

A Better Future Starts with Transition Planning Today

Transition Planning: A Roadmap to Your Future



Livingston Educational Service Agency

LESA Vision

LESA will be a premier educational service agency.

LESA Mission

LESA provides highly valued service through leadership, innovation and collaboration.

Livingston Educational Service Agency (LESA) provides a variety of programs and services that support student achievement for approximately 30,000 students and 2,300 educators in the five public school districts and two public school academies in the county. Services include administration and delivery of career and technical education, special education, and alternative education programs, professional development focused on student achievement, early childhood education and care, data processing, and business operational support.

LESA is one of 56 intermediate school districts (ISDs) in Michigan. Established in 1962, ISDs are regional service agencies that provide support services more effectively and efficiently delivered regionally. LESA is governed by Michigan General School Laws.

Acknowledgements

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Livingston County Transition Council's Interagency Committee

Additional information

For additional transition information contact 517.546.5550
This guide is available online at www.livingstonesa.org

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Transition Planning: My Roadmap & Notes



Individuals with Disabilities Education Act (IDEA) 2004 requires transition planning for all students who receive special education services to begin no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter.

Transition services are a coordinated set of activities for a student with an Individualized Education Program (IEP) that are designed to support movement from school to post-high school activities, including vocational training, employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

Transition Services

- Begin with the post-secondary vision (goals) in the areas of employment, adult living, community participation, and/or education.
- Are based on an individual student's needs, taking into account his/her preferences and interests.
- Include instruction, related services, community experiences, the development of employment and other post-high school adult living objectives, daily living skills and a functional vocational evaluation as appropriate or as determined by the IEP team.
- Discuss the factors to consider for a Free and Appropriate Public Education (FAPE).
- Identify the student's Present Level of Academic Achievement and Functional Performance (PLAAFP).
- Aligns a statement of needed transition services for the student's PLAAFP and post-secondary vision in the areas of: adult living, daily living skills, vocational evaluation employment, community experiences, related services, and/or further education.
- Identify Courses of Study aligned with post-secondary vision (curriculum leading to a diploma or non-diploma/certificate).
- Are in alignment with your district policies regarding the use of the Personal Curriculum (PC) to support progress in the general education curriculum and the Michigan Merit Curriculum (MMC).
- Identify community agencies likely to provide current or future services.
- Consider Least Restrictive Environment (LRE), Supplementary Aids/Services/Personnel Supports.

Transition Planning

Transition planning **increases** the likelihood of success in adult life. The process is important in bringing together schools, students, families, and community agencies in a joint effort to plan the most appropriate path to adult life.

Transition planning is the process of preparing a student for the completion of his/her school program and moving into adult life.

It may include the following four areas:

Adult Living

Living Arrangements
Personal/Family Support
Self-Care
Money Management
Daily Living Skills
Consumer Academics

Further Education

Community Education
College
Technical Training
Military
Life Long Learning

Community Participation

Mobility
Organizations
Advocacy
Recreation and Fitness
Social Connections
Volunteerism

Preparation for Employment

Career Awareness
Career Exploration
Vocational Evaluation
Vocational Experience
Work Based Learning
Employment Options:

- supported
- self-employed
- independent

Self-Determination

Self-determination is believing you can control your own destiny. Self-determination is a combination of attitudes and abilities that leads people to set goals for themselves and to take the initiative to reach these goals. It is about being in charge, but is not necessarily the same thing as self-sufficiency or independence. It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life. Practicing self-determination also means one experiences the consequences of making choices.

- The development of self-determination skills is a process that begins in childhood and continues throughout one's life.
- Self-determination is important for all people, but it is especially important, and often more difficult to learn, for young people with disabilities. Well-meaning individuals sometimes "protect" children with disabilities by making all their decisions for them. Also, sometimes people assume that people with disabilities can't think for themselves.
- Self-determination involves many attitudes and abilities including: self-awareness, assertiveness, creativity, pride, problem-solving, and self-advocacy skills.
- To take charge of your own life, you must be able to set goals, evaluate options, make choices and then work to achieve your goals.
- Parents can help prepare their young adults with disabilities by giving them a growing number of opportunities to make their own decisions.
- Families can provide their teenager with opportunities to explore employment, housing options, and community recreation programs in their community by utilizing their own network of relatives and friends as well as formal service systems.
- Most importantly, families can prepare themselves to accept their child in his or her new adult role and allow their adult children to take an active role in the decisions that will determine their future—even if it means allowing them to make mistakes.
- Schools can provide opportunities for students to contribute ideas, make decisions, and set goals for themselves.

Since self-determination skills are most effectively learned and developed by practicing them, students with disabilities should be given ample opportunity in their home life and in school to use their self-advocacy, decision-making and socialization skills well before they leave high school to prepare themselves for working and living in their community.

Student Focused Agenda: Questions to Ask

What is my vision for my life when I'm done with school?

- Where and how am I going to live?
- What job or career am I going to have?
- How will I become a part of the community?
- Will I need additional school or training?
- What do I need to do to achieve my post-secondary goals?

Where am I now and, am I doing the right things to reach my future goals?

- How are my current academic skills?
- How are my functional (daily living, self care, level of need or independence) skills?
- Do I have and use the accommodations I need?
- Have the accommodations from my previous IEP been helpful?
- How can I make my vision of post-secondary life more clear?

How will I achieve my vision for the future?

- What do I need to learn to reach my vision?
- What course(s) of study should I take in school that will move me closer to my vision? Where can I learn this?
- What credits do I need?
- Will I need a diploma to achieve my vision?
- According to the assessments I've taken, what skills do I need to reach my vision?
- Is my course(s) of study (curriculum leading to a diploma or non-diploma/certificate) aligned with my vision of my life after school?
- What other transition services will help me reach my vision?
- Am I connected with the people or agencies that can help me reach my vision?
- Do I know when I'll be leaving school for the next step in my life?

What will I learn this year that will move me toward my vision for my future?

