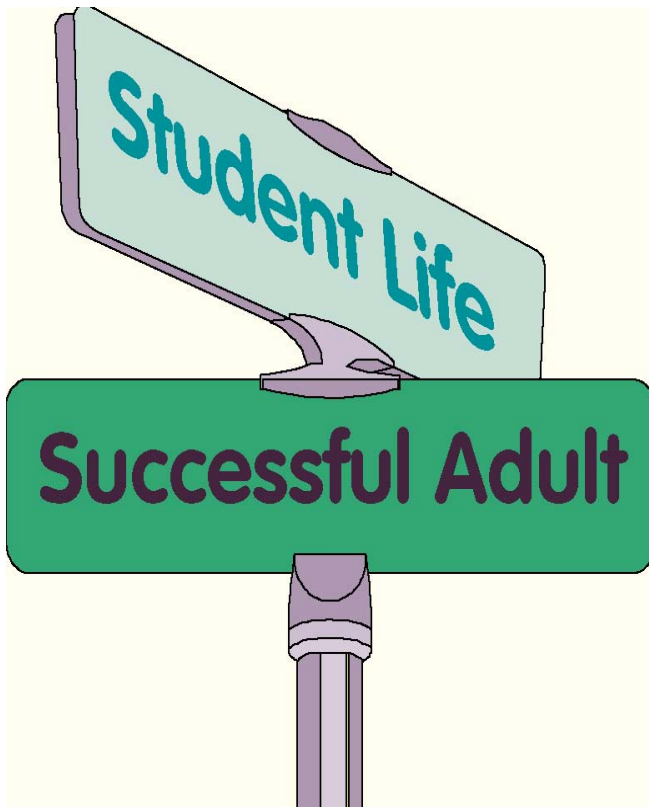


A Better Future Starts with Transition Planning Today

Transition Services



A Guide
to the
Process



OaklandSchools

Special Education
2111 Pontiac Lake Road
Waterford, MI 48328-2736
248.209.2049
www.oakland.k12.mi.us

Mission Statement

The mission of the Oakland County Transition Council is to ensure that through local collaborative efforts every person with disabilities will leave the school system with the necessary skills for transition and opportunity to achieve successful post school outcomes.

Resources

The resources listed in this directory are not intended as an endorsement or otherwise, either by inclusion or exclusion.

Document Updates

Please note that this guide will be available online at www.oakland.k12.mi.us.
Ongoing updates will be made to this directory online.

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With special thanks to:

Eaton Intermediate School District

Livingston County Community Transition Council

Oakland Schools does not discriminate on the basis of race, color, national origin, age, sex, marital status, religion or disability. For employment matters, contact the Director of Human Resources at 248.209.2059. For all other matters, contact the Director of Legal Affairs at 248.209.2062, 2111 Pontiac Lake Road, Waterford, MI 48328-2736.



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

An Introduction...



Every person experiences transition throughout his or her life. The transition to a different classroom, new school building or from school to community is a process that all students go through. It represents a major change in the student’s life. Transition events will occur at many times in our lives. You, your family and your son/daughter are coming to a challenging and exciting time in life. It is an important time for students and families to plan and make decisions about the future.

What we know about transition:

- Transitions occur throughout life
- Transitions are likely to be stressful
- Transitions are made easier with planning
- Transitions are a time of growth

The purpose of this booklet is to introduce you to transition planning and to be a useful guide to help answer questions you may have. Questions like...

- What is transition planning?
- Where can I go for vocational assistance? Where can I go to find a job?
- What can I do with my free time?
- Where can I live?
- How can I get post-high school training?
- What is a Certificate of Completion?
- What community agencies may be able to assist me in reaching goals?

For more information, call the Transitional Coordinator for your local district or call the Special Education Regional Consultants at Oakland Schools at 248.209.2504 or 248.209.2525.

Or, log onto www.oakland.k12.mi.us:
Click on resources for parents and students
Click Support Services
Click Special Education
Click Services
Click Supporting Students Making Transitions

Transition and the Law



IDEIA requires transition planning for all students who receive special education services beginning at age sixteen. Michigan Special Education law requires transition planning occur at age 14.

