

# MOISD Transition Council



## Student and Parent Transition Guide

# Introduction

This guide has been written specifically to assist students with disabilities and their parents in understanding transition, as students make the move from high school and secondary programming to adult life. The move from school to adult life is a major step in a student's life and can be overwhelming and sometimes scary! It is the responsibility of the school to help students during this time of decision-making through writing a transition plan as part of an IEP (Individualized Education Plan). This guide will help explain transition, answer questions about planning for the future, and help to make the transition out of school a successful one.

All students who receive special education services must begin planning at age 16 for transition services and also as appropriate. This is about you and your future, so it is important that you are involved in this planning process. Upon reaching age 16 or before, you will be invited to attend your IEPT (Individualized Educational Planning Team) meeting. It is at this meeting that you should express your dreams, goals, and needs for your future. If you do not attend the meeting the school must make sure these desires are shared at the meeting.

## **What is Transition?**

According to the Individuals with Disabilities Education Act (IDEA), transition is:

“a coordinated set of activities for a student, designed with an outcome-oriented process, that promotes movement from school to post-school activities such as: Career/Employment, Postsecondary Education/Training, Community Participation and/or Adult Living Skills.”

**tran·si·tion** (trăn-zīsh'ən, -sīsh'-)

An act or the process of passing from one state, stage, place, or subject to another; change

## **Why do Transition Planning?**

Transition planning increases the chances of success in adult life. The process works to bring together schools, students, families, and community agencies in a combined effort to appropriately plan a successful path to adult life.

The transition plan drives the student's IEP.

## When Does Transition Planning Happen?

Transition is discussed at your IEPT (Individualized Educational Program Team) meeting when you will turn 16 during the life of that IEP. Transition assessments are done with you prior to the IEP meeting to help formulate your transition goals and services that you may need as a part of your transition plan to help get you ready to transition to your next steps after leaving school. The plan is written on your IEP forms and carried out throughout the year. Your transition plan is updated at least annually.

Before the meeting:

- Discuss who you would like to invite to your IEPT/Transition Plan meeting
- Ask what the meeting may be like
- Consider what you do well in (strengths) and things you need help with (weaknesses) in each of the transition areas

## What happens at the IEPT/Transition Meeting?

The people who were invited and are in attendance at your IEPT/Transition meeting will help you plan for your future.

- Everyone will introduce themselves
- You may be asked about your plans after high school in the following areas:
  - **Education (School)**  
Are there plans to go to college or a trade school after high school?
  - **Employment (Job or Career)**  
Have you considered a job or career after high school?
  - **Community Participation**  
How well do you get along with others? Do you have any special interests or hobbies?
  - **Post-School Adult Living**  
Do you know where you will live after high school? Are you capable of living on your own?

## Transition and your School

Responsibilities for your Transition Planning of your school may include:

- Supporting you in the Michigan Merit Curriculum (general education curriculum)
- Aligning the IEP goals, objectives, and transition services to your post-school vision
- Listening carefully to information provided by you and your family
- Using assessments for data driven decision making
- Providing information concerning your areas of strength and areas that need improvement
- Supporting community agencies by assisting in the referral process
- Helping prepare you to advocate for yourself and lead your own IEP and transition meetings
- Completing a Summary of Performance (SOP) and review the SOP with you
- Assisting you and your family to understand the available options in school and those that may be available during your adult life
- Advising you and your family they will be contacted for the State Performance Plan (SSP) Indicator 14 Post School Outcomes Survey, 1 year following school completion

## **Who is involved in your IEPT/Transition Meeting?**

You, your family, your school, and community agencies are involved in your IEPT/Transition Meeting. Each person's participation is explained in the next few pages.

## **Transition and the Student**

It is important to be involved in your transition process, since it is based on your post-school vision. What you should do:

- Attend and participate at your IEP meeting
- Learn to lead the IEP meeting
- Invite those who may help plan for your future
- Actively participate in transition assessments
- Express your opinions, choices and goals in planning for your post-school vision
- Learn about your disability
- Gain information about post-school options
- Identify accommodations and supports that may be needed for employment, future education, or participating in the community
- Follow through on transition activities
- Ask questions about things not understood
- Learn about your civil rights under the law
- Do your part and complete the activities written on your IEP/Transition Plan

## Family and Transition

Family members play an important role in the transition process.