- Is my Educational Development Plan (EDP) and Transition Plan up-to-date and reflective of my career interests and future plans?
- Do my EDP and transition goals align?
- Is there research I can do through Career Cruising, such as exploring colleges or training options, that align with my vision and helps me plan for my future?
- What are my annual goals/objectives, and will they help me reach my vision?
- Is there something I can do in school, at home, or through an experience that will help me with my vision?
- Am I on track to earn my high school diploma? If not, where do I go for help?

Family Checklist

Here is a checklist to help you get started with some areas to consider. This list is just a beginning, so there's no doubt you will have many more questions and will need information specific to your son or daughter.

- Help your son or daughter learn about and understand his/her disability.
- Keep records of the transition-related services and activities that occur.
- Review your son or daughter's IEP goals.
- Review graduation requirements and help make decisions about course of study, paths, and options for a high school diploma.
- Advocate for the curriculum that will prepare the your son or daughter for their post-secondary goals and post-school vision.
- Provide opportunities for your son or daughter to explore post-school options (e.g., employment, career centers, community colleges, state colleges, universities, living arrangements, recreation and leisure, and community service).
- Support your son or daughter in developing his or her measurable post-secondary goals.
- Support your son or daughter in inviting teachers and agency personnel to attend his or her IEP meetings.
- Conduct mock IEP meetings so your son or daughter can practice participating in the meeting.
- Help your son or daughter to develop a portfolio that includes an updated IEP, assessment scores, learning style information, grade point average, class rank, honors or awards, work evaluations, work experiences, and other related information.
- Gain knowledge of resources and agencies that may support your son or daughter's transition goals and activities.
- Discuss and develop strategies for transportation if they will be dependent on others to get to work, social activities, and other life events.
- Encourage your son or daughter to be as independent as possible at home and in the community.

School Staff Checklist

Here is a checklist to help you get started with a mix of items that are required by IDEA and good transition practice tips. This list is just a beginning, so there's no doubt there may be additional transition activities you're doing with students based on their individual needs and goals.

- Support students in the general education Michigan Merit Curriculum (MMC).
- Listen and consider information provided by students and families.
- Use assessment and progress monitoring for data-driven decision-making.
- Provide opportunities for students to learn to advocate for themselves, including participating in and leading their IEP and transition meetings.
- Align the course of study, IEP goals, and transition services to the student's post-secondary vision.
- Provide information identifying the student's areas of strength and areas for improvement.
- Link the student and family to activities, information, and supports available for all students such as tours of the Oakland Schools Technical Campuses or college nights.
- Assist families and students in understanding the course of study options and paths to diploma available in your district.
- Provide information about community agencies connected with transition.
- Share information about transition-related school and agency learning opportunities for students and families.
- Complete a Summary of Performance (SOP) for each student as they exit school. Review the SOP with the student; obtain alternative contact information to support connecting with the student for the State Performance Plan (SPP) 14 Post School Outcomes survey.
- Advise students and families they will be contacted for the SPP 14 Post School Outcomes survey one year following school completion. The survey will inquire if they are working, going to school/training, or a combination of both.

Did You Know?

Transition Planning...

- Begins no later than the first IEP in effect when the student turns 16, and may be considered earlier if determined appropriate by the IEP team.
- Considers and supports the student's post-school vision and post-secondary goals, focusing on preparation for life after the completion of public school eligibility.
- Is addressed annually as part of the Individualized Education Program (IEP).
- Supports access and progress in the general education curriculum and may include course of study options including career and technical education.
- Supports students whose courses of study lead to a high school diploma or a local non-diploma/certificate.
- Includes consideration in the areas of preparation for employment, further education, community participation, and as needed adult living skills.
- Is coordinated by the school team and may include community agency partners and resources as appropriate.
- Is a team effort starting with the student, including the family, school staff and agency partners as appropriate.

Livingston County Transition Council

The Livingston County Transition Council is comprised of the county transition coordinator, transition and work-study staff, and secondary school staffs representing each of the local school districts. The group also includes middle school and charter school representation, as well as Michigan Rehabilitation Services counselors. As the district liaisons for transition, the mission of the council is to:

- Promote the delivery of transition service in Livingston County.
- Support transition compliance.
- Provide a forum for sharing, networking, and professional development.
- Promote partnership with the community agencies and organizations.
- Provide transition information and support in their district.
- Link students and families with transition resources.

To connect with the district representative at your school, contact the Special Education or Student Support Services office in your district, or call the county Transition Coordinator, at 517 980-2021.

Connecting with Community Agencies

Some individuals with disabilities may be eligible for services from Livingston County adult service providers to assist them in their post-school life. The main partners in transition are Livingston County Community Mental Health and a vocational rehabilitation agency, Michigan Rehabilitation Services (MRS).

The community agencies may assist individuals and families by:

- Providing information on services available through their agency.
- Participating in the Adult Transition Services IEP meetings as available; assisting in developing the transition plan.
- Aligning the Person Centered Plan (PCP), Individualized Plan for Employment (IPE) and/or the IEP supporting the post-secondary vision.
- Assuming responsibility, when appropriate, for some of transition activities as the student leaves school.

Information and Helpful Hints:

- There may be a detailed application process to access supports and services from adult service providers.
- Documentation of the individual's disability will be required to determine eligibility for Social Security, Medicaid, Community Mental Health services, and employment services from Michigan Rehabilitation. It is extremely important to keep good records.
- Ideally, the transition from school to agency services is seamless, however, services may not be provided immediately. There may be a waiting period.
- Get started before the end of public education (graduation or aging out of eligibility) to minimize gaps in supports and services.
- Keep good records noting each conversation that occurs. Note the time, date, person contacted and information obtained, and keep a copy of the letters you write or receive from an agency.
- Keep records on employment, letters of recommendation, and a current resume on file.
- Keep medical records and other treatment documentation related to the individual's disability and needs.

Partners in Transition Documents for Transition Planning

Education

Individualized Education Program (IEP)

Includes Transition planning which:

- Emphasizes life planning
- Includes a statement of needed services and activities as a cooperative effort between student, family, school and community agencies.