Michigan law being more restrictive provides more protection by requiring transition at an earlier age than IDEIA. Transition planning at age 14 in Michigan is supported by federal regulations 300.660(a)(2)(i)(ii) and 300.110(a)(b)(1)(2).

The Individuals with Disabilities Education Improvement Act of 2004 (I.D.E.I.A.), describes transition services as a coordinated set of activities for a student with a disability 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.
- Are based on an individual student's needs, taking into account their 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 functional vocational evaluation.

The Individualized Education Program (IEP) should include:



- A statement of the transition needs of the student that focuses on the student's course of study (such as participation in academic courses and vocational education program.)
- A statement of needed transition services for the student, including, if appropriate, a statement of the connections between various community agencies. This could include transition services in the areas of instruction, community experiences, employment objectives, post – high school adult living, and daily living skills, adult service agencies, and a vocational evaluation (as needed).

Transition Planning



Transition life planning is the process of preparing a student for the completion of his/her school program and of moving into adult life. Students will be faced with many questions and decisions regarding education, employment, living arrangements, financial needs, social needs, and community supportive services. The transition contact person, the special education coordinator, counselor, and/or teacher at the local school district should be able to provide information and assistance in this process.

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

Transition planning should:

- Consider pre-vocational issues at age 12 *
- Begin at age 14 by identifying a course of study
- Focus on life after school
- Be addressed annually as a part of the Individualized Education Program
- Be individualized, including the student and family members as decision-makers
- Should have the involvement of a variety of school staff; the special education coordinator, counselor, and/or teacher
- Make sure that the student receives instruction and exposure in social skills, career options, post – high school education, community living and in using community resources
- Be coordinated by the school
- Consider the student's preferences and interests
- Be a cooperative effort between the student, family, employers and community agencies

* Pre-vocational refers to considering general work habits and the ability to complete these age appropriate activities in the school setting. It may include more specific work-related tasks, if appropriate.

Life Outcomes



Transition activities should be designed to help the student select and plan for basic and realistic life outcomes. These goals are different for every person and are very much a personal choice. However, all people should have the opportunity to:

- Have a home
- Have a healthy adult lifestyle
- Have financial security
- Have a job
- Have friends
- Be an active citizen
- Have recreation and leisure activities

Transition Areas

If a student is 14 years old, transition planning is required by law, is based on the students' vision, and should identify strategies to reach those goals. The transition areas identified in I.D.E.I.A. 04 include:

Vocational Training – Employment

- Pre-vocational training
- Career Awareness
- Vocational Exploration
- Career Exploration
- Placement/Employment

Community Participation

- Transportation/Mobility
- Recreation and Fitness
- Independence
- Service Organization

Post – High School Adult Living

- Living Arrangements
- Personal/Family Relationships
- Self-Care
- Money Management
- Social Skills

Post – High School Education

- College
- Community Education
- Technical Training
- Transition Certificate

Participants in Transition Planning – The Student



As the most important member of the planning team, the student needs to guide the process as much as possible. Everything revolves around the student. The school will invite the student to his or her Transition/IEP meeting. The student's active participation as a member of the Transition/IEP is mandated! This will happen when the student is about to or has turned 14 years of age. The student will have time to express opinions and to consider the decisions that are being made.

By the time **the student** is in high school, it is expected the student is:

- Attending and participating at the Transition/IEPT meeting
- Learning to lead own meeting
- Inviting anyone who may help plan for the student's future
- Expressing opinions, choices and goals (vision)
- Learning about his/her disability and strengths and communicating how he/she is doing in school and in community
- Gaining information about post-high school service providers
- Identifying interests, abilities and desires for future goals
- Identifying accommodations and supports that may be needed for school and community
- Following through on transition activities
- Asking questions about things not understood
- Learning about his/her civil rights under the law

Participants in Transition Planning – The Family

Family members have an important role to play in the transition process. Family members know the student well and will have information about abilities, personalities, and possible goals. The family is also aware of how the specific disability may affect the student's life outside the school. Most importantly, the family is a wealth of support and resources. Parents can help focus the goals for their student and can be an influence on the student's life after the completion of school.