These responsibilities are not limited to but may include:

- Attending the IEP Transition Meeting for support
- Advocating for a curriculum that will prepare the student for his/her postsecondary goals
- Helping the student learn about his/her disability and how to advocate for himself/herself
- Helping the student research education and employment options
- Inviting people to the meeting who will help plan for the student's future
- Assisting in the preparation for independence
- Becoming aware of rights and responsibilities under the law
- Assisting with making long-term plans and goals
- Gaining knowledge of resources and agencies that may help the student in the future
- Helping to follow through with the implementation of the transition plan
- Encouraging the student to be as independent as possible, at home and in the community
- Encouraging the student to utilize the career development and Educational Development Plan (EDP) process

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## **Adult Community Agencies**

The Adult Community Agencies may:

- Attend your IEPT/Transition meeting if invited; your school district must have written, prior consent to invite any community agency to your IEP
- Give you and your family information on the agency
- Help you write your Transition Plan
- Be active with their agreement of the IEP/Transition Plan

## **What to consider in Middle School:**

The transition process for you can start in middle school. Here are a few things for you to think about:

- The requirements you need to complete the Michigan Merit Curriculum for a high school diploma
- The requirements you need to receive a high school diploma in your school district
- Identify your learning styles and the necessary accommodations you need to be successful
- Be involved in your Career Development and Educational Development Plan (EDP) process by the time you finish 7th grade
- Be able to share your interests, strengths, and needs with others
- Be able to explain your disability and the necessary adjustments you use in your classes and school work
- Learn and practice skills needed to make decisions
- Look into the different technology tools you may need to help you succeed in school and community
- Check out local transportation options
- Practice skills needed to be self-supporting
- Learn and practice healthy living and your personal care needs

# EDPs 101

What is an Education Development Plan (EDP) and why do I need one?

- **Contains six (6) elements:**
  - **Personal Information**
  - **Career Pathway goals**
  - **Career Cluster**
  - **Educational/Training goals**
  - **Career Assessment results**
  - **Plan of Action**
  - **Parent/Family consultation and endorsement**
  
- **An EDP is:**
  - **Started by the 7th grade and updated at least annually throughout high school**
  - **Records personal and academic goals, high school course plan, post-secondary plans, assessment results and more**
  - **Career Pathway alignment to the MOISD Career Technical Education Programs**
  - **Documents future goals and plans**
  - **Encourages early career and college exploration**
  - **Required by Michigan law and supports the Michigan Merit Curriculum**

## **Students**

A student's EDP provides:

### **Awareness**

- Choose Career Cluster based on interests Choose the skills needed to be successful (including core classes)
- Think about passions and interests

### **Relevance**

- Take required classes for plans to run smoothly
- Ask questions and follow directions in order to run your plans efficiently and stay focused
- Have a backup plan for financial planning (paying for the dream)

### **Value**

- Get involved into interests, passions and skills needed for the 21st century
- Explore new interests often
- Understand and use available support systems (counselors, teachers, parent, friends)

## **Continue the Transition process in High School by:**

- Updating your EDP and resume
- Discussing and determining if you will be working toward a high school diploma and graduation
- Understanding your disability and keep documentation
- Identifying the accommodations you need and use to support learning in your classes and on school work
- Working with your high school counselor and/or transition coordinator for resources and guidance to support your postsecondary vision and goals
- Gathering information on colleges or trade schools including the support services for students with a disability and the required documentation
- Considering a referral to Michigan Rehabilitation Services for an assessment of vocational needs
- Understanding the legal status with regard to decision making before and after the age of majority (age 18)
- Practicing independent life skills
- Working with the IEP Team to determine if you will need ongoing support and services for learning and transition needs that will be continued after high school

## **Diploma or Certificate of Completion?**

Discuss with your IEP Team and determine if you will be working toward a high school diploma or a local district certificate of completion. Work with your high school counselor and/or transition coordinator to choose the appropriate course of study and discuss the requirements needed.

**Additional information can be found at**

## **Michigan Merit Curriculum (MMC)**

To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.

