

A Parent's Guide to High School Transition Planning and the IEP

prepared by



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Secondary IEP Transition Planning

What is a Transition Plan?

Why a Transition Plan?

What do parents need to know?

The Transition IEP Planning

- Vision for life after High School
- Current position relative to the vision
- Course of study needed to reach vision



How is Transition defined in the schools?

Transition services are defined as a coordinated set of activities that focus on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities. The transition IEP contains the transition services (including courses of study) needed to assist the child in reaching their post-secondary goals.

Transition and Special Education – Educational Planning

Where does the journey begin?

Educational Development Plan (EDP)

What is an EDP and why does an EDP need to be developed?

An EDP is a statement of your child's post secondary career goals and a plan of action for reaching them. Through the EDP process your child will become more aware of the link between a career goal and the requirements for reaching that goal.

The Revised School Code (380.1278b(11)) states that "The Board of a school district or board of directors of a public school academy shall provide the opportunity for each pupil to develop and educational development plan during grade 7, and shall ensure that each pupil reviews his or her EDP during grade 8 and revises it as appropriate before he or she begins high school. An educational development plan shall be developed, reviewed, and revised by the pupil under the supervision of the pupil's school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the school principal and shall be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan shall be designed to assist pupils to identify career development goals as they relate to academic requirements."

What does the EDP lead to?

The EDP is your child's roadmap for the future. It is the beginning of the process for thinking of the future, planning for high school. Initial development of the EDP in the 7th grade and reviewing/revising the EDP allows your child to change their mind as they prepare for high school.

What are the elements of the EDP?

- Personal Information
- Career Goals
- Educational/Training Goals
- Assessment Results
- Plan of Action
- Parent Consultation/Endorsement



The EDP leads to the Transition Plan

The connection between the EDP and the Transition Plan may be more clearly understood by thinking about the universal elements of quality planning:

- Development of post-secondary goals in education, training, employment and adult living.
- Identification of student preferences, interests, strengths and needs.
- Review of academic performance, learning style and effective support strategies for student in grades K-8.
- Identification and coordination of course(s) and support and possible consideration of a Personal Curriculum.
- Annual review.

The Transition Plan – What does it all mean?

•Needs

- Training
- Education
- Employment
- Independent Living

•Course of Study

Michigan Merit Curriculum – Leading to a High School Diploma

“The Michigan Merit Curriculum (MMC) is crafted around the philosophical belief that all students will need postsecondary learning opportunities beyond high school. It is not a curriculum in the traditional sense in that it doesn’t describe instructional materials and approaches. Instead it specifies that all students who earn a diploma, at a minimum, have demonstrated proficiency with the content outlined by the state academic standards or guidelines. Since districts are responsible for awarding diplomas so too are they responsible for providing all students the opportunity to learn the content outlined by the standards. As the learning skills for college and the workplace have merged, the MMC, if properly implemented, will prepare students with the skills and knowledge needed to be successful in our global economy and workplace. It supports the need for personalization, acceleration, and innovation in an atmosphere of high expectations and high support for students.” MDE Publication 2014.



The EDP leads to the Transition Plan cont.

Personal Curriculum

(MDE Publication Personal Curriculum, Parent & Educator Guide July, 2015)

“The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements.” The PC option allows the board of a school district or public school academy to award a regular high school diploma provided the student completes the requirements of the PC, including as many of the content expectations of the MMC as practicable.

Providing Flexibility

A PC allows several flexible learning options, including:

- Earning additional credit in specific subject areas and counting these credits toward meeting the state requirements.
- Modifying the mathematics content for students who are challenged with meeting the proficiency requirement in the State Content Standards for math.
- Allowing modifications of the MMC necessary to demonstrate proficiency for students with an IEP.
- Allowing modifications of the MMC necessary to demonstrate proficiency for students transferring to a district from out of state or from a nonpublic school.



Certificate of Completion v High School Diploma (MDE Publication Personal Curriculum, Additional Resources July, 2015)

With a high school diploma a student may be eligible for:

- Entering any branch of the U.S. military and armed forces.
- Attending a community college or four-year university.
- Entering a trade or vocational school.
- Applying for scholarships and financial aid (certain test scores such as the MME, ACT, and SAT are also considered).
- Tuition Incentive Program (TIP).
- GEAR UP Scholarships (federal funds).
- Michigan Competitive Scholarship (MCS).
- Michigan Tuition Grant (MTG).
- Children of Veterans Tuition Grant (CVTG).
- Survivors Tuition Grant (STG).

