

Preparing
students
with
disabilities
from school
to adult life

Beginning at
the age of
16 for all
students
with
disabilities

Transition Planning Guide

Part of
the
annual
IEP

Preparation
for school
to
work

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INTRODUCTION TO TRANSITION PLANNING

***“Transition”** means moving from one place, stage, or relationship to another.*

The point at which your son or daughter leaves school can be a very exciting time and also a period of uncertainty and stress for both your child and yourself. As a parent of a student with a disability, questions for future employment, living and housing arrangements, transportation, living in the community and utilizing public resources are likely to be surfacing. The law requires Transition Planning for all special education students beginning at the age of sixteen and updated annually. Because transition often requires future use of community resources and agency services, it is very important that transition planning include community agencies early in the process.

The school will invite (or share information on) agencies that are likely to be involved in the transition process to a meeting with you and your son/daughter.

Transition works best when the student, parents and family, schools and agencies all work together as one.

You and your son/daughter are entering an exciting time in life. When a student with a disability begins the journey of moving from high school to adult life there are many things that need to be considered. The purpose of this booklet is to lead you through some of the considerations so you can make informed choices as you plan for the future.

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TRANSITION ACTIVITIES WILL:

- ✓ Begin at age 16.
- ✓ Be coordinated by the school.
- ✓ Be individualized by using information from family, student, and the school.
- ✓ For secondary students the transition plan should be the focal point of the IEP.
- ✓ Be discussed prior to the Individualized Education Plan (IEP) by the members of the IEP Team.
- ✓ Transition Planning will be the responsibility of the IEP Team.
- ✓ Be addressed annually.
- ✓ Take into account the student's preferences and interests.
- ✓ Give responsibility to the student, family, employers and community agencies.
- ✓ Include self-advocacy training.
- ✓ Suggest family support systems.
- ✓ Provide community experiences in adult life roles.

ADULT LIVING AND SOCIAL SKILLS

Living Arrangements

Live with family
Foster care (child/adult)
Semi-independent living (supported)
Independent living (own house/apt.)
Supervised group living
Share living with roommate

Personal/Family Relationships

Counseling
Family
Individual
Marriage/divorce
Wills/trust/guardianship
Respite care
Genetic, sexuality
Religious organization
Caring for others (pets, spouse, siblings)
Crisis, death/loss
Supportive group
Guardianship/alternatives

Transportation/Mobility

Mobility/accessibility training
Driver's License
Carpool
Public transportation
Family car and driver
Specialized equipment (vehicle modification/adaptive)
Independence (car, bicycle, walk, etc.)

Transportation

Driver's license/State I.D. card
Public Transportation

Leisure and Recreation

Community Education
Individual hobbies and activities
Religious affiliation activities
Social clubs
Hobby clubs
School clubs and activities
Scouting
4-H Club
Spectator activities

Fitness

Sporting clubs
Individual sports (walking, swimming)
Team sports

Income Support

Public Assistance
SSI or SSDI
Earned income and SSI
Food Stamps
Medical
Aware of common illnesses
Access regular medical care
Accesses regular dental care/checkups
Aware of prevention and treatment methods
Responds effectively to emergency situations (home/public)

Medical Services

Medicaid
Group/private insurance

Daily Living/Functional Skills

Self-advocacy
Household management/maintenance
Money management
Social skills
Drug and alcohol counseling
Family planning and sex education
Time management
Eating
Meal planning and food preparation
Clothing care and selection
Dressing and grooming
Personal hygiene and toileting
Safety and health
Medication use
Personal therapy: behavioral, occupational, physical, speech/language/hearing
Make and maintain budget
Handles cash responsibly

Post-Secondary Education Training Options

Four-year college/university
Community college
Voc/tech training center
Military service
Community supported employment
Adult and community education
Michigan Rehabilitation Services
Trade/technical school

Employment/Occupational Preparation

Pre-Vocational education
Self-Awareness
Career awareness
Career exploration
Employability skills/training
Vocational evaluations
Pre-vocational training
Work experience
Work portfolio
Vocational Training
Filling out employment related forms
Interview techniques
Job seeking skills
Job retention skills
Personal information
I.D.s academic strengths/weakness
Uses study strategies
Uses written expression
Understands directions and feedback
Appropriate telephone skills
Career counseling and guidance
College prep/course study
Work experience
Community based instruction
Individualized vocational training

Documents Needed to Start Job

Birth Certificate
Identification
Social Security Card

TRANSITION AND THE LAW

The Individuals with Disabilities Education Act (IDEA) is the federal special education law that ensures all children with disabilities have access to a free, appropriate public education. The IDEA recognizes the importance of preparing youth for success after high school and states that transition planning for students who receive special education services and have an Individualized Education Program (IEP) must begin by age 16. Transition planning means evaluating needs, strengths, and skills required for a student to move from high school to postsecondary life.

As a parent of a youth with disabilities, understanding the transition planning requirements in IDEA can help you work with your child's IEP team to plan appropriate transition goals and services. Below you can read the sections of IDEA regulations that specifically relate to transition and find other helpful guidance on IDEA transition requirements.

IDEA (34 CFR§300) regulations provide language that specifically refer to transition. The following sections of IDEA cover important transition topics such as when to begin including transition goals and objectives in the IEP; transition services; IEP team composition; transfer of rights at age of majority; and requirements for exiting high school programs.

