

Introduction to the Transition IEP

LEAP Conference: March 14, 2020

Bill Behrendt: Supervisor of Transition and Integrated Supports
Kent ISD

The IEP and Transition Plan



IDEA Transition Services: Section 300.43

- a. Transition services means a coordinated set of activities for a child with a disability that—
 - 1) Is designed to be within a results-oriented process, that is 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, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - 2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - i. Instruction;
 - ii. Related services;
 - iii. Community experiences;
 - iv. The development of employment and other post-school adult living objectives; and
 - v. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- b. Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

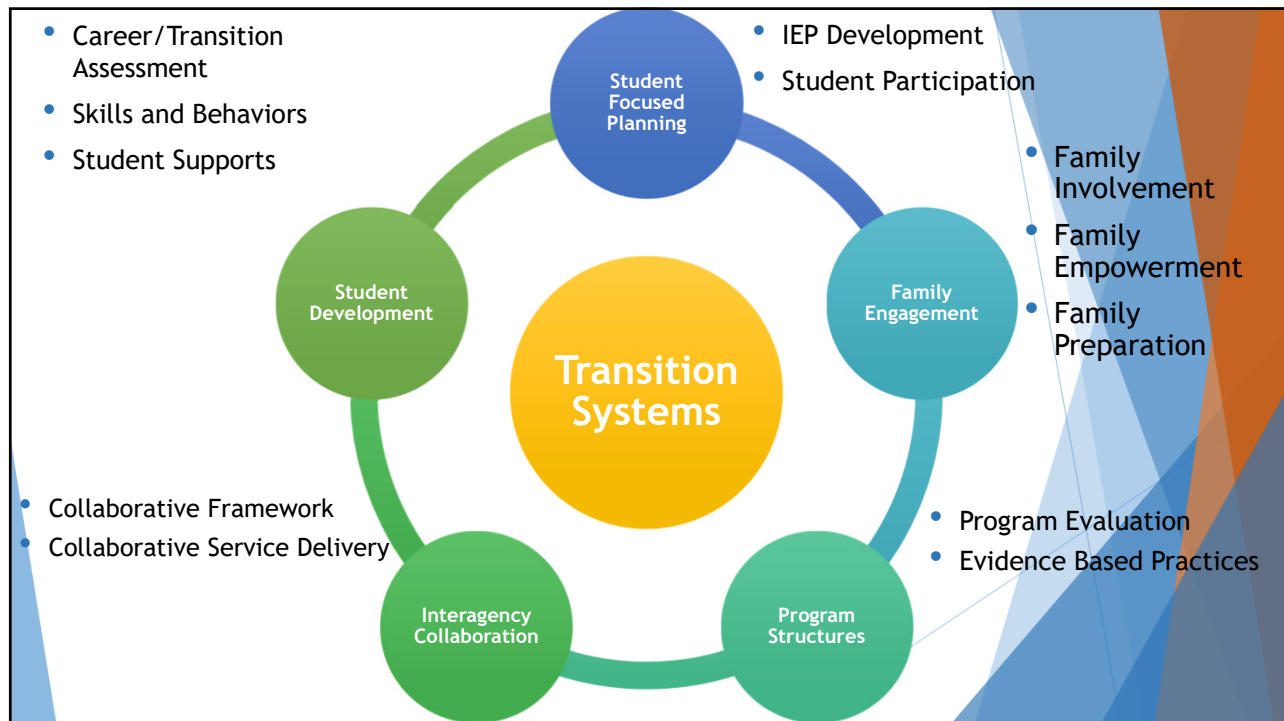
Transition Services MAARSE

- (b) Transition Services Participants.
 - (1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).
 - (2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.
 - (3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Transition Services MAARSE Continued

Transition Services Participants Continued.

- c) Determination of knowledge and special expertise. The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) of this section must be made by the party (parents or public agency) who invited the individual to be a member of the IEP Team.
- d) Designating a public agency representative. A public agency may designate a public agency member of the IEP Team to also serve as the agency representative, if the criteria in paragraph (a)(4) of this section are satisfied.



Key Transition Concepts

- ▶ The Transition Plan is based on the current wants and needs of the student while also looking into future employment, training, and independent living needs or preferences.
- ▶ The IEP process, including the Transition Page, supports a wide range of complex learning needs for students with disabilities. Some sections of the Transition Plan may feel like they do not pertain to your child, but each section of the document contains important details that assist with the development of a comprehensive plan.
- ▶ The development of the Transition Plan should be based on data and a student's Transition Vision.

Components of the Transition Plan

- ▶ Transition Assessments
- ▶ Parental Rights and Age of Majority
- ▶ Community Agency Involvement
- ▶ Postsecondary Goals and Transition Activities
- ▶ Course of Study

Community Agency Involvement

COMMUNITY AGENCY INVOLVEMENT
 Was there a need to invite a community agency representative likely to provide current or future services? Yes No
 Date that Consent to Invite Community Agency was signed:
 Did agency representative attend? Yes No
 Please list any additional steps taken to ensure that Suzy has made connections with any appropriate outside programs and services:

 Did parent invite a community agency representative? Yes No

- IEP teams are required to invite an outside agency if the team believes that an agency is likely to pay for a service that will support the student outside of the traditional educational environment.
- Michigan Rehabilitation Services (MRS) and Network 180 (Community Mental Health) are the most frequent attendees of student Transition IEPs. Both community agencies can provide a wide range of supports and programs to students who qualify for community agency assistance.
- In most cases, prior to accessing community agency supports, an individual must be eligible for SSI (Supplemental Security Income) and/or Medicaid.