Focuses on school plans.

Emphasizes educational and instructional goals.

Represents goals and objectives that are the responsibility of the school, student and family.

Livingston County Community Mental Health

Person Centered Plan (PCP)

Person-centered planning is a way for individuals to plan their lives with the support and input from those who care about them.

Through the PCP process, an individual and those who support him or her:

- Focus on the individual's life goals, interests, desires, preferences, strengths and abilities as the foundation for the planning process.
- Identify outcomes based on the individual's life goals, interests, strengths, abilities, desires and preferences.
- Make plans for the individual to work toward and achieve identified outcomes.
- Determine the services and supports the individual needs to work toward or achieve outcomes including, but not limited to, services and supports available through the community mental health system.

Michigan Rehabilitation Services (MRS)

Individualized Plan for Employment (IPE)

When you are determined eligible for Michigan Rehabilitation Services (MRS), you will need to develop a written Individualized Plan for Employment (IPE) or Employment Plan. This plan will show how you will achieve your employment goal.

Your written IPE must contain the following:

- A specific job goal and when you will reach it.
- Services to reach the job goal — including service providers, starting dates, and funding arrangements.
- How MRS will know if you are making progress toward your job goal.
- Services and benefits from other programs that will help you reach your job goal.
- MRS responsibilities.
- Your responsibilities.
- Approval signatures from you and your MRS counselor.

Bureau of Services for Blind Persons (BSBP)

Individualized Plan for Employment (IPE)

Connecting with Agency Providers

Community Mental Health Services of Livingston County is actually a group of three sites throughout Livingston County, each of which offers a unique array of services.

We are part of The Community Mental Health Partnership of Southeastern Michigan (CMHPSM), a collaborative effort between Lenawee, Livingston, Monroe and Washtenaw Counties, which was established in 2002. This affiliation was developed to meet the state's requirement to affiliate with other community mental health agencies to provide services to 20,000 or more Medicaid covered lives.

Contacts with Community Mental Health Services of Livingston County often start with a call to our Intake Services at **(517) 546-4126**. Intake Services will ask you for:

- The concern that you would like to address
- Your name, address and date of birth
- Your Insurance coverage and income
- Your prior services, if any

Preparing for Contacting CMH Guidelines for Young Adults with Developmental Disabilities

Decide what services I need?

- Respite – a break for the parent or family member who is responsible for my care or supervision
- Community Living Support- if I need help with living as independently as possible or if I am planning to move into a supported living situation.
- Vocational Support/Sponsorship or Out of Home Non-Vocational (e.g. Breakfast Club,) Excel
- Supports Coordination - Help with obtaining benefits (Consider housing, community resources, assessments for CLS/Respite, etc.).

Information I NEED to know before I make the call to CMH:

My disability is a Developmental Disability.

_____ I am my own Guardian

_____ I am not my own Guardian

_____ I will talk myself

_____ I have a Support person here with me who will help me today.

Things I NEED to have with me when I make the call to CMH:

Do I have Medicaid coverage? _____

Social Security Income (SSI) _____

Any private insurance coverage – put the name of the insurance company and number _____

Any taxable income (if any) _____

Middle School Transition

Even though IDEA laws don't require transition to be in place until the year the student turns 16, it's important to start thinking about transition during middle school in order to better prepare for high school and beyond. Middle School offers opportunities to build competence, learn social skills, and foster independence. Many students start exploring possible career interests by volunteering, or doing neighborhood chores such as pet sitting or babysitting. For students with a disability it's time to start thinking about goals for the future in the areas of education, employment and adult living, in order to have the right plans in place leading to their post-school vision.

In Livingston County, all 8th grade students who have an IEP will develop a Transition Plan as part of their annual process. Case coordinators are trained in guiding this process to begin exploring potential career pathways, vocational opportunities and next steps. One of the first steps in middle school transition is career exploration and the development of the Educational Development Plan (EDP), which is required to be completed by the end of eighth grade.

The Education Development Plan (EDP)

An EDP documents the ongoing process in which a learner identifies both career goals and a plan of action to achieve them. The purpose of the EDP is to provide every student with an ongoing record of career planning that will help guide them in selecting careers that align with their aptitude, interests, and strengths.

- Some students in Livingston County access Career Cruising, an online system, to document individual plans for academic achievement and career goals.
- Students develop their EDP prior to leaving the eighth grade level.
- Each year students should have the opportunity to review and update their EDP to reflect changes in their career interests and plan accordingly when selecting high school courses.

Middle School Checklist

Here is a checklist to help you get started. This list is just a beginning, so there's no doubt you will have many more questions and need more information. Continue to look at this checklist regularly with your parents, counselor, and transition team.

- Learn about your disability and learning challenges and be able to talk about it.
- Attend, participate in and/or lead your Individualized Education Program (IEP) meeting.
- Explore different strategies to figure out the best way for you to learn (i.e., hearing, seeing, doing, moving around, sitting quietly, writing things down, using a computer or an app, etc.).
- Know the accommodations you need and use to support your learning in classes and on assignments (i.e., extended time for tests or assignments, tests in a quiet area, use of calculator, etc.).
- Participate in the Career Development and Educational Development Plan (EDP) process by the end of eighth grade.
- Visit the high school you will be attending.
- Learn about the requirements for a diploma and graduation in your school district.
- Work with your IEP team, including your parents, to determine if working toward a high school diploma is the right path (course of study) for you.
- Have a system to organize your classes and schoolwork that works for you.
- Learn to talk about your interests, preferences, strengths, and challenges/needs.
- Practice independent living skills – take care of your laundry, use an alarm to get yourself up in the morning, learn to cook, and help with home chores.
- Volunteer or join a club/organization. It will help you explore your career interests and get pre-work experiences.