The MMC requirements can be met through alternative instructional delivery methods such as:

- Alternative course work
- Career and technology courses
- Industrial technology or vocational education courses
- On-Line or virtual learning opportunities
- A combination of these programs

## Be Prepared...

### Points of discussion for a Transition IEP / Questions to Ask Students

- Postsecondary Education

Trade School, College (2 or 4 yr), Employed (part-time/full time), Volunteer Work, Military, Vocational Training

**Questions:** What further schooling or training do you need? Where do you look to find information about further schooling or training?

How are your current academic skills? Are you on track to receiving a high school diploma or local district certificate of completion?

Do you need a diploma to achieve your future goals?

Are there other transition services that you need to help you reach your Goals?

Are you ready to leave school?

- Work Experience

Paid or Unpaid

**Questions:** What kind of job or career will you have?

Is your EDP up to date and does it reflect your job or career interests?

- Daily Living Skills

Household Management, Minor Home Repair, Meal Planning, Appointment Scheduling Budgeting, Medication Use, Telephone Skills, Food Preparation, Time/Money/Calendar Skills, Clothing Selection and Grooming

**Question:** How will you live?

- Living Arrangements

Independent, With Family, Supported (semi-independent)

**Question:** Where will you live?

What skills do you possess for independent living?

Strengths vs. Weaknesses

- Leisure/Relationships

Hobbies, Team Sports, Individual Sports, Neighborhood Activities, Social or Service Clubs, Religious Organizations, Community Parks/Recreation Activities, Community Education in Crafts or Music

**Question:** How will you be an active member of your community?

- Relationships  
Friendships, Acquaintances, Close Friends, Significant Other Relationships
- Community Independence  
Grocery Store, Bank, Library, Restaruarnt, Post Office, Laundromat, Beauty Shop  
Retail/Detail Department Shopping

**Question:** How will you accomplish your goals? How il you connect with agencies that can help you reach your future goals?

- Transportation  
Own Car, Family Car, Public Transportation, Parent/Guardian Transports, Rides with Friends, State of Michigan ID, Driver’s License, Voter Registration
- Strengths/Areas of Growth  
What is your son/daughter good at? What could he/she need more help with?

Postsecondary Vision

What is it? What skills are needed to reach the vision? Does the course of study align with the vision?

**Question:** Does your EDP align with your transition goals?

## **Turning 18...The Age of Majority**

In Michigan, once you reach the “age of majority” (turn 18) you are considered an adult and are granted legal independence. These rights are your responsibility once you reach the age of majority unless you have been assigned a power of attorney or a guardian.

A year before turning 18, you will be informed of your rights under IDEA during your IEP. You will be given a “Procedural Safeguards Notice” booklet to explain and help you better understand your rights.