The family is responsible for...



- Attending the IEPT/Transition meeting as a support
- Advocating for a curriculum that will prepare students for life after high school
- Helping the student learn about his/her disability and how to advocate for him/herself
- Helping the student research educational and employment options (post-high school)

- 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 plan
- Encouraging the student to be as independent as possible – at home and in the community

Participants in Transition Planning – The School

The school is responsible for coordinating activities that will help each student move into adult life. The school staff is an excellent resource in the development of a realistic plan. All members participating in transition-planning need to work together as partners, and this requires collaboration and good communication.

The school will be responsible for...

- Assisting families and students to understand available options in school and those that may be available during adult life
- Providing a curriculum that prepares students for post-high school education and adult independent living
- Identifying transition issues and developing a plan for the student to reach their goals
- Coordinating the IEP goals and objectives with transition services
- Listening carefully to information provided by the student and family
- Providing assessments of the student's abilities, including vocational evaluation and current information from teachers (both special education and general education)
- Providing information concerning the student's areas of strength and areas needing improvement
- Providing information about human service agencies available in the community
- Providing referral information to agencies
- Preparing the student to advocate for self and lead own IEP/Transition meeting, when possible
- Completing an Educational Development Plan (EDP) and Summary of Performance

Participants in Transition Planning – Community Service Provider(s)

Early involvement with agencies helps the family to decide what services the student will need for support in adult life. By involving community agencies that will be working with the student in the future, all parties have a better understanding of the student's needs and the options available. Community service providers offer a variety of services, such as vocational assistance, housing, medical follow-up, counseling, case management and recreational activities.

The community service providers are responsible for...



- Providing information on services available through their agency
- Determining eligibility
- Participating in the IEP Transition meeting when requested; assisting in developing the transition plan
- Assuming responsibility, when appropriate, for some of transition activities as the student leaves school

When working with community agencies, be aware that...

- There may be a detailed application process to access community service providers' programs.
- Records from school, doctors and other agencies may be requested. It is extremely important to keep good records of services that have been previously provided.
- Before leaving the school system, the students should obtain high school transcripts, evaluations (school psychological report), last IEP/MET and therapist reports. It is important that you always keep copies of these records.
- Services may not be provided immediately. There may be a waiting period.
- In making new contacts, keep records noting each conversation that occurs. Note the time, date, person contacted and information obtained, and keep a copy of the letters you wrote or receive from an agency.
- Keep records on employment, letters of recommendation and current resume on file.

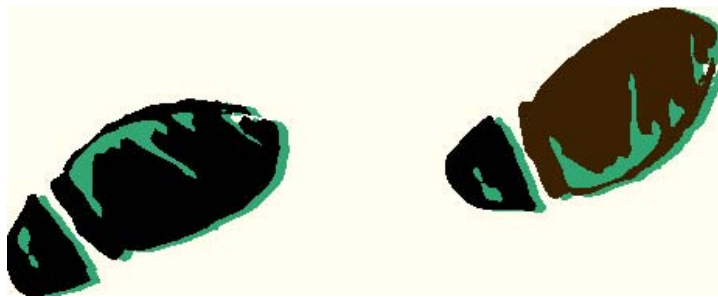
Transition Planning, Step by Step

Individualized Education Planning Team (IEPT)

Includes Transition Planning, which:

- Emphasizes life planning
- Includes a statement of needed services as a cooperative effort between student, family, school and community agencies
- Represents an ongoing planning process
- Focuses on school plans
- Emphasizes educational and instructional goals
- Represents goals and objectives that are the responsibility of the school, student and family

In order for Transition services to be meaningful, they must be consistent with the student's vision and goals. The participants need to share information, identify goals and objectives, and provide the needed support so each student can take those "next steps" into adulthood.