High School

To ensure Michigan's students have the skills and knowledge needed for the jobs of the 21st Century global economy, rigorous statewide graduation requirements were signed into law in 2006. The requirements are based on the Michigan Merit Curriculum (MMC) and include state assessments. Continuing the goal to prepare students for the future, Michigan adopted the Common Core State Standards (CCSS), which will continue the focus on College and Career Readiness for all students. In addition to the state standards and requirements, some school districts have established additional academic and non-academic requirements.

Paths to a Diploma

There are many paths to a diploma for all students, including students receiving special education services through an IEP. These may include:

- Traditional High School
- Career and Technical Education
- Personal Curriculum
- On-line or virtual learning
- Dual Enrollment/Early College programs
- A combination of options

Personal Curriculum

The Personal Curriculum (PC) is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student's graduation requirements needs to be consistent with this purpose. Local school districts have the ability to develop PC policies. The parent, legal guardian, emancipated student, or school personnel may request the PC. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a personal curriculum. Contact your high school to learn about the Personal Curriculum policies in your district.

Determining which path is the right path for the student are family and IEP team decisions. To learn about the diploma and graduation requirements for your high school, contact your local school district.

The **Summary of Performance (SOP)** is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as state in IDEA 2004 is as follows:

For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency "shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals". These recommendations do not imply the student automatically qualify for supports in postsecondary education or employment settings, as these decisions will be made on a case by case basis within those entities.

Additional high school information and resources can be found at www.michigan.gov/mde

High School Checklist

Here is a checklist to help you get started. This list is just a beginning, so there's no doubt you will have many more questions and need more information. Continue to look at this checklist regularly with your parents, counselor, and transition team.

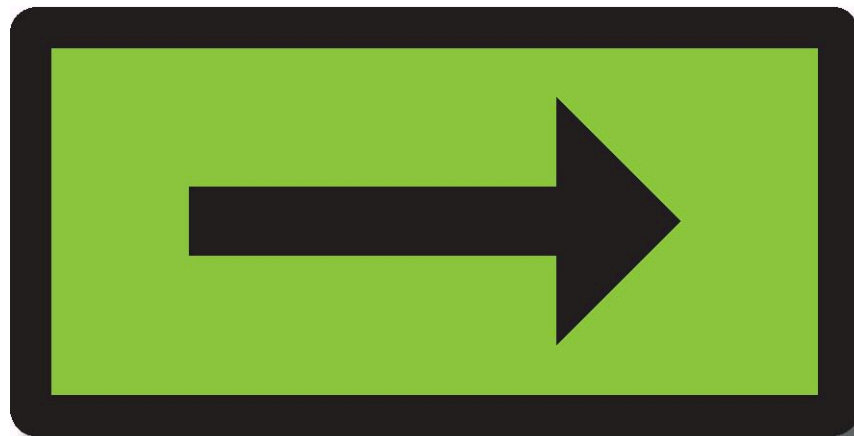
- Understand your disability including what it is and how it affects your learning.
- Update your EDP, your portfolio, and develop a resume or summary of experiences.
- Attend, participate, and/or lead your Individualized Education Program (IEP) meeting.
- Know the accommodations you need and use to support your learning in classes and on assignments (i.e., extended time for tests or assignments, tests in a quiet area, use of calculator, etc.).
- Use Career Cruising, your experiences, and your interests to help you think about your plans and goals for the future.
- Work with your IEP team to determine if you will be working toward a high school diploma and graduation.
- Work with your parents, IEP team, school counselor, and transition coordinator to identify the best plan for you to reach your goals.
- Consider how long it will take you to finish high school, outline a four-year plan or a five-year plan depending on your course of study, classes, and goals.
- Take high school courses that will prepare you for continuing your education after high school.
- Talk with your case coordinator about the Work Readiness Assessment Program offered in the county's five public schools to gain work experience as part of your high school credits.
- Attend your high school's Course Fair and visits to the LATEC (Livingston Applied Technology Education Consortium).
- Attend the College Nights offered at your high school, and use Career Cruising or O*Net (www.onetonline.org) to explore colleges, vocational training programs, and other educational resources.
- Talk with the counseling and disability supports offices at post-secondary schools about the process, required documentation, and supports available for students with a disability.
- Volunteer or work part time to gain experience and help you determine your career interests.
- Connect with your district transition coordinator to determine if a referral to Michigan Rehabilitation Services is the right next step for you toward training and employment.
- Visit Michigan Career and Technical Institute or community colleges with district/county transition staff.
- Take a transition assessment(s) - i.e., interest inventories, career exploration, or life skills.
- Understand the legal status and responsibilities before and after the age of majority, age 18.
- Practice independent living skills – take care of your laundry, use an alarm to get yourself up in the morning, learn to cook, and help with home chores.
- Work with your IEP team, including your parents to determine if you will need ongoing supports and services for learning and transition that will continue in a post-high school program. (See the Certificate of Completion section of this guide).

Certificate of Completion

Certificate of Completion

The state of Michigan has endorsed the requirements for a high school diploma, which is awarded at the local school district level when a student has met the academic and district requirements. While there are many paths a student with or without an IEP may travel to a diploma, there is only one diploma. For students with an IEP whose disability impacts their capacity to meet the requirements for a diploma, there is what has become known as the Certificate of Completion. Certificate of Completion is not referenced in special education rules or laws. The requirements for, and the awarding of a certificate is a local school district decision. The Certificate of Completion may also be known as a local certificate, certificate of attendance, certificate of participation, or a transition certificate. There are generally two scenarios in which certificates are awarded

- A high school student with an IEP who has not met the requirements for a high school diploma and chooses to exit the public school system may be awarded a Certificate of Completion by the local school district.
- The IEP team determines a student with more significant disabilities will complete the programs and services at their local high school and continue in a post-high program for students. (See Post High School programming in next section). Typically, the student would “walk” with their graduating class, be eligible to participate in senior activities, and receive a local district certificate at the graduation ceremony. A Certificate of Completion would be awarded in the future when they have met their goals and choose to exit public school or when they have reached the maximum age of eligibility.