Postsecondary Goals and Transition Activities

POSTSECONDARY GOALS AND TRANSITION ACTIVITIES Save, Done Editing | Save, Continue Editing

Customer Note: This form will be used to create a postsecondary goal.

Adult Living — After you have finished school, what type of place will you live in?
 After finishing school, (first name) will

Does Suzy require instructional goals and short term objectives in order to get ready for adult living? Yes No
 Does Suzy require transition activities or services in order to get ready for adult living? Yes No
 Transition Activity/Service/Target:

		Person/Assessor	Date/Date
--	--	-----------------	-----------

Getting Ready for Employment — After you have finished school, what kind of work will you do?
 After finishing school, (first name) will

Does Suzy require instructional goals and short term objectives in order to get ready for employment? Yes No
 Does Suzy require transition activities or services in order to get ready for employment? Yes No
Community Participation — After you have finished school, how will you spend your time in your community?
 After finishing school, (first name) will

Does Suzy require instructional goals and short term objectives in order to get ready for community involvement? Yes No
 Does Suzy require transition activities or services in order to get ready for community involvement? Yes No

Postsecondary Education/Training — After you have finished school, what additional education and/or training will you require in order to meet your post-secondary employment goal?
 After finishing school, (first name) will

- Each Transition Plan must contain at least one measurable Transition goal with objectives and at least one Transition Activity or Service.
- Best Practice and student need can lead to additional Transition Goals and Objectives and Transition Activities or Services.
- A direct link to a data source listed in either the PLAAFP statement or from the most current Transition assessment should drive the development of goals and activities.

Course of Study

COURSE OF STUDY

Guidance: Course of Study must be written as a multi-year description of coursework that will support movement toward achievement of the student's post-secondary goal

What is Suzy's anticipated date of graduation/completion?

What is Suzy's course of study?
 Classes leading to a Michigan Merit Curriculum high school diploma Classes leading to a certificate of completion

Describe how Suzy's course of study supports her post-secondary goals written in each domain area above:

- The Course of Study determines if a student will be taking courses that will lead to a high school diploma or if the student will be completing a Certificate of Completion.
- A high school diploma requires the completion of courses associated with the Michigan Merit Curriculum and/or additional requirements set by your local school board. School-based special education programs and/or services end with the obtainment of a high school diploma.
- A Certificate of Completion is based on individual student needs guided by his or her goals and objectives developed within the IEP. Students are eligible for special education programs and/or services until the age of 26.

Transition Reminders

- ▶ **10th grade** - Students interested in attending Kent Transition Center (KTC) or Kent Career Technical Center (KCTC) are considered if applicable to your child's post-secondary vision. Students are required to complete a KTC Vocational Assessment as recommended by the caseload provider. Additionally, after the assessment is completed, KTC will make recommendations regarding placement. Both vocational programs will fulfill a minimum of 2 class periods of your student's academic day.
- ▶ **12th grade** - A Summary of Performance (SOP) is completed when your child's eligibility for special education terminates due to graduation with a regular diploma or when your student completes his or her Certificate of Completion. The purpose of the SOP is to give students a document for prospective employers or colleges that describe the student's academic achievement and functional performance at the time of graduation. It also includes accommodations and/or modifications that helped the student be successful in the classroom and/or other environments.
- ▶ Attend all orientation, curriculum nights, and other events at your child's school to understand what opportunities are available to them.

Transition Reminders Continued

- ▶ Have in-depth discussions regarding your child's post-secondary vision during the IEP process. These discussions will help the special education staff in answering questions and supporting the student's journey into college, employment, or a post-secondary programming.
- ▶ Consider a level of guardianship for students with more moderate to severe impairments to ensure continued involvement in the educational decision making process and, if appropriate, to investigate alternative housing options and potential Medicaid benefits.
- ▶ Students and families should connect with community agencies prior to reaching age 26 to ensure agencies like Network 180 can assist with transitioning support services from school to community. This may include the requirement to apply for SSI and/or Medicaid.
- ▶ Consider connecting with agencies like Disability Advocates of Kent County (DAKC) to assist in applying for SSI and/or Medicaid to ensure your young adult can access supports through Network 180 prior to special education programs and/or services ending.

Community Agencies of Kent County

Core Support Groups of Kent County

- ▶ **Michigan Rehabilitation Services (MRS)**
 - ▶ 750 Front NW, Suite 211
Grand Rapids, MI 49504
(616) 242-6450
- ▶ **Network 180: Kent County Community Mental Health**
 - ▶ 790 Fuller Avenue NE
Grand Rapids, MI 49503
(616) 336-39089
- ▶ **Disability Advocates of Kent County (DAKC)**
 - ▶ 3600 Camelot Dr. SE
Grand Rapids, MI 49546
(616) 949-1100
- ▶ **Social Security Local Office**
 - ▶ 3045 KNAPP Street NE
Grand Rapids, MI 49525
(877) 319-5710
TTY: 1-800-325-0778



Thank You!