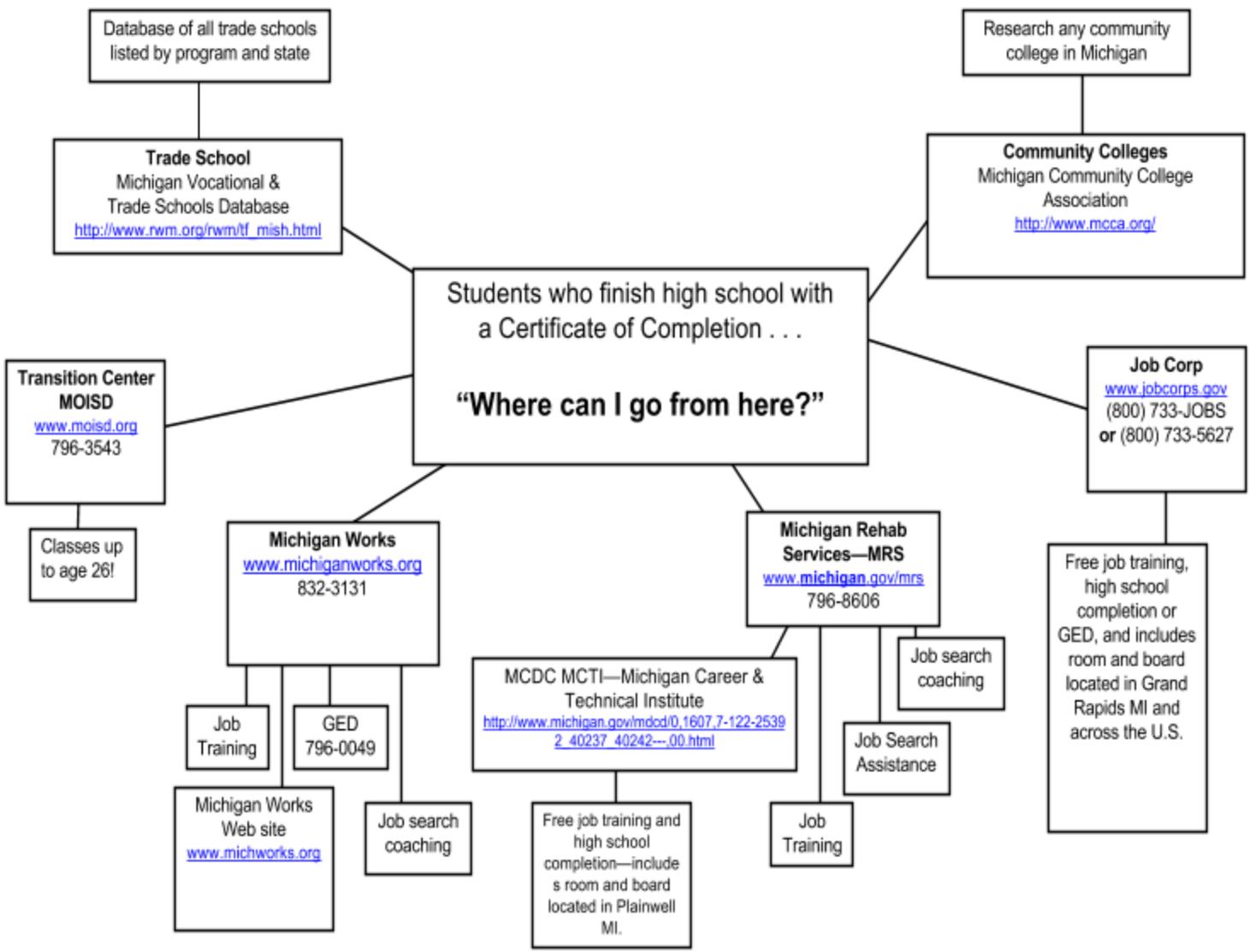
## **Guardianship or Power of Attorney...Legal Representation**

### **Guardianship**

Guardianship exists only when a person is determined by a court to be incapable of managing some, if not all, of his or her affairs. **Not everyone needs a guardian. Guardianship needs to be addressed at the “age of majority” (age 18: the age when a child is considered an adult).** 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. The process of guardianship is accomplished in the probate court. There are many levels of guardianship to consider.

You may want to consider some less restrictive alternatives to guardianship.

- Limited Guardian      Power of Attorney      Conservatorship



Database of all trade schools listed by program and state

Research any community college in Michigan

**Trade School**  
Michigan Vocational & Trade Schools Database  
[http://www.rwm.org/rwm/tf\\_mish.html](http://www.rwm.org/rwm/tf_mish.html)

**Community Colleges**  
Michigan Community College Association  
<http://www.mcca.org/>

Students who finish high school with a Certificate of Completion . . .  
**“Where can I go from here?”**

**Transition Center MOISD**  
[www.moisd.org](http://www.moisd.org)  
796-3543

**Job Corp**  
[www.jobcorps.gov](http://www.jobcorps.gov)  
(800) 733-JOBS  
or (800) 733-5627

Classes up to age 26!

**Michigan Works**  
[www.michiganworks.org](http://www.michiganworks.org)  
832-3131

**Michigan Rehab Services—MRS**  
[www.michigan.gov/mrs](http://www.michigan.gov/mrs)  
796-8606

Job Training

GED  
796-0049

Michigan Works Web site  
[www.michworks.org](http://www.michworks.org)

Job search coaching

MCDC MCTI—Michigan Career & Technical Institute  
[http://www.michigan.gov/mcdcd/0,1607,7-122-25392\\_40237\\_40242---00.html](http://www.michigan.gov/mcdcd/0,1607,7-122-25392_40237_40242---00.html)

Free job training and high school completion—includes room and board located in Plainwell MI.

Job search coaching

Job Search Assistance

Job Training

Free job training, high school completion or GED, and includes room and board located in Grand Rapids MI and across the U.S.