Post-High Programs

Traditionally, post-high programs have been an option for students with intellectual and developmental disabilities who complete high school special education programs and services but are unable to meet the requirements for a high school diploma due to their disability. These students are eligible to continue receiving special education supports and services through a post-high program, which focuses on preparation for adult life. Depending on the vision, goals, and needs of the student they may attend a post-high program for one year, two years, several years, or until aging out of eligibility for special education services.

LESA Transition Programs and Services

- Focuses transition supports and opportunities on the vision, dreams and, needs of the young adult.
- Prepares students who, when they leave school, will continue to need some level of life-long support, with skills to help them be as independent as possible.
- Supports students who are likely eligible for supports from community adult services agencies.
- Focuses on preparation for post-school adult living and help develop natural supports.
- Promotes the shift from school-based experiences and supports to community, family, and agency-based experiences and supports.
- Build communication skills and prepare young adults to advocate for themselves.

What's offered through our services?

The instruction and experiences offered focus on transition activities, skills needed for adult living, and connections to resources or agencies likely to provide services in the future. The goal is for students to learn the skills necessary to become more independent adults. While the students will have many experiences through school, many activities, learning, and connections will occur outside of the school in the community. The instruction and experiences generally revolve around:

Further Education includes preparation toward the continuation of formal or informal learning of knowledge and skills.

Students will:

- Participate in personal management such as: budgeting, banking, and bill paying
- Access the community by planning outings and learning to use public transportation.
- Understand how to communicate effectively with others in a variety of settings.
- Practice how to shop, dine, travel and advocate in a social environment.
- Build universal job skills and supports for employment opportunities.

Post-High Services Checklist

Here is a checklist to help you get started. This list is just a beginning, so there's no doubt you will have many more questions and need more information. Continue to look at this checklist regularly with your parents and transition team.

- Understand your disability including what it is, how it affects your learning and how it will affect your goals for your life.
- Attend, participate, and/or lead your Individualized Education Program (IEP) meeting.
- Work with your IEP team, including your parents to make a plan to support your vision/goals.
- Go to trainings, meetings, and opportunities where you and your family can learn more about community agencies (Arc of Livingston's Arc Expo, agency open houses, etc.).
- Consider application for Supplemental Social Security Income (SSI) and Medicaid.
- Consider contacting Livingston County Community Mental Health to determine if you are eligible for services.
- Consider the need for a referral for vocational rehabilitation services with your team (Michigan Rehabilitation Services or the Bureau of Services for Blind Persons).
- Think about who is on your team - your allies, friends, mentors, family, agency staffs, or others.
- Learn about the Person Centered Plan - it will be the plan to support your needs and dreams.
- Get as many work, volunteer, and community experiences as you can while you're in school.
- Identify your health care providers. They may change once you turn age 18.
- Understand the legal status and responsibilities after the age of majority, age 18.
- Think about a balanced life with work, volunteering, friends, leisure, recreation, faith, hobbies, and life-long learning, daily living skills, and where you want to live.
- Set a timeline to have your transition goals and plan in place while you can stay in school through the age of eligibility. You may have everything in place and be ready to exit school sooner.

Accommodations and Modifications

As part of their K-12 educational program, students eligible for special education services may receive accommodations or modifications to the curriculum. It is important to make a clear distinction between these methods of assisting students as modifications may impact the ability to meet the requirements for a diploma.

An **accommodation** is the use of any technology or resource, which minimizes the disability and allows the student to fully participate in the curriculum objectives, assignments, projects, and assessments.

Example: A student has a documented learning disability (written expression).

Accommodations may include:

- Use of a computer and spelling/grammar check
- Editing/Proofreading help
- Scribe for written work
- Notes from peers/teachers
- Recorded lectures

A **modification** changes the standards, expectations and content. It allows the student to participate in reduced and different curriculum objectives, task requirements and assessments.

Example: A student has a documented learning disability (written expression).

Modifications may include:

- Different writing assignments, not at grade level
- Eliminating writing assignments from expectations
- Reducing difficult vocabulary
- Reduced content density



Section 504

Section 504 of the Rehabilitation Act and the Americans for Disabilities Act (ADA) is a federal civil rights law that has been in effect since 1973. The Office for Civil Rights (OCR) is charged with the enforcement of Section 504, has become proactive in the field of education of individuals with disabilities.

- Section 504/ADA prohibits discrimination of individuals with disabilities by school districts and post-secondary education institutions receiving federal funding.
- Individuals who are disabled under IDEA are also considered to be disabled and protected under Section 504/ADA.
- Not all students who are disabled under Section 504/ADA meet the eligibility requirements for an IEP under IDEA.
- A district has an obligation to evaluate if there is reason to believe a student has a disability as defined under Section 504/ADA and may require either accommodations or related services in the general education setting in order for the student to participate.
- Section 504/ADA is what public post-secondary institutions and workplaces operate under for individuals with disabilities to provide access.

An example of a student who may be protected under Section 504/ADA but who may not be eligible under IDEA is one who has juvenile arthritis (health impairment) but does not require special education services. This student may have limited strength and not be able to carry several books. In order for the student to access the regular education curriculum, the district may provide an additional set of books for home or provide an electronic version of the textbooks.

For additional information visit www.ada.gov



Turning 18

Turning 18, or reaching the “age of majority” in Michigan, is when a young person is considered an adult and granted legal autonomy. These rights will be the responsibility of the student upon reaching the age of majority unless the family has completed the legal process for power of attorney or guardianship.

One year before turning 18, a student must be informed during the IEP of his or her rights under IDEA and will be given information entitled *Procedural Safeguards Notice* to help the student understand his/her rights.

Actions to Consider at Age 18

- Legal services for wills, trusts, guardianship, or power of attorney
- Obtain a state identification card through the Secretary of State for non-drivers
- Application for Medicaid
- Application for Social Security Supplemental Security Income (SSI)
- Establish a bank account
- Connection to community mental health to determine eligibility for adult services (see previous section).