Purpose of Special Education	
300.1(a) Purposes.	<p><i>This section states the purpose of special education and includes preparing for further education, employment, and independent living as part of a free appropriate public education (FAPE).</i></p> <p>(a) To ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.</p>

Summary of Performance	
300.305(e) Additional requirements for evaluations and reevaluations.	<p><i>This section, part of a much larger set of evaluation requirements, focuses on a summary of performance when a child graduates from high school with a regular diploma, or exceeds the age of eligibility under IDEA. The school district must provide a summary of academic achievement and functional performance, along with recommendations for the future.</i></p> <p>(e) Evaluations before change in eligibility.</p> <p>(1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability.</p> <p>(2) The evaluation described in paragraph (e) (1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.</p> <p>(3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must 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</p>

IEP Transition Services	
300.320 Definition of individualized education program.	<p><i>This section, focused on transition services, is a part of a much larger set of IEP requirements. Beginning at age 16 (or before if appropriate), an annual IEP must have appropriate measurable postsecondary goals, include transition services and courses of study, and include a statement that the child has been informed of the child's rights transferring at the age of majority.</i></p> <p>(b) <i>Transition services.</i> Beginning not 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, the IEP must include—</p> <ol style="list-style-type: none"> 1. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and 2. The transition services (including courses of study) needed to assist the child in reaching those goals. <p>(c) <i>Transfer of rights at age of majority.</i> Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under §300.520.</p>
300.43 Transition services.	<p><i>This section provides IDEA's definition for "transition services."</i></p> <p>(a) <i>Transition services</i> means a coordinated set of activities for a child with a disability that-</p>

	<p>(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, and/or community participation;</p> <p>(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes-</p> <ul style="list-style-type: none"> 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 functional vocational evaluation. <p>(b) <i>Transition services</i> 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.</p>
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IEP Team Composition	
300.321(b) IEP Team.	<p><i>This section is part of a much longer list of required participants for an IEP team. In the case of transition IEPs, the child must be invited, and his or her preferences must be considered. Representatives of agencies providing transition services must also be invited.</i></p> <p><i>(b) Transition services participants.</i></p> <p>(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).</p> <p>(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.</p> <p>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</p>

Transfer of Rights at Age of Majority	
300.520 Transfer of parental rights at age of majority.	<p><i>The rights of parents under IDEA are transferred to the child with a disability at the age of majority (18 in most states), unless the child is determined to be incompetent. Both the child and the parent must be notified by the school.</i></p> <p>1. General. A State may provide that when a child with a disability reaches the age of majority under State law that applies to all children (except for a child with a disability who has been determined to be incompetent under State law)-</p> <p>(1)(i) The public agency must provide any notice required by this part to both the child and the parents; and</p> <p>(ii) All rights accorded to parents under Part B of the Act transfer to the child;</p> <p>(2) All rights accorded to parents under Part B of the Act transfer to children who are incarcerated in an adult or juvenile, State or local correctional institution; and</p> <p>(3) Whenever a State provides for the transfer of rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency must notify the child and the parents of the transfer of rights.</p> <p>1. Special rule. A State must establish procedures for appointing the parent of a child with a disability, or, if the parent is not available, another more appropriate individual, to represent the educational interests of the child throughout the period of the child's eligibility under Part B of the</p>

	Act if, under State law, a child who has reached the age of majority, but has not been determined to be incompetent, can be determined not to have the ability to provide informed consent with respect to the child's educational program.
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For more about IDEA, visit <https://sites.ed.gov/idea/>

THE TRANSITION PLAN

A transition plan is the section of the Individualized Education Program (IEP) that outlines transition goals and services for the student. The transition plan is based on the student's individual needs, strengths, skills, and interests.

The transition plan has two parts: postsecondary goals and transition services.

Postsecondary goals

These goals state what your child wants to do or achieve after high school. Goals can be in three areas:

- Career/Employment
- Education/Training
- Adult Living/Community Participation, if needed

Just like annual IEP goals, transition goals must be written with a result in mind. They must also be measurable. In other words, you have to be able to know if the goals have been accomplished.

Goals may be more general for students in middle school and starting high school. They become more specific as students enter later grades.

- For example, a transition goal for an eighth grader might be: After high school, I will work full time in a career working with cars.
- An example of a goal for a 10th grader might be: After graduating from high school, I will enroll at ABC College (an automotive technician school) and take classes to prepare me for a career as a mechanic.

Keep in mind that your child's transition goals may change several times as his/her interests develop. Transition goals are reviewed and updated every year, along with the rest of the IEP.

Transition services

Once transition goals are set, the IEP team will decide what services your child needs to meet her goals. The range of possible services is very broad. It can include:

- Instruction (including special education)
- Related services
- Community experiences, like volunteer work
- Career and college counseling
- Help with daily living skills, if needed

These services must be reviewed and updated each year to support your child's transition goals. Again, services may change over time to reflect her developing interests. In addition to services, the IEP team may list accommodations, too.

The team may also use IEP goals to support the transition plan. For instance, if your child wants to attend auto mechanic school, she may first need to learn specific math skills. As a result, the team may need to set IEP goals and provide school services related to math.

Some transition services can take place at school. But often, transition services are provided at home or in the community. Or they may require activities outside of school.

Transition goals related to independent living may involve having your child take on responsibilities. Here are some examples of what your child may learn to do in preparation for adulthood:

- Open a bank account and learn to manage money.
- Shop for groceries and plan and prepare meals.
- Be responsible for maintaining a car and buy auto insurance.
- Use public transportation.
- Schedule her own appointments with the doctor and dentist and choose health insurance.
- Set up and use a calendar for school, work, personal appointments and leisure time.

Similarly, your child may explore college, career and job options in the broader community. Here are some activities she may do:

- Research and visit local colleges and training schools she's interested in attending.
- Meet with other students who have gone on to college or career. If they also have learning and attention issues, talking with them may be extra helpful.
- Go to work with you, taking a tour or shadowing you or another role model.
- Network with friends and relatives about their careers. This can also include touring the workplace and going to informational interviews.
- Look into local internships and apprenticeships.

Adapted from "IEP Transition Planning: Preparing for Young Adulthood" at <https://www.understood.org/en/school-learning/special-services/ieps/iep-transition-planning-preparing-for-young-adulthood>, retrieved on 7/16/18.

