



OCECD Parent Toolkit

INFORMATION
SHEETS



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**Be your child's
ADVOCATE.**

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Postsecondary Transition Tips

Your child's postsecondary transition plan is the detailed plan that identifies your child's goals for life after high school. The plan must include appropriate measurable postsecondary goals related to **training, education, employment**, and, where appropriate, **independent living skills**. Since you reside in Ohio, your child's plan must be in place not later than the first IEP that is in effect when your child is **14 years of age**. This means that the school district should begin the planning process in middle school when your child is 13 years of age or younger. Some important points about postsecondary transition planning are as follows:



- As a part of the planning process, the school district will conduct age-appropriate transition assessments related to
- employment. If your child's school district is not conducting postsecondary age-appropriate assessments, you may request that they do so. These assessments will identify your child's preferences and interests for what they would like to do in life after high school. Since it is common for students to change their plans for the future while in high school, it is reasonable to expect the age-appropriate assessments to be repeated periodically.



- Your child's postsecondary transition plan must be updated at least annually. As your child gets older, you might expect the plan to become more detailed and specific.
- Postsecondary transition planning will be discussed as a part of your child's IEP review. However, it is not uncommon for additional planning meetings to take place without the full IEP team.
- Your child's postsecondary plans should drive your child's annual IEP goals so that they will be prepared to do whatever they would like to do after graduation from high school. In other words, your child's IEP goals should be written to help your child meet their postsecondary transition goals.



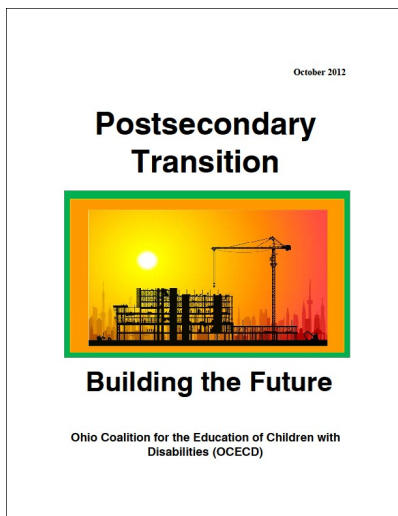


- The school district is required to invite your child to the IEP meeting when postsecondary transition planning will be discussed. At your discretion, your child may or may not attend the IEP meeting. Representatives from outside agencies that can support your child after high school may be also invited to attend your child's IEP meeting when postsecondary transition planning takes place. The outside agencies may be invited by you, or with your permission, by the school district.
- Since your child has a disability and is on an IEP, it may take your child longer to acquire the skills needed for postsecondary life. For this reason, IDEA 2004, the Federal Law governing special education, permits your child to remain in school until his/her 22nd birthday.
- If your child has not acquired the skills identified in his/her postsecondary transition plan, consideration may be given to deferring graduation beyond when he/she would typically graduate. If the decision is to defer graduation, you or your child must notify the school district. **Your child must not accept a diploma.** Should the school district award a diploma to your child, the school district has no further obligation to provide a free appropriate public education (FAPE) or IEP services to your child.



It is important to remember that the ultimate goal of your child's IEP is to **prepare your child for life.**

As a parent, you can be instrumental in assuring that the school district provides the detailed planning that is needed for your child to be prepared to meet their postsecondary IEP transition goals and to be prepared for life after high school.



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