Legal Representation

Guardianship or Power of Attorney?

Guardianship is a legally recognized relationship between a competent adult (the guardian) and a minor child or an adult with a disability (the ward). The guardian is given the duty and right to act on behalf of the ward in making certain decisions affecting the life of the ward. There are varying levels of guardianship to consider and the process is accomplished in probate court.

Power of Attorney gives legal authority to a person to make decisions on behalf of another person. A lawyer is not required to execute a power of attorney but it is recommended because there are different types of powers of attorney.

Resources

- Livingston County Probate Court
- Livingston County Community Mental Health 517.546.4126, or www.cmhliv.org
- ARC of Livingston 517.546.1228, or <http://arclivingston.org>
- Michigan Protection and Advocacy Services 1.800.288.5923 or <http://www.mpas.org>

Selective Service

Federal law requires **all young men** register with the Selective Service System at age 18. Young women are not required to register. **Young men are not excluded from this requirement because of a disability.** Federal jobs and other kinds of job training programs, which rely on federal monies, may require proof of Selective Service registration as part of the application process. There are several ways to register for the Selective Service:

- Go online at www.sss.gov
- Complete a form at your local post office
- Go to an armed forces recruiting station
- The application form for Federal Student Financial Aid (FAFSA form).

Supplemental Security Income (SSI)

Supplemental Security Income (SSI) is a program administered by the Social Security Administration (SSA). SSI is a program that pays monthly benefits to individuals with a disability who meet eligibility requirements. Many services available after a person with a disability leaves public education are eligibility based and funded through supplemental Social Security Income and Medicaid eligibility.

To obtain information on SSI:

- Call 1.800.722.1213
- Online at www.ssa.gov
- www.mi.db101.org

Understanding Social Security's Work Incentives for People with Disabilities

Ticket to Work connects you with free employment services to help you decide if working is right for you, prepare for work, find a job or maintain success while you are working. If you choose to participate, you will receive services such as career counseling, vocational rehabilitation, and job placement and training from authorized Ticket to Work service providers, such as Employment Networks or your state Vocational Rehabilitation agency. The service provider you choose will serve as an important part of your "employment team" that will help you on your journey to financial independence.

Who Qualifies?

- Everyone age 18 through 64 who receives Social Security Disability Insurance (SSDI) and/or Supplemental Security Income (SSI) benefits because of his or her disability is eligible to participate in the Ticket to Work program. Participation in the Ticket to Work program is free and voluntary.
- Social Security no longer sends paper tickets in the mail, and you don't need a paper Ticket to participate! Your eligibility will be verified by the service provider with whom you choose to work. You can also find out about your eligibility status by calling the Ticket to Work Help Line at **1-866-968-7842 (V)/ 866-833-2967 (TTY).**

Supported Employment

Supported Employment is a community based work option for adults with disabilities who have traditionally been excluded from opportunities in regular work settings. It is based on the premise that work should be accessible to everyone, regardless of disability. By providing individuals with the necessary support for as long as they need it, people with disabilities who previously were unable to perform competitive work are finding opportunities to increase their community integration, independence and productivity.



Supported employment has the following characteristics:

- It is paid work.
- It takes place in an integrated setting.
- Training occurs at the community based job site.
- Ongoing support is provided.

Individuals who have the following disabilities may benefit from Supported Employment:

- Moderate, Severe or Profound Cognitive Impairment
- Autism
- Multiple Disabilities
- Cerebral Palsy
- Traumatic Brain Injury
- Chronic Mental Illness

For more information, see Community Mental Health section of guide.

Medical & Health Care

“Age of majority” rights include the protection and privacy afforded to all adults through the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule.

There are many health and medical issues for a parent and student with a disability to consider depending on the ability and need of the young adult:

- Consider Children’s Special Health Care Services. At age 18, only the young adult’s income is reviewed.
- Plan the transfer of medical care from pediatric providers to adult providers.
- Check eligibility for Supplemental Security Income (SSI) from the Social Security Administration.
- Explore options for health care coverage.
- Plan the steps needed for the young adult to be as independent in his/her health care as possible.
- Explore guardianship and alternatives to guardianship options if special needs interfere with the ability to make medical and other decisions.
- Complete and submit a release of information signed by the young adult if parent/caregiver will participate in his/her care.

Going to College

Choosing the right college is the key for all students and can be even more important for students with a disability. Disclosing your disability at the college level is an individual decision. However, if accommodations or academic adjustments will be essential for success, it is an important step a student must take. In addition to the common informational tour, it will be important to talk with a representative from Disability Support Services to understand the following:

- The student must self-identify and contact the office of disability supports.
- Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician.
- The appropriate academic adjustment or accommodation must be determined based on your disability and individual needs.

Differences Between High School and College

Making the transition to college is exciting and challenging for all students. New responsibilities and expectations will be placed on you, essentially from the first day you are on campus. As you prepare for this transition, it is important to know about some key differences between high school and college.

Laws

High School	College
Guided by The Rehabilitation Act of 1973, Section 504, Subpart D and the Individuals with Disabilities Act (IDEA)	Guided by The Rehabilitation Act of 1973, Section 504, Subpart E and the Americans with Disabilities Act (ADA)
Entitlement - student has a right to a free and appropriate public education	Eligibility - student must be eligible to attend college and needs to meet program eligibility requirements as well
The goal of the accommodation process is to ensure that the student is SUCCESSFUL	The goal of the accommodation process is to ensure that the student has equal ACCESS
Standards may be modified to ensure success	Standards are not fundamentally altered

Responsibilities

High School	College
Public schools are required to identify students with disabilities through free evaluations and the individualized education program (IEP)	The student is responsible for contacting the disability office about accommodations
Provide the resources and program placement necessary for student success	Coordinate reasonable accommodations only while deferring to university practices for resources (i.e., tutoring, counseling, etc.)
Parents, counselors, and teachers tend to do most of the advocating and accommodation coordination for students	Students are their own self-advocates and managers of the accommodation process
Parents and teachers tend to play active and lead roles in monitoring attendance, homework, and course progress	Students are expected to take the lead in monitoring attendance to classes, completing homework, and knowing course progress
Parents, teachers, and counselors often are the lead advocates for the student; these advocates keep the student in the loop when necessary	Students are expected to advocate for themselves and lead the communication of information with their parents

College Checklist

Here is a checklist to help you get started. This list is just a beginning, so there's no doubt you will have many more questions and need more information. Continue to look at this checklist regularly with your parents, counselor, and transition team.