AGE-APPROPRIATE TRANSITION ASSESSMENT

The purpose of transition assessment is to identify student preferences, interests, needs, and strengths. These assessments are a portion of the PLAAFP and inform transition planning, including measurable annual goals. Transition assessment is an individualized, ongoing process that includes meaningful participation by the student and family. Age-appropriate transition assessments must include information about the academic achievement and functional performance of the student. Previous, pre-vocational assessment data can also be reviewed as a part of this assessment process to inform current assessment.

Transition assessment instruments and methods must be selected to help the student determine career interests, strengths, and aptitude for tasks related to student preferred employment, education, training, and independent living. Assessment must be individualized and can be both formal and informal.

Assessments should be based on the skills the students will need to be successful in all life roles, and the supports they will need before, during, and after the transition to adult life, and include these areas:

- Functional academics: reading, math, grammar, spelling, communication skills, etc.
- Learning styles: best methods of instruction, decision-making skills, etc.
- Vocational aptitudes: mechanical/clerical/organizational/spatial skills and the ability to work with large tools and small tools
- Manual dexterity: gross/fine motor skills, manual/finger dexterity, eye-hand coordination, etc.
- Vocational interests: likes and dislikes for jobs, work site preferences, working conditions, etc.
- Daily living skills: budgeting, money management, transportation, shopping, etc.

Transition assessments that take on a holistic approach have the following characteristics:

- Begin early
- Occur ongoing

- Address all domains:
 - education/training
 - employment
 - independent living skills
 - community living
- Incorporate multiple approaches
- Include multiple perspectives
- Involve the student
- Respect culture and linguistic differences
- Reflect real-life demand
- Focus on inclusion
- Inform annual and postsecondary goal development
- Readily understandable
- Designed age-appropriate
- Highlight strength
- Incorporate hands-on experiences
- Incorporate modifications and accommodations so that an accurate assessment is obtained

Formal Transition Assessments

Formal transition assessment instruments must be valid and reliable. The transition assessment instruments chosen must be based upon the characteristics of the target population and the types of questions to be answered. Assessment questions, in turn, must be based on the needs, preferences, and interests of the students. A list of pertinent questions that should be answered before choosing a transition assessment instrument is as follows:

- Will the results be helpful to the teachers, student, parent(s)/legal guardian(s) and others in developing instruction programs?
- Are the tests reliable and valid?
- Do the tests compare the student's performance to an appropriate norm group or criteria?
- Do the testing procedures require the student to perform in ways that accentuate their abilities as well as their needs?

- Are the tests written and administered in a language understandable by the student?
- Does the student have enough experience to relate to the situations presented in the test?

Informal Transition Assessments

Informal assessment tools are used to verify and supplement formal assessment data. As with formal transition assessment instruments, various types of formal and informal assessments are available to guide transition planning. The type of informal assessment instrument chosen will depend on the type of information that is being sought. Because informal assessments are more subjective, they may be given more than once and by more than one person to strengthen their validity. For example:

- Interviews
- Questionnaires
- Observations
- Interest inventories
- Situational assessments
- Curriculum based assessments

Ongoing Assessment

A student's preferred activities and interests typically change as he or she matures. Similarly, the student's desired postsecondary goals may change as the student and parent/legal guardian are informed of results of transition assessments, academic achievement, and functional performance. Additionally, a student's desired postsecondary goals may change as he or she develops career awareness and more varied life experiences. Work based learning (WBL) experiences—including community-based instruction and paid and unpaid employment—may further change postsecondary goals.

Students with Significant Disabilities

All students with an IEP receive transition services, including students with significant disabilities. Both formal and informal assessments should be administered in order to develop a comprehensive transition plan. Transition assessments should focus on identifying what skills are currently mastered and what skills are needed to be successful in these future environments. For example, if a student aspires to work within veterinary care and reside in a supported living home, the transition assessments should focus on identifying what skills are currently mastered (e.g., punctuality, computer skills) and what skills are needed to be successful in these future environments (e.g., transportation, budgeting, customer service). In addition to assessing the student appropriately, direct instruction should be provided to develop the student's skills to function as independently as possible in regard to employment, daily living, and community participation.

In order for students to adequately communicate their needs, preferences, and interests, IEP teams should consider input from the individuals they interact with them the most (e.g., parent(s)/legal guardian(s), siblings, teachers etc.).

Students Who Are Nonverbal

Make accommodations that meet the needs of the alternate mode of communication in which the student uses, such as the use of augmentative or alternative communication devices. Capitalize on their communicative strengths. For example, if your student has strong receptive communication skills, use an assessment that incorporates receptive identification and answering.

Taken from Tennessee Department of Education's Special Education Framework

<https://transitiontn.org/manual/>

THE SCHOOL'S ROLE

The school has the responsibility to coordinate activities, which will help each student move into adult life. You and the school need to work together as partners and this requires a great deal of “communication” back and forth.

1. Listen carefully to information provided by the family and the student.
2. Provide assessments of our student's abilities, including current information from teachers (both Special Ed and Regular Ed)
3. Provide information about your student's strengths and weaknesses.
4. Develop an educational plan for your student to prepare the student for work and for degrees of independent community living.
5. Discuss ways in which the student can learn to participate in home and community activities.
6. Provide information about human service agencies available in the community.
7. Provide referral information to agencies.

THE STUDENT'S ROLE

The school will invite your child to attend his/her transition IEP meeting when transition planning is going to take place. If you and the teachers need to talk about something privately, you make arrangements to do so before and after the actual meeting. The Transition IEP is about your son's/daughter's education and future plans. **Your child's active participation as a member of the Transition IEP is IMPORTANT!** The other participants will give your young adult time to express opinions and to consider the decisions which are being made.

