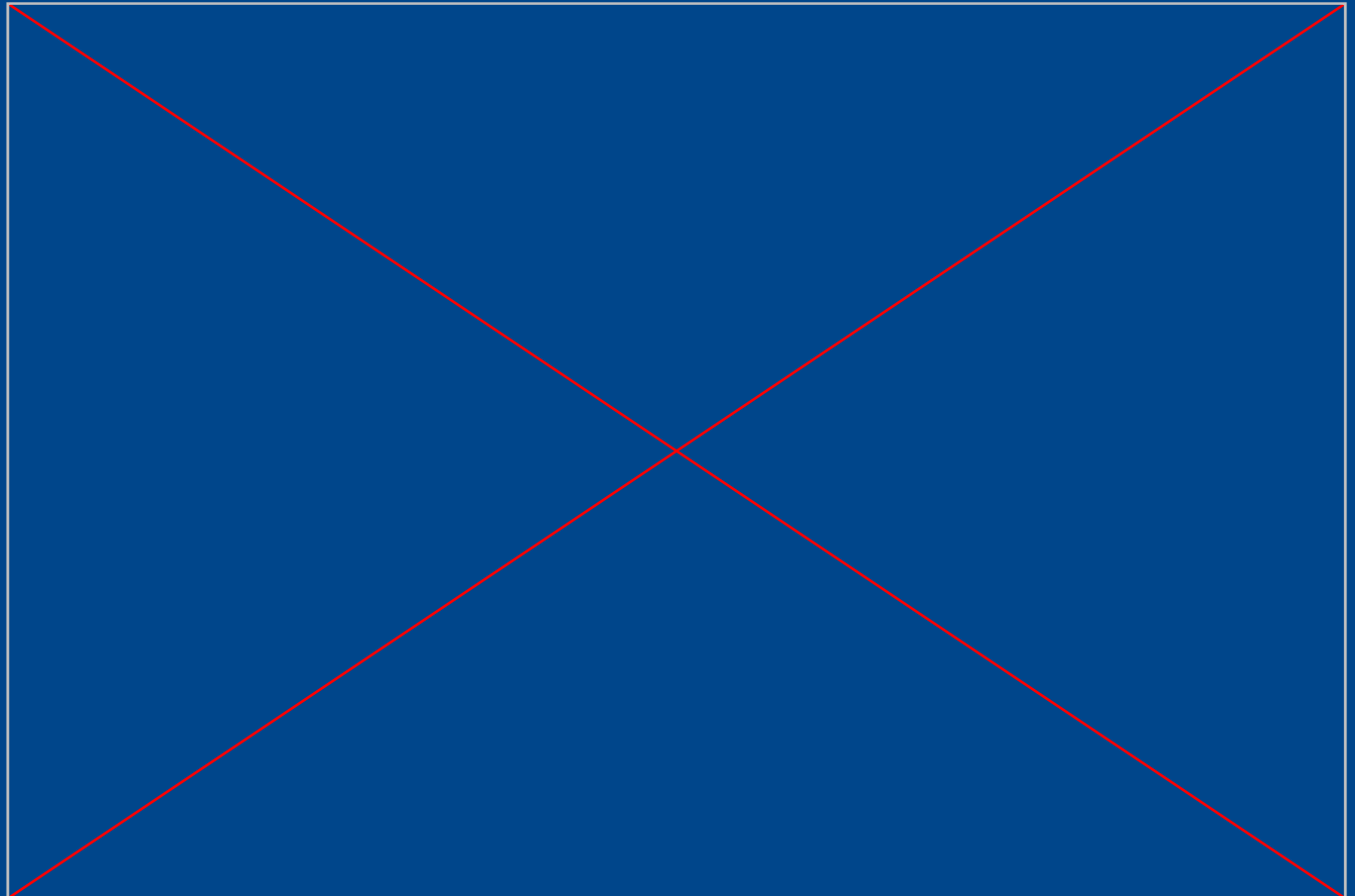
TRANSITIONING FROM HIGH SCHOOL TO COLLEGE ACCOMODATIONS



MARY BANTU, M.A., NCC

**COORDINATOR OF
DELAWARE CAMPUS &
REGIONAL LEARNING
CENTERS**

**COLUMBUS STATE
COMMUNITY COLLEGE,
DISABILITY SERVICES**



How Families Can Support Transition



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FAMILIES SUPPORTING TRANSITION

- Start transition planning early
- Begin with the end in mind. Consider your child's outcome after high school as you develop the following:
 - Behavior, life skills, course selection, work-based learning opportunities, communication
- Encourage your child to attend their IEP meetings
- Help teach your child about their accommodations and how to advocate for them
- Talk about jobs individuals in your family have and their education and career pathway



FAMILIES SUPPORTING TRANSITION

- Teach your child independent living skills (finances, budgeting, credit cards, daily living skills, hygiene, cooking, chores, shopping, household repairs, insurance, rent/mortgage, driver's license, medical insurance, scheduling, phone skills, email, social media, communication with community, etc)
- Become familiar with outside agencies and services available in the community



TURNING EVERY DAY ACTIVITIES INTO TRANSITION ACTIVITIES

- GROCERY STORE- locate items, read labels, compare prices, have them help pay, talk about the jobs people are doing
- RESTAURANT-carry money/card in a wallet, order own food, help pay for own food, talk about the jobs people are doing
- FAST FOOD- order own food, help pay, carry a few things on a tray, clean up after self, talk about the jobs people are doing
- CLOTHING STORE- find their size, try on clothes, compare prices, have them help pay, talk about the jobs people are doing



Questions?

Transition Resources

[Delaware County Transition Resource Guide](#)
[Transition Resources](#)
[Transition Resources SLC](#)





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THANK YOU