- Collect information on your post-secondary education options and keep it all in a folder.
- Collect the information to document your disability including your IEP, medical or testing reports.
- Work with your case coordinator on developing your Summary of Performance (SOP) to take with you to a college counselor in the disability supports office.
- Attend going to college information sessions offered by your school counselors and high school.
- Think about taking a study skills or an orientation to college class at your local community college.
- Be sure you know your learning strengths and weaknesses and compensating techniques or accommodations that work best for you.
- Make sure that your independent living skills are adequate (e.g., keeping a checking account, doing laundry, cleaning, cooking, and transportation).
- Learn about Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. These laws explain what kinds of accommodations post-secondary institutions must provide when a student requests them. It is your responsibility to ask for the necessary accommodations.
- Create a checklist of deadlines for admissions application, test registration, fees, test dates, financial aid applications, and other materials you will need to submit. Keep all of this in a folder.
- Visit colleges and universities and attend college fairs to help decide which post-secondary institution is best for you. Do these places have the support services you will need? Again, it's best to visit and be sure.
- To get financial aid, you have to apply for it. Ask your school counselor for the College Board's Financial Aid Form (FAFSA) packet, which consists of the Free Application for Federal Student Aid and the FAFSA.
- Men 18 years and older must prove draft registration in order to receive federal financial aid. Inquire at the local post office about registering.
- Find out who is responsible for assisting students with disabilities at the post-secondary institution of your choice. Get an appointment as soon as possible before starting school to discuss your disability, the documentation requirements needed, and the accommodations you will need.

Additional College Information

It is possible to attend a Community College without a high school diploma; however, keep in mind the admission requirements are the same for all students including placement testing. A lack of diploma will also impact eligibility for federal financial aid. (See Appendix A for more information about Post Secondary Exit information)

Glossary

Adult Living: Includes activities, skills, and strategies typically used or needed occasionally or frequently in everyday life.

Accommodation: An accommodation is any change in how a student accesses and demonstrates learning that does not change instructional content. These can include changes in presentation, format, response format, test setting or test timing. Accommodations are made to “level the playing field,” that is, to provide equal opportunity to demonstrate knowledge.

Alternate Assessment: Alternate assessment is used to measure the learning progress and performance of students with disabilities whose IEP teams have determined it is inappropriate for them to participate in general education assessment.

Adult Service Provider: These are the local and non-public agencies that may provide support and services for individuals with disabilities.

Assessment: Assessment is a planned process for gathering information about a student’s skills or knowledge to support instruction. The outcome identifies the student’s strengths and needs and results in the design and implementation of selected educational strategies. Assessments include formal and informal measurements.

Career Cruising: is an online career guidance and planning tool used in some Livingston County school districts for the development and storage of an Educational Development Plan (EDP).

Assistive Technology: Equipment/materials used to maintain or improve the capabilities of a student with a disability.

Common Core Standards: Provide a consistent, clear understanding of what students are expected to learn so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

Certificate of Completion: awarded to a student receiving special education services who has not met the district high school diploma requirements, but has met their goals or aged out of eligibility. May also be referred to as a Certificate of Attendance or Participation at the completion of high school programs and services.

Community Experiences: Activities occurring in the local community to provide authentic “real life” learning opportunities.

Consent: The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication. The parent understand and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom.

Continuum of Service: Provides a full spectrum of services that are tailored to the individual needs of each student at any given time during the child’s educational career.

Daily Living Skills: Activities that adults do in their lives (cooking, cleaning, personal hygiene).

Developmental Disabilities: Cognitive impairment, epilepsy, cerebral palsy, autism and other neurological impairments which onset prior to 18 and significantly impair a person’s functioning and is expected to remain throughout a person’s life.

Development of Employment: Activities/strategies focused on the development of work-related behaviors, job-seeking and retention of skills, career exploration, skill training, apprenticeship training, and actual employment.

Diploma: Awarding of a high school diploma is a school district decision based on the completion of the state and local district requirements for graduation.

Educational Development Plan (EDP): Documents an ongoing process in which a learner identifies both career goals and a plan of action to achieve them.

Employment Options:

Sheltered Employment: Employment utilizing work environments where only persons with disabilities are employed and where payment is customary at less than minimum wage.

Transitional Training/Employment: Employment that provides time-limited support leading to competitive minimum wage.

Supported Employment: Employment that requires intensive on-going support, utilizing work environments where persons without disabilities are employed, where payment can be less than the minimum wage.

employment (may include training stations, on-the-job training, or enclaves) where payment can be less than the

Competitive Employment: Unsubsidized employment where payment is at or above the minimum wage.

Free Appropriate Public Education (FAPE): Free appropriate public education; special education and related services identified and provided through an IEP; without charge to the parent.

Functional Performance: Describing non-academic area or skills needed for independent living such as organization, attendance/punctuality, getting along with others.

Functional Vocational Evaluation: An informal or formal assessment process that provides information about job or career interest, aptitudes, and skills. Information may be gathered through school experiences or through an agency referral process.

IDEA: The Individuals with Disabilities Education act of 2004 law provides for the free appropriate public education for students with disabilities. Federal reauthorization is in process.

Goals: Measurable statement of expected performance and outcome of specialized instruction. Describes what the student can reasonably be expected to do or achieve in a year.

Individual Education Programs (IEPs): Individual Education Programs (IEPs) are written records documenting the individualized planning and process for students with special education needs. Individualized planning is a continuous and integrated process of instruction, assessment, evaluation, decision-making and reporting.