THE PARENT'S ROLE

Parents have an important role to play in the Transition/IEPC process. You know your young adult well and have information about abilities, personality, and what your son/daughter wants to achieve in life. You also know how the disability affects life outside of school. These pieces of information should be considered when goals and objectives are selected. YOU can help focus the goals on your child's life after completion of school.

Parents have many opportunities to follow through with Transition/IEPC goals at home. You can use everyday activities to help your young adult practice skills which will help with the transition into adult life. When you help choose goals and then make an effort to obtain these goals at home, your child will benefit from this cooperation between home and school.

Educational programs and transitions are not things, which happen automatically to you and your family. You must be part of the planning process so that the student can leave school successfully and join the adult community. This means that you must look for information in many places, join together with other parents, and find the best services for your child.

It is important to remember that when young adults reach the age of 18, they automatically become their own legal guardian, unless a court of law grants guardianship. If your young adult is 18, he/she should attend the meeting and sign the Transition IEP forms. It is however, recognized that for some very severely disabled students, this may not be possible.

PARENT TRANSITION QUESTIONNAIRE

To assist the school in providing transition services for your son/daughter please take the time to complete this questionnaire. These areas will be discussed at the ITP/IEP.

Daily Living Skills

1. Does your son/daughter socialize outside of school? ___Yes ___No

If yes, what activities and how often?

If no, what kinds of activities would he/she want to do to have fun?

2. Which of the following does your son/daughter do independently?

- | | |
|--------------------------------------|---|
| ___ household management/maintenance | ___ get herself/himself up in the morning |
| ___ budget his/her money | ___ plan meals |
| ___ select and care for clothing | ___ prepare food |
| ___ time/money/calendar skills | ___ use telephone |
| | ___ take medication |

3. Does your son/daughter need information or referrals regarding any of the following?

Medical Services

- ___ Doctor/Medical clinic
- ___ medical insurance
- ___ Medicaid/Medicare
- ___ equipment purchase/maintenance

Financial

- ___ SSI
- ___ FIA
- ___ food stamps
- ___ SSDI

Post-School Adult Living Skills

4. In what type of living arrangements do you believe your son/daughter will be successful?

<input type="checkbox"/> independent	<input type="checkbox"/> supported (semi-independent)
<input type="checkbox"/> with family	<input type="checkbox"/> adult foster care
<input type="checkbox"/> residential group home	

5. Where do you think your son/daughter will be living in two to five years after he/she leaves high school?

<input type="checkbox"/> by himself/herself	<input type="checkbox"/> group
<input type="checkbox"/> with a friend	<input type="checkbox"/> other _____

6. Does your son/daughter have personal adjustment problems or need advice in any of

the following areas?

<input type="checkbox"/> genetics	<input type="checkbox"/> divorce
<input type="checkbox"/> individual	<input type="checkbox"/> family
<input type="checkbox"/> death/loss	<input type="checkbox"/> crisis
<input type="checkbox"/> marriage	<input type="checkbox"/> acceptance of abilities
<input type="checkbox"/> substance abuse	<input type="checkbox"/> other _____

Community Involvement/Services

7. Check the following consumer services your son/daughter can use independently

<input type="checkbox"/> grocery store	<input type="checkbox"/> laundromat
<input type="checkbox"/> restaurant	<input type="checkbox"/> library
<input type="checkbox"/> bank	<input type="checkbox"/> beauty salon/barber shop

___ post office

___ department/retail store

8. Does your child have:

___ State of Michigan ID

___ Driver's Permit/license

___ Social Security Card

___ Birth Certificate

___ Selective Service Registration

9. What types of transportation does your son/daughter use?

___ his/her own

___ car pool

___ family car

___ public transportation

___ parent drives

___ pay others to drive

___ other _____

10. In which of the following does your son/daughter participate? How often?

___ community education _____

___ individual hobbies and activities _____

___ religious affiliation services _____

___ social clubs _____

___ hobby clubs _____

___ school clubs/ activities _____

___ scouting _____

___ 4-H Club _____

___ community parks _____

___ recreation parks _____

___ reading _____

___ other _____

11. Do you need legal information about:

___ wills

___ trusts

___ guardianships

12. Do you need information regarding advocacy or support groups?

___ Yes

___ No

Comments:

13. Is your son/daughter a client of any service agencies?

☐ Yes ☐ No If yes, which ones?

Employability/Productive Use of Time

14. When do you plan on your son/daughter finishing high school?

15. In what type of work situation do you believe your son/daughter will be successful?

☐ independent employment

☐ volunteer work

☐ supported employment

☐ rehabilitation center/ facility

16. What job would you like your child to have when he/she finishes high school?

17. Please list the jobs your son/daughter has had (paid or unpaid).

18. Can your son/daughter work independently when given a job to perform?

☐ Yes

☐ No

19. Does your son/daughter need supervision to complete a job?

☐ Yes

☐ No

20. What kind of vocational training do you think your son/daughter will need while he/she is still in school?

☐ vocational/technical in high school

☐ instruction with the community (non-paid)

☐ work experience, co-op (paid)

21. Is your son/daughter interested and will he/she continue school or education after he/she leaves high school?

☐ Yes ☐ No If yes, what type?

- | | |
|--|---|
| <input type="checkbox"/> four year college | <input type="checkbox"/> two year community college |
| <input type="checkbox"/> career center for vocational training | <input type="checkbox"/> military service |
| <input type="checkbox"/> adult and community education | |
| <input type="checkbox"/> Michigan Career Technical Institute | |

STUDENT TRANSITION QUESTIONNAIRE

Student's Name: _____ DOB _____ Age: _____

Parent/Guardian's Name: _____ Date: _____

Please check the boxes or fill in the blanks for the following questions. This will give us an idea of what you are interested in doing after you graduate. It will also help your teachers work with you and your parents/guardians to plan your Individual Education Plan (IEP) and Transition Plan to help you meet your goals.

