

Transition Planning at 14

- Include student in IEP meetings beginning at age 14 and beyond.
 - Include student's SSA (Service and Support Administrator from the Board of DD) in IEP meeting if eligible for services, and with parent permission.
 - Discuss eligibility for Board of DD services, if applicable. (How is eligibility determined? What services can the Board of DD provide?)
 - The IEP team should complete a Future Transition Planning Survey and complete Age Appropriate Transition Assessments to provide information on the student's preferences, interests, needs and skills relating to further education and training, competitive employment, and independent living (if necessary).
 - Begin discussing the Postsecondary Transition section (4 & 5) of the student's IEP. At age 14, these sections of the IEP should begin to drive the annual goals of the IEP.
 - Discuss future program options and expected graduation date.
 - Begin discussing future supports available for employment. Consider the appropriate time to invite a counselor from Bureau of Vocational Rehabilitation (BVR) to explain their services and how they support students who want to work.
- **For more information and definitions of terms above, please continue on to the next page.**

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- Why should my student attend the IEP meeting at 14 and after?

Students MUST be *invited* to the IEP meeting beginning with the IEP during which he/she turns 14. This is when transition planning for his/her future begins to take place, and students have both the right and responsibility to participate in this planning. The student should receive his/her own invitation and/or the signature on the IEP form can serve as proof of being invited.
- Why should we invite the student's SSA?

If your son/daughter has an SSA (Services and Supports Administrator) through the Board of DD, this person can become an invaluable link to support transition planning for students still in school and beyond into adulthood. An SSA can help your student/family link to needed agencies and funding sources.
- What is a Future Transition Planning Survey?

An informal survey designed to identify the student's preferences, interests, needs and strengths. This survey will help the team plan for the student's future employment, education & training, and possible independent living needs. An inventory would be provided by the student's teacher.
- What are the Postsecondary Transition sections of the IEP (4 & 5)?

At age 14, the IEP team will begin planning how to meet your student's goals of what his/her life will look like after high school. The team will begin implementing services and activities that will help your student work toward those goals each year. These sections of the IEP will begin to drive the annual goals in the IEP (section 6).
- What are my student's future program options?

Besides the special education classes provided within each school district, Mercer County provides additional programs that may assist in meeting your student's future educational, employment and independent living needs if needed. Examples include:

 - Tri-Star Career Compact / Vantage (Parkway)
 - MCESC Vocational Skills Center
 - MCESC Transition Center
- Who is the Board of DD?

The Mercer County Board of Developmental Disabilities (Board of DD) is a county-wide program for eligible individuals with disabilities that provides services including:

 - Providing SSA's (Services and Supports Administrators) to assist with information on services and funding sources available to the student/family; (Waivers, Family Resources, Social Security, Medicaid)
 - Advocating for the student/family; (IEP meetings, community agencies, medical professionals)
 - Lifelong follow along supports for the student/family

*Testing for eligibility determination is necessary (COEDI: Childhood Ohio Eligibility Determination Instrument). For more information, please contact:

Beth Gehret, Service and Support Administration (SSA) Director, 419-586-2369 ext. 220

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➤ Who is OOD/ Bureau of Vocational Rehabilitation (BVR)?

BVR is an agency (under *Opportunities for Ohioans with Disabilities – OOD*) whose end goal is employment. BVR services are available to youth 14-22 who have a disability that impacts work. The time to refer a student for BVR services is when the IEP team begins to identify transition or other post-secondary services that target *competitive employment* (community based employment at or above minimum wage) as an outcome for a student with a disability. A general rule of thumb is to refer 2 years prior to exiting school age services.

*A referral can be initiated by the school, family member, other educational or community resource or by the student. More information can be found at <http://www.ood.ohio.gov>