Without a diploma a student may:

- Enter trade or vocational school (“Ability to Benefit”* admission method which is usually based on the results of a standardized test such as the ACT, SAT, Work Keys, etc.).
- Attend most community colleges (“Ability to Benefit”* admission method which is usually based on the results of a standardized test such as the ACT, SAT, Work Keys, etc. Most community colleges also require students to take placement exams).
- Enter certain branches of the U.S. armed forces:
 - The U.S. armed forces will accept applicants who possess a “Certificate of Attendance.” These are sometimes called certificates of competency or completion, but they are based on course completion rather than a test such as the GED or CHSPE. These applicants are called Tier II candidates.
 - Less than 1 percent of Air Force enlistees are Tier II candidates each year; approximately 10 percent of Army and Navy enlistees are Tier II candidates; approximately 5 percent of Marines enlistees are Tier II candidates.
- Apply for scholarships and financial aid such as:
 - Michigan Competitive Scholarship
 - Michigan Tuition Grant
 - Tuition Incentive Program
 - Children of Veterans Tuition Grant
 - Survivors Tuition Grant



• Secondary Transition Services

Instruction - Activities/strategies listed in this area have to do with instruction, whether it is the formal or informal imparting of knowledge or skills. The activities can include, but are not limited to, such things as broad curricular areas of needed coursework, educational experiences, skill training, etc. or activities/strategies that are necessary to prepare for and take part in college, continuing education, further skill training, adult living, etc.

Related Services (Community Based) - This area generally refers to adult therapies and adult support services. The IEP Team should consider the related service needs the student may have as he or she prepares to enter the adult world. If related services will be needed beyond school, the IEP should identify linkages to adult agencies before the student leaves the educational system. For example, identifying and/or linking with post school providers of physical therapy, occupational therapy, mental health service, etc. Special education school-based related services do not need to be repeated on the transition page

The emphasis in this area is on activities/strategies that are generally provided outside the school building and that prepare the student for participation in community life. These activities should encourage the student to participate in the community, including governmental, social, recreational, leisure, shopping, banking, transportation, etc.

Development of Employment - Activities/strategies listed in this area focus on development of work-related behaviors, job seeking and job retention skills, career exploration, skill training, apprenticeship training and actual employment.

Other Post-School Adult Living Objectives- This area emphasizes activities/strategies that focus on adult living skills. These are generally those activities that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, accessing social security.

Acquisition of Daily Living Skills- Those activities that adults do most every day, like preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, etc.

Functional Vocational Evaluation- A student-centered assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed. This can include observations, formal and informal measures, and should be practical. Information gathered through a functional vocational assessment can be used to refine educational experiences, course of study, and employment activities/strategies in the statement of transition services.

Reference: O'Leary, E., & Collison W. (2007). Revised Draft Helping Educators, Parents, and Other Stakeholders Understand: Post-school Outcomes, Course of Study, Coordinated Set of Activities.



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Transition Pre-Planning Checklist

☐ Student must be invited to the IEP

Agency Representation

☐ District must invite, with consent (from parent or student who has reached the age of majority), a representative of any participating agency that is likely to be responsible for providing or paying for transition services. Consent is required for any outside agency to each/every IEP that a transition plan is developed. A blanket consent is not acceptable.

☐ Consent requested. Name of agency/representative: _____

☐ Consent not requested.

☐ Consent not provided/requested – reason: _____

Note: if consent is not provided the District cannot invite any outside agency.

☐ If invited, did the representative attend? Yes No

☐ There was no need to invite a community agency representative as there is no agency likely to pay for transition services.

Guardianship

☐ At age 18 my child will become their own guardian.

☐ At age 18 I will seek guardianship of my child.

☐ Full Guardianship: full decision making rights.

☐ Partial Guardianship: decision making rights in certain areas.

☐ Durable Power of Attorney/Power of Attorney: allows for health care decisions.

☐ Conservatorship: manage their finances.

☐ Representative Payee: manages finances SSI or SSDI benefits.

(Applications available at local Social Security Office).

College Bound

☐ Instate ☐ Out of State

☐ University _____

☐ College _____

☐ Community College _____

☐ Contacted the schools disability office _____

☐ Provided the necessary documentation for needed accommodations.

☐ Medical summary in case of emergency.