What type of job or career are you interested in doing after you graduate?

First choice	Second Choice	Third Choice
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What jobs or careers would you like to know more about?

Please list any jobs or careers that you would **NOT** like.

Do you want to work full time or part time? _____ Full time ___ Part time

Do you plan to get a driver's license? Yes No

Do you already have a driver's license? Yes No

How will you get to work?

<input type="checkbox"/>	My own car	<input type="checkbox"/>	Car pool
<input type="checkbox"/>	Family car	<input type="checkbox"/>	Public transportation
<input type="checkbox"/>	Parent/guardian will drive me	<input type="checkbox"/>	Pay others for transportation

Check what you would like to do after high school.

<input type="checkbox"/>	College, 4 year	<input type="checkbox"/>	Supported Employment (Job Coach)
<input type="checkbox"/>	College, 2 year	<input type="checkbox"/>	Day Program/Day Habilitation
<input type="checkbox"/>	Career/Technical College	<input type="checkbox"/>	Volunteer Work
<input type="checkbox"/>	Competitive Employment ____ Full time ____ Part time	<input type="checkbox"/>	Other:
<input type="checkbox"/>	Adult Education Classes	<input type="checkbox"/>	
<input type="checkbox"/>	Military Service	<input type="checkbox"/>	

Check the items that you have.

<input type="checkbox"/>	Social Security card	<input type="checkbox"/>	Selective service registration (male, age 18)
<input type="checkbox"/>	Birth certificate	<input type="checkbox"/>	Checking or savings account
<input type="checkbox"/>	State of Michigan ID	<input type="checkbox"/>	Health insurance
<input type="checkbox"/>	Driver's License	<input type="checkbox"/>	Auto insurance

Where do you want to live after graduation?

<input type="checkbox"/>	My own apartment or house	<input type="checkbox"/>	Assisted living (group home)
<input type="checkbox"/>	Dormitory	<input type="checkbox"/>	Living arrangements are not a concern at this time
<input type="checkbox"/>	Continue to live with my family	<input type="checkbox"/>	Other:
<input type="checkbox"/>	Supported living (own place with supports for areas of need)	<input type="checkbox"/>	

Please check any services that you feel you need more information about.

	Interest Inventories		Career/ Tech Education
	In-School Job Placement		Vocational Rehabilitation
	Community Work Experience		College Entrance Exams
	Summer Jobs		(SAT, ACT)
	Job Shadowing		Guidance Counseling
	Transportation and Drivers Education		Assistance completing applications
	Consumer Sciences/ Home Economics		Training in handling emergencies
	Money Management Training		First Aid training
	Time Management		Self –Advocacy training
	Interviewing/Job Skills		Community Awareness Activities
	Speech Services		Managing my health care
	Audiologist Services		Insurance and benefits
	Accommodations and Technology		Recreational Activities
	Study Skills Courses		
	Anger Management		
	Goal Setting		

What would you like us to know about you and your future plans?

How can we help you be successful after graduation?

What do you do for fun? What type of hobbies do you have?

	Arts and crafts		Sports		Going out with friends
	Collections		Watching TV		Bowling
	Music		Shopping		Swimming
	Video games		Skating		Fishing/hunting
	Computer		Cooking		Restaurants
	Bicycling		Reading		Other:
					Other:

Original can be found at

<http://web.douglas.k12.ga.us/web/instruction/specialeducation/manual/Special%20Ed%20Manual/PEC%20forms/PEC-34.doc>, retrieved on 7/17/18

TRANSITION CHECKLIST

Following is a checklist of transition activities that you and your son/daughter may wish to consider when preparing transition plans with the team. Your student's skills and interests will determine which items on the checklist are relevant. Use this checklist to ask yourself whether or not these transition issues should be addressed at Transition/IEPC meetings. The checklist can also help identify who should be part of the Transition/IEPC meetings. Responsibility for carrying out the specific transition activities should be determined at the Transition/IEPC meetings.

Four to five years before leaving the school district:

- ☐ Attend IEP meeting
- ☐ Identify learning styles and accommodations needed
- ☐ Identify career interests and needed skills
- ☐ Explore options for post-high school education and admissions requirements
- ☐ Learn and practice decision-making skills
- ☐ Use local transportation options outside of family
- ☐ Begin to manage money
- ☐ Have an identification card and know personal information
- ☐ Learn and practice personal health care
- ☐ Participate in job shadowing experiences
- ☐ Learn and practice communication skills and social skills for different settings (employment, school, recreation, etc.)
- ☐ Practice independent living skills (budgeting, cooking, laundry, etc.)
- ☐ Begin building job performance skills

Two to three years before leaving the school district:

- ☐ Attend IEP meeting and communicate goals, interests and preferences
- ☐ Identify community service providers that offer supports and programs
- ☐ Identify options for future living arrangements
- ☐ Be able to explain their disability and the necessary accommodations
- ☐ Match career interests and skills with vocational courses, academic classes and community work experience
- ☐ Gather information on post-high school programs, the support services offered and admissions requirements
- ☐ Explore Certificate of Completion option

- ❑ Explore guardianship (if appropriate)
- ❑ Develop a resume and update as needed
- ❑ Broaden experiences with community activities, hobbies and expand friendships
- ❑ Participate in work experience activities; look for summer or part- time jobs
- ❑ Take responsibility for arriving on time to work, appointments and social activities
- ❑ Make arrangements for accommodations to take college entrance exams (if appropriate)
- ❑ Practice independent living skills (budgeting, shopping, cooking and housekeeping, etc.)
- ❑ Identify needed personal assistance services, and learn to direct and manage these services (if appropriate)

One year before leaving the school district:

- ❑ Attend IEP meetings and communicate goals/vision, needs, interests; assist in making decisions
- ❑ Identify post-high school programs of interest and arrange for accommodations if needed
- ❑ Practice effective communication by developing interview skills, seeking help, and identifying accommodations required at college and/or work
- ❑ Specify desired job and obtain paid employment, with support as needed
- ❑ Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.)
- ❑ Register to vote and for selective service (if a male) at age 18
- ❑ Bring documentation of your disability with you to apply for community services or college accommodations
- ❑ Invite community service providers, peers, and others Transition/IEP meetings
- ❑ Apply for financial and support programs (Supplemental Social Security Income, Independent Living Services, Vocational Rehabilitation and Personal Assistance Services)

COURSE OF STUDY

After measurable post-secondary goals have been developed, the next step is to develop the course of study. A course-of-study lists all the classes and community experiences the student will complete to achieve their post-high school visions of where they want to work, learn, and live.