Inclusion: Inclusion is the value system, which holds that all students are entitled to equitable access and progress in learning, achievement and the pursuit of excellence in all aspects of their education.

Intellectual Disabilities: is characterized both by a significantly below-average score on a test of mental ability or intelligence and by limitations in the ability to function in areas of daily life, such as communication, self-care, and getting along in social situations and school activities. Intellectual disability is sometimes referred to as a cognitive disability or mental retardation.

MI-Access: Michigan's alternate assessment program for students with significant disabilities when IEP teams determine that MEAP, even with accommodations, is not appropriate.

Michigan Educational Assessment Program (MEAP): The statewide assessment program used in Michigan to test and report student achievement in the core academic subjects at certain grade levels.

Michigan Merit Curriculum (MMC): Beginning with the Class of 2011, reflects mandatory credits aligned with recommended college and work-ready curriculum, including English Language Arts, Mathematics, Science, Social Studies, Physical Education & Health, Visual, Performing and Applied Arts, Online Learning Experience, and Language other than English (Class 2016).

Michigan Merit Exam (MME): Occurring in the 11th grade, the MME includes the SAT, Work Keys, and MI specific for content not covered in the SAT.

Modifications: Modifications are changes that result in learning outcomes being substantially different from those of the general curriculum.

Livingston County Transition Council: is a membership organization comprised of a least one representative from high school and/or post-high programs from each of the local school districts. The member may be a Transition Coordinator or be identified as the transition representative for their district. Interagency subcommittee also adds agency representation for community partners who service young adults with disabilities.

Present Level Statement: The present level of academic achievement and functional performance (PLAAFP) describes the student's current performance levels as determined from recent informal and formal assessments; includes quantitative and qualitative data.

Post-High: Continued program and services option for students with an IEP who complete high school special education programs and services but due to their disability are unable to meet the requirements for a high school diploma. Instruction, programs, and services focus on skills needed for adult living in the areas for further education, development of employment, and community participation.

Post Secondary: Refers to higher education options such as community college, university, the military, or vocation training programs occurring after the completion of high school and/or the obtaining of a high school diploma.

Procedural Safeguards: A document required by federal regulations that identifies parental rights with regard to Special Education.

Related Services (Ancillary Services, Auxiliary Services): Services that are determined necessary by the IEP process to meet the student's educational needs.

Short Term Objectives: Specific statements that describe observable, measurable behaviors and provide indicators of student progress toward annual goals.

Student with a disability: Students who are determined by an IEP Team or hearing officer to have one or more of specified impairments and need specialized instruction and related services.

Summary of Performance: Per IDEA 2004, the school district must provide the student with a summary of their academic achievement, functional performance, and recommendations to assist the student in meeting their postsecondary goals upon completion of the eligibility (graduation or aging out).

Transition Coordinator: Person or persons at an intermediate school district or local district who have been identified as the transition coordinator to provide training, supports and resources for transition services and compliance.

Transition Services: An IEP requirement by age 16 to provide a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, focused 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.

Vision: The future goals for a student with an IEP in the areas of adult living, career/employment, further education, or community participation. The student's vision/goals serve as the basis for transition planning. Also referred to as post-secondary vision.

Resource Directory

Employment

Agency Name	<i>Michigan Works! Livingston Service Center</i>
Web site address	<i>www.lcmw.org</i>
Phone Number	<i>(517) 546-7450</i>
Description of Services	<i>Michigan Works! Livingston Service Center offers a full range of employment-related services to help employers find skilled workers and to help job seekers find satisfying careers. The Center, located in Howell, is part of the statewide Michigan Works! System of one-stop service centers designed to meet your needs. Oversight is provided by the Workforce Development Council.</i>

Agency Name	<i>Excel Employment Options</i>
Web site address	<i>www.excelemp.org</i>
Phone Number	<i>(517) 586-4008</i>
Contacts	<i>Kathy Wangen, Program Director</i>
Description of Services	<i>Excel Employment Options is a private, non-profit organization providing a variety of community-based vocational and related support services in Livingston and Oakland Counties. Services and support are provided to: Persons seeking employment, persons seeking meaningful community participation, students transitioning into the work force, employers, and community organizations.</i>

Transportation

Agency Name	<i>Livingston Essential Transportation Service (LETS)</i>
Web site address	<i>www.livgov.com/lets</i>
Phone Number	<i>(517) 546-6600</i>
Hours of Operation	<i>8:00 a.m. to 4:30 p.m. (phone)</i>
Description of Services	<i>Livingston Essential Transportation Service (LETS) was established in October 1977 to meet Livingston County's public transportation needs. LETS provides dial-a-ride service to any destination countywide and regional medical service to Ingham, Oakland, Genesee and Washtenaw counties. LETS serves the entire Livingston County community – the elderly, disabled, children, teenager, ANYONE!</i>

Transition Resources

Transition Resources Links

- Bureau of Services for Blind Persons (BSBP)www.michigan.gov/lara
- Center for Educational Networking (CEN)www.cenmi.org
- Center for Self-Determination <http://www.centerforself-determination.com>
- Developmental Disabilities Institute at Wayne State University (DDI)http://ddi.wayne.edu/about_ddi.php
- Michigan Association on Higher Education and Disabilities (MI AHEAD)www.mi-ahead.org
- Michigan Rehabilitation Services (MRS)www.michigan.gov/mrs
- Michigan Transition Resources (MI-TOP)www.mi-top.cenmi.org
- Michigan Transition Services Association (MTSA) www.michigantsa.com
- National Secondary Transition Technical Assistance Center (NSTTAC)www.nsttac.org
- Livingston County Community Mental Health Authority www.cmhliv.org
- Livingston Educational Service Agency – Special Education www.livingstonesa.org

_____ 's Transition Planning Profile

Dreams

- Work
- Living
- Fun

Strengths

Jobs I Might Like

Learning Style

Things That Are Hard For Me

Jobs I Do Now

School

Community

Employment