Vanlue Local School Policy, Practices, and Procedures for Indicator 13 – Secondary Transition

1. Overview Vanlue Local School is committed to ensuring compliance with **Indicator 13** of the Individuals with Disabilities Education Act (IDEA), which focuses on **secondary transition** for students with disabilities. This policy outlines the procedures for **transition planning, age-appropriate transition assessments, services, progress monitoring, and stakeholder involvement** to support students in achieving their post-secondary goals.

2. Transition Assessments

- The **Intervention Specialist** and special education team are responsible for implementing **age-appropriate transition assessments**.
- These assessments help identify students' strengths, interests, preferences, and needs related to **post-secondary education, competitive integrated employment, and independent living**.
- Assessments may include **student interviews, career inventories, observational data, work-based learning experiences, and formal assessments**.

3. Transition Planning

- The **Intervention Specialist** leads transition planning in collaboration with the special education team.
- **Individualized Education Programs (IEPs)** include measurable **post-secondary goals** based on transition assessments.
- Transition planning is initiated **no later than age 14**, per Ohio's secondary transition requirements.
- The team utilizes the **Indicator 13 Checklist** to ensure compliance and alignment with state and federal regulations.

4. Transition Services Available Vanlue Local School provides a variety of transition services to prepare students for life after high school, including:

- **Career exploration and job readiness training**
- **Work-based learning experiences** (e.g., internships, job shadowing, and apprenticeships)
- **Self-advocacy and independent living skills training**
- **College and career readiness programs**

- **Collaboration with community agencies** for additional support services

5. Service Providers and Roles Transition services are provided by:

- **Intervention Specialist** – Develops and implements transition goals, assessments, and IEP components.
- **School Counselor** – Provides career guidance and counseling on post-secondary options.
- **Educational Transition Specialist from the Hancock County Educational Service Center (ESC)** – Supports students and families in transition planning, connecting them with community resources and agencies.
- **General Education Teachers** – Assist with academic planning and accommodations related to transition goals.
- **Community Partners and Agencies** – Collaborate to provide external resources and services.

6. Progress Monitoring

- The **Indicator 13 Checklist** is used to evaluate and ensure that students' IEPs meet compliance standards.
- Progress toward post-secondary goals is monitored through **IEP progress reports, student self-assessments, and feedback from employers or training providers**.
- The transition team reviews and updates transition plans annually.

7. Stakeholder Involvement Collaboration with parents, community partners, and agencies is critical for successful student transitions. This includes:

- **Parent participation** in IEP meetings and transition planning.
- **Partnerships with programs such as Opportunities for Ohioans with Disabilities (OOD), OhioMeansJobs, and local vocational rehabilitation services**.
- **Engagement with employers, post-secondary institutions, and independent living programs** to facilitate real-world experiences.

By implementing these policies and procedures, Vanlue Local School ensures that students with disabilities receive **individualized, meaningful, and outcome-driven transition services** to support their future success.