For students leaving high school with a diploma, their course of study is the Michigan Merit Curriculum and graduation requirements. This can include a Personal Curriculum that leads to a diploma.

Students exiting high school without a diploma have the opportunity to maximize the high school environment, classes, and extra-curricular activities to move towards achieving their post-secondary goals.

SUMMARY OF PERFORMANCE

When a student exits the school system, either by obtaining a diploma or aging out, schools must provide them with a Summary of Performance (SOP) to assist in the process of transitioning to post school activities. The Summary of Performance is a summary of their academic achievement and functional performance, and includes recommendations on how to assist the student in meeting their post-secondary goals.

WORK BASED LEARNING

Work Based Learning is a way to provide on-the-job training for students with disabilities. Work Based Learning must be written into the student's IEP and the school must have the necessary pupil accounting documents on file. The specific work based opportunity should be aligned with the IEP Transition Plan and the EDP to support the student in accomplishing his/her post high school goals--the placement must be directly related to the postsecondary career and employment goals. For more information about Work Based Learning opportunities in your school, contact your student's special education provider and/or building administrator.

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.

Students need opportunities to investigate career pathways, to discover their interests, and to identify options for meeting their potential. This is addressed through the Educational Development Plan (EDP), which documents the student's career pathway and postsecondary goals. The EDP also outlines the high school coursework the student will need to achieve his or her postsecondary goals.

For students with an Individualized Education Program (IEP), the IEP is used to document special education services necessary for the student to access and achieve in the Michigan Merit Curriculum (MMC). A PC can be used to modify any content within the MMC for a student with an IEP if he or she needs it in order to access and achieve in the MMC. The EDP, IEP, and PC must work together to map out an educational plan that meets the student's needs. The PC will not be necessary for most students with an IEP but can be a valuable tool for some students to earn a diploma.

MMC content may only be modified if the PC team determines that the student's disability is the reason the student is not able to access or demonstrate proficiency in the content. The PC plan must be agreed to by both the parent or legal guardian (or emancipated student) and the superintendent or his or her designee before being implemented. Upon completing the MMC, as modified by the PC, the student receives a high school diploma.

Basic Steps to a PC:

✓ **Step 1:**

The parent, school personnel, student age 18 or older, or emancipated student requests a PC.

✓ **Step 2:**

The PC team meets (student, parent, counselor or designee, and/or teacher(s) who currently teaches the student or has expertise in the content being modified). The PC team reviews student information, performance data, and supports—including the EDP—and develops a PC.

The PC team also develops measurable performance goals for the modified content and methods to evaluate the achievement of those goals.

✓ **Step 3:**

The PC team writes agreement and gets sign-off from the superintendent or chief executive and the parent or legal guardian (or emancipated student).

✓ **Step 4:**

The PC is implemented.

✓ **Step 5:**

The parent or emancipated student monitors progress with each teacher of modified content area. If revisions to the PC are needed, the PC team reconvenes and makes revisions using the same process.

✓ **Step 6:**

The student is awarded a diploma upon completing all PC requirements.

Parents of students with an IEP can begin to explore the PC option as early as 7th or 8th grade when the EDP is being developed. If granted, the PC goes into effect when the student enters high school. Parents of students with an IEP may also request a PC at any point during the student's high school career.

Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a PC.

For more information about Personal Curriculum, visit

https://www.michigan.gov/mde/0,1607,7-140-6530_30334_49879---,00.html

MICHIGAN DEPARTMENT OF HEALTH & HUMAN SERVICES

Michigan Department of Health & Human Services (MDHHS) helps individuals and families meet basic needs. There are no fees for their service.

Who is eligible for their services?

Families and children who are in need of employment, financial and emotional support.

In order for your family to get help, the children in your care must be living with you and:

- One or both parents are not living with the child; or
- Parents are unemployed or work in low paying jobs; or
- A parent is unable to work because of sickness or disability.

What services does Department of Health & Human Services offer?

- Family Independence Program
- State Disability Assistance
- Adult Medical Program
- State Emergency Relief
- Food Assistance Benefits
- Medical Assistance
- Refugee Assistance Program
- Repatriate Assistance Program
- Child Development and Care

How does a person obtain services?

Complete an Assistance Application that is available at the local Department of Health & Human Services Office.

Alpena County Department of Health & Human Services
600 Walnut St.
Alpena, MI 49707
(989) 354-7200

MICHIGAN REHABILITATION SERVICES

Michigan Rehabilitation Services (MRS) works with people who have a disability and want to find a meaningful career.

There are no fees for their service.

Who should go to MRS?

MRS works with people with a wide range of disabilities. Some examples are:

- amputation
- kidney disease
- back disability
- learning disabled
- brain injury
- mental illness
- cancer
- cognitive impairment
- cerebral palsy
- multiple sclerosis
- diabetes
- muscular dystrophy
- epilepsy
- paraplegia
- hearing loss
- heart disease
- quadriplegia
- substance abuse

A person with a disability may be eligible for MRS services if the disability causes problems in preparing for, finding, or keeping a job. The individual must also *require* MRS services in order to work. Persons who are legally blind are served by the Michigan Commission for the Blind.