Employment Bound

☐ Taking advantage of volunteer opportunities.

☐ Attending and speaking at IEP meetings.

☐ Gaining self-advocacy skills.

Independent Living Skills

☐ Daily living skills _____

☐ Decision making skills _____

☐ Transportation _____

☐ Housing _____



Transition and Special Education – Health Care Planning Checklist

Heath Care Coverage

- ☐ Current insurance: How long will my child be eligible _____
- ☐ Transition from current coverage to _____
- ☐ Government funded program _____
 - Length of eligibility _____
 - Alternate plan if no longer eligible _____

Health Care Providers

- ☐ At what age will new providers need to be selected _____
- ☐ Who, how, will referrals to new providers be made _____
- ☐ Who will assist with providing a medical summary _____
- ☐ Who will assist with transition to new medical provider(s) _____

Health Care Skills

- ☐ I take care of all my child's health care needs, my child will always need adult assistance.
- ☐ I am ready to start planning health care transition by assisting my child in:
 - ☐ Understanding describing their disability.
 - ☐ Learning to be responsible for taking their own medications.
 - ☐ Understanding when to seek medical assistance and make an appointment.
 - ☐ Understanding their medical coverage.



Summary of Performance

The “Summary of Performance” (SOP) is a requirement of the Individuals with Disabilities Education Act (IDEA). The SOP provides information on students who are graduating with a general education diploma to assist them in meeting their post-secondary goals. The SOP also provides information to students who are leaving school when they exceed the age of eligibility for a free appropriate public education (end of school year in which they turn 26) to assist them in meeting their post-secondary goals. The SOP includes a summary of a student’s academic achievement and functional performance and recommendations on how to assist the student in meeting their postsecondary goals.

- ☐ Summary of academic achievement and functional performance (reviewed and updated from most recent IEP).
- ☐ Student’s post-secondary goals. (from IEP)
- ☐ Accommodations used to achieve success in high school.
- ☐ Modifications used to achieve success in high school.
- ☐ Assistive Technology used to achieve success in high school.
- ☐ Recommendations to meet post-secondary goals.
- ☐ Employment.
- ☐ Post-Secondary Education.
- ☐ Independent Living Skills.

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE

As I enter college, work, training programs, and adult life:

- A. My plans are
- B. My strengths are ...
- C. My disability is ...
- D. My disability affects my schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities) in the following ways:
- E. I will need help with ...
- F. Supports that I have used to help me succeed in school (aids, adaptive equipment, physical accommodations, other services) are ...
- G. The accommodations and supports that work best are ...
- H. Additional accommodations and supports that I may need to access are ...





Transition Plan Review Sheet

The purpose of transition planning and transition services is to design your child's educational program to help him/her make a successful transition to his/her goals for life after school. Transition services include courses of study, including participation in advanced-placement courses or a vocational education programs, as appropriate related to your child's goals, to prepare them for life after school.

- ☐ My child was invited to the IEP.
- ☐ My child attended the IEP.
- ☐ My child will be receiving:
 - ☐ A High School Diploma
 - ☐ A Certificate of _____
- ☐ My child will be participating in the graduation ceremony with high school peers.
- ☐ Local agency representatives were present and participated:
 - ☐ Vocational Rehab
 - ☐ Intake appointment is scheduled for: _____
 - ☐ Supports Coordinator
 - ☐ My child will need the following post high school supports: _____
 - ☐ Other: _____
- ☐ The transition plan is based on, and reflects, my child's
 - ☐ Interests
 - ☐ Skills
 - ☐ Goals
 - ☐ Training
 - ☐ Education
 - ☐ Employment
 - ☐ Independent Living
- ☐ My child is not being placed into a community based work experience simply because it is available.
- ☐ My child's work based experience is based on:
 - ☐ Personal interest
 - ☐ Will help develop/improve skills
- ☐ The goals set in the transition plan will lead to successful post-high school outcomes.
- ☐ Progress will be monitored by: _____
- ☐ Transportation needs were discussed:
 - ☐ Applications for public transportation were requested.
 - ☐ Transportation training will be needed to access: _____
- ☐ Requested social/leisure/recreational opportunities for young adults with disabilities in the community: Was provided with contact information: _____

- ☐ We requested post-high training programs at:
 - ☐ Vocational School: _____
 - ☐ Community College: _____
 - ☐ Business School: _____
 - ☐ State-Affiliated Training Program: _____



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