How does MRS work?

Each customer who comes to MRS for services can choose to work with a rehabilitation counselor. Together, they follow these four steps:

1. Decide on an employment goal:

The customer selects a job goal that matches his/her aptitudes and interests. The counselor may help to obtain the necessary information so the customer can make the best choices. Sometimes this will require gathering information from other people or programs, or getting assessments. Assessments may include medical exams, vocational testing, work evaluations, and job try-outs.

2. Develop a plan:

The customer can choose to work with a counselor to develop a plan for employment. The plan will clearly identify the services that will be needed. It will also state who will provide the services and how to determine if they are beneficial. Some services will be provided directly by the counselor or other

MRS staff. Other services may be purchased or provided by other agencies.

3. Follow the plan:

The customer receives the services outlined in his/her plan. The plan is reviewed annually and can be changed as necessary. Some examples of services below:

- job-seeking skills training
- job placement assistance
- accommodations/ assistive technology
- job coaches
- tools, equipment and licenses
- job training
- prostheses and other medical services
- support services such as interpreters, readers and transportation

4. Reach the goal:

The counselor, and sometimes other MRS staff, work with the customer to reach the final goal – finding the right job. Once the customer is on the job, the counselor follows up for at least 90 days to make sure both the employer and new employee are satisfied. When this happens, MRS can begin working with the customer again to make sure he/she is able to stay on the job.

Who pays for services?

MRS provides the following services free of charge:

- disability assessments
- vocational evaluations
- counseling
- job placement
- services
- job follow-up services

How is a referral to MRS made?

Any person with a disability who is interested in receiving job rehabilitation services may call the nearest MRS office. Referrals also may be made by family members, hospitals, school counselors, mental health professionals, social workers, churches, and other community agencies. For students, the student's Special Education provider should complete a referral packet and contact the local MRS counselor.

MRS Counselors are located at the MI Works office:

Contact Information:

Site Manager
Department of Labor and Economic Opportunity
Tami Dipzinski
Phone Number: (989)255-4890
Email: dipzinski@michigan.gov
Website: michigan.gov/mrs

Contact for Alcona County:
Ande Hentschel
Phone: (989)464-7859
Email: hentschela@michigan.gov
Website: michigan.gov/mrs

Contact for Alpena County:
Angela Morgan
Phone Number: (989)255-9176
Email: morgana13@michigan.gov
Website: michigan.gov/mrs

Contact for Montmorency County:
Marlene Salmon
Phone Number: (231)419-0362
Email: salmonm1@michigan.gov
Website: michigan.gov/mrs

NORTHEAST MICHIGAN COMMUNITY MENTAL HEALTH AUTHORITY

Northeast Michigan Community Mental Health Authority (NEMCMHA) provides services designed to enhance each person's potential to live and/or work independently within the community.

What Services are offered?

Services for Intellectual/Developmental Disabilities

NEMCMHA offers an array of services to support people who have intellectual and developmental disabilities. These services are designed to promote and support people to live and work as independently as possible in the community. A person's eligibility for certain services will depend upon needs established as a part of the person-centered planning process.

- Professional clinical services
- Supports Coordination/Case Management
- Community Support Services
- Community Employment Services
- Supported Independent Living
- Residential Services
- Applied Behavior Analysis

Services for Children with Mental Illness or Serious Emotional Disturbance

- Outpatient and Psychiatric (including emergencies)
- Supports Coordination/Case Management
- Home-based Services
- Residential and Inpatient Services

Services for Adults with Serious Mental Illness or Co-occurring Disorders

- Outpatient and Psychiatric (including emergencies)
- Supports Coordination/Case Management
- Psycho-Social Rehabilitation (Light of Hope Clubhouse)
- Integrated Dual Disorders Treatment
- Employment Solutions Supported Employment
- Assertive Community Treatment (ACT)
- Residential/Inpatient Services
- Geriatric/Nursing Home Services
- Family Psycho-education
- Dialectical Behavior Therapy

Person-Centered Plans:

Any on-going treatment or service you may require will be based upon your individual needs as they are determined by a “person-centered plan”. These plans are developed with your full participation and agreement, and will focus on outcomes you want to achieve. You may invite family members or other important people to be involved in the planning.

Access to Care:

If you believe you may need mental health services, call the Access Center (989-356-2161) during business hours (Monday – Friday, 8:00 a.m. – 5:00 p.m.).

Emergency numbers can be called any time of day for immediate care.

Northeast Michigan Community Mental Health:

989-356-2161

Toll-free 800-968-1964

ALPENA COMMUNITY COLLEGE DISABILITY SERVICES

ACC Disability Services

- Advanced Preparation: priority registration; room/building proximity; syllabus prior to start of class; list of required printed materials.
- Adaptive Equipment: tape recorder; laptop computer in class; spell and/or grammar checkers; FM device; video-recorder.
- Environmental Adaptations: reserved seating; work space/classroom modification; room/building proximity; note-taker; arranged peer partnerships – classrooms/labs; scribe; reader; real time reporter; instructional adaptations.
- Modified Materials: taped textbooks; audiotapes of lectures; videotapes of lectures; copies of visual materials in an alternative format.
- Testing Adaptations: extended time; alternative testing format/environment.

Requesting Disability Services

It is important to understand that in the post-secondary learning environment, a potential student must establish that they are otherwise qualified by meeting the academic and technical standards required for admission. Services to accommodate a disability cannot alter the content of a class.

Prior to requesting Disability Services at Alpena Community College (ACC), an individual must:

- Be officially admitted to ACC
- Complete placement-testing requirements

After completing the above requirements, an individual requesting Disability Services must:

- Make their disability known. An interview may be scheduled by contacting the Dean of Students;
- Provide disability documentation that meets standards set by Alpena Community College.

More detailed information about ACC's Disability Services policies and procedures is available in the Access for Students with Disabilities publication, Students With Disabilities, which can be found at

https://discover.alpenacc.edu/admissions/current_students/student_services_center.php

For more information on your rights and responsibilities as you prepare for a post-secondary education, visit <http://www2.ed.gov/about/offices/list/ocr/transition.html>.

For more information, contact:

Nancy Seguin

Dean of Students

Van Lare Hall 109

seguinn@alpenacc.edu

(989) 358-7212 or (888) 468-6222 ext. 7212

CONTACTS

AMA ESD
2118 US 23 South
Alpena, MI 49707
(989) 354-3101

Alcona Community Schools
51 N. Barlow Road
Lincoln, MI 48742
(989) 736-8685

Alpena Public Schools
2373 Gordon Road
Alpena, MI 49707
(989) 358-5200

Atlanta Community Schools
PO Box 407
Atlanta, MI 49709
(989) 785-4877

Hillman Community Schools
245 Third Street
Hillman, MI 49746
(989) 742-4537

Michigan Department of Education
Office of Special Education
608 W. Allegan Street
PO Box 30008
Lansing, MI 48933
(517)241-7075

Michigan Rehabilitation Services (MRS)
315 W. Chisholm St.
Alpena, MI 49707
(989) 354-3143
Toll Free: (877) 901-7397

NEMROC
800 Bolton Street
Alpena, MI 49707
(989) 356-6141

Northeast Michigan Community
Mental Health Authority (NEMCMHA)
400 Johnson Street
Alpena, MI 49707
(989) 356-2161

Pied Piper School
444 Wilson Street
Alpena, MI 49707
(989) 356-1414

Michigan Special Education Mediation Program
229 N. Pine St.
Lansing, Michigan, 4893
(517)485-2274

ARC Michigan
1325 S. Washington Ave
Lansing, MI 48910
Phone: (800)292-7851

Parent Advisory Committee
AMA ESD
2118 US 23 South
Alpena, MI 49707
(989) 354-3101

Michigan Commission for the Blind
702 West Kalamazoo Street
P.O. Box 30652
Lansing, MI 48909
800-292-4200 or 517-241-1100

Michigan Association for the Deaf,
Hearing, and Speech Services
2929 Covington Ct.
Lansing, MI 48912
(517) 487-0066

Department of Health & Human Services
600 Walnut Street
Alpena, MI 49707
(989) 354-7200

AMA ESD TRANSITION COUNCIL

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Cassi Ortiz, Alcona Community Schools
Laura Dubey, Alpena High School
Stacy Moors, Alpena Public Schools
Jessica Pilarski, AMA ESD
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Lauren Grulke, Pied Piper School

ALPENA-MONTMORENCY-ALCONA EDUCATIONAL SERVICE DISTRICT

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Mary Zann, Director of Special Education
Jessica Pilarski, Special Education Supervisor
Ashley Peterson, Special Education Supervisor
Lauren Grulke, Principal--Pied Piper School

SPECIAL EDUCATION ABBREVIATIONS AND ACRONYMS

Frequently Used Abbreviations/Acronyms (Current Terminology)

Abbreviation/ Acronym	Original/Former Term	New Term
ADHD	Attention Deficit Hyperactivity Disorder	
Autism/AI	Autism	Autism Spectrum Disorder (ASD)
CP	Cerebral Palsy	
DB		Deaf-Blindness
EI	Emotional Impairment	
EMI – MCI	Educable Mentally Impaired	Mild Cognitive Impairment (MCI)
HI – D/HH	Hearing Impaired	Deaf/Hard of Hearing
LD	Learning Disabled	Specific Learning Disability (SLD)
MI – CI	Mentally Impaired	Cognitive Impairment (CI)
POHI – PI, OHI	Physically/Otherwise Health Impaired	Physical Impairment (PI), Other Health Impairment (OHI)
PPI – ECDD	Pre-Primary Impaired	Early Childhood Developmental Delay (ECDD)
SLI	Speech and Language Impaired	
SMI – SCI	Severely Mentally Impaired	Severe Cognitive Impairment (SCI)
SXI	Severely Multiply Impaired	
TBI		Traumatic Brain Injury
TMI – MoCI	Trainable Mentally Impaired	Moderate Cognitive Impairment (MoCI)
VI	Visually Impaired	

Special Education Services

Abbreviation	Service
OT	Occupational Therapy
PT	Physical Therapy
SSW	School Social Worker
TC	Teacher Consultant

State/Community Agencies

Abbreviation	Meaning
ARC	The Arc
CMH	Community Mental Health
DCD	Dept of Career Development
DCH	Dept of Community Health
DRC	Disability Resource Center
FIA	Family Independence Agency
ISD	Intermediate School District
LEA	Local Education Agency
MRS	Michigan Rehab Services
CMH	Community Mental Health
MDE	Michigan Dept of Education

Terms

Abbreviation	Term
ADA	Americans with Disabilities Act
BIP	Behavior Intervention Plan
FBA	Functional Behavioral Assessment
CBI	Community Based Instruction
FAPE	Free Appropriate Public Education
IEP	Individualized Education Plan
IEPT	Individualized Education Planning Team
ESY	Extended School Year
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IFSP	Individual Family Service Plan
LRE	Least Restrictive Environment
MET	Multidisciplinary Evaluation Team
SSI	Supplemental Security Income

AMA ESD Transition Council

MISSION STATEMENT

"Promote the transition of youth with disabilities from school to adult life."

This booklet was the result of a collaborative effort of the AMA ESD Transition Council. Some of the materials in this booklet were modified from the Charlevoix-Emmet Intermediate School District as well as Kent Intermediate School District located in Grand Rapids and other sources cited.



The Alpena-Montmorency-Alcona Educational Service District is in compliance with all State and Federal law prohibiting discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap.

October 2024