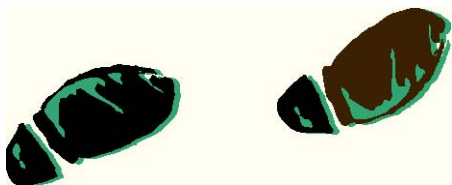


Transition Checklists and Timelines

Parents, students, school personnel, and agency staff may all wish to consider the following checklists of transition activities when preparing for transition plans. Use these checklists to ask yourself whether these issues should be addressed at Transition/IEP meetings. The checklist can also help identify who should be a part of the Transition/IEP team and whose responsibility it is for carrying out special activities. Students should have a plan that will provide directions for a successful transition to adult life.

At age 14 students should develop their vision and their dream for the future:

- 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

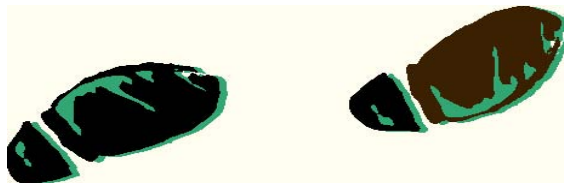


2 to 3 years before exiting the system, a student should:

- 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)

1 year before exiting secondary education requirements:

- 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)



Graduating Summary



The final IEP will focus on the beginning of adult life in the community. The final IEP meeting will clearly define plans for the future. For example, the young adult will know where to go for further education, work and social activities. Referrals to specific community agencies, which will provide services to the student, will have been completed. Any agency responsible for providing services after leaving high school should be invited to the Exit IEP/Transition meeting.

General Education Diploma or Certificate of Completion

A Certificate of Completion is a certificate awarded to students receiving special education services who are not on track to receive a general education diploma, but who will meet other specific criteria, which would allow them to move from high school into the world of independent living. This certificate of completion would allow students to receive additional services until the age of 26, and indicate readiness to leave high school. The discussion to determine appropriateness of this choice should take place at the student's IEP beginning at age 14. Ideally, the choice should be made as the student enters high school or by the end of the sophomore year. When a student chooses a Certificate of Completion, the student may proceed with graduation activities.

Post-High School Options with a Certificate of Completion: If the student receives a Certificate of Completion rather than a General Education high school diploma, he/she is eligible for these options:

- Work with district transitional coordinator to explore post-high school options (education, employment and community living)
- Receive assistance with employment through Michigan Department of Career Development, Rehabilitation Services
- Develop an individual service plan with assistance from adult community agencies (Community Mental Health, etc)

Supplemental Security Income

Supplemental Security Income (SSI) is a program administered by the Social Security Administration (SSA). SSI is a program that pays monthly benefits to people with low incomes and with limited assets who are 65 and older, or to people who have a disability, including students who meet certain other identified requirements.

There are three ways to find more information on Supplemental Security Income (SSI):



1. Social Security Office
1280 Pontiac Road, Pontiac, Michigan 48340
Monday-Friday 9 AM to 4 PM
2. Call Social Security's toll-free number: 1.800.722.1213
3. Use email: mi.fo.lansing@ssa.com
4. Contact Benefits, Planning, Assistance and Outreach Project at 800.827.4843

Supported Employment

Supported employment is a community 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 integration in the community, independence and productivity.

Supported employment:

- Is paid work
- Takes place in an integrated setting
- Offers training at the community-based job site
- Offers job coach support is provided, as needed

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

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



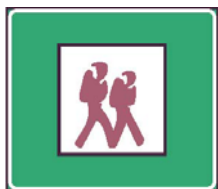
Guardianship or Power of Attorney?

Beginning at least one year before a student reaches the age of majority (age 18 in Michigan), a student must be informed during the IEP of his or her rights under IDEIA, and will be given a booklet entitled *Procedural Safeguard Available to Parents of Children with Disabilities* to help the student understand their rights. These rights will be the responsibility of the student upon reaching the age of majority unless the student has been assigned a power of attorney or guardian. The decision of Power of Attorney or *Guardianship* needs to be addressed at the “age of majority” (age 18, when a child is considered an adult) for students unable to make decisions for themselves.

A **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 is recommended because there are different types of powers 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). *Not everyone needs a guardian.* 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 and levels of guardianship to consider is accomplished in the probate court.

Where do you find out more about Power of Attorney or Guardianship?



- Michigan Protection and Advocacy Services, 1.800.288.5923 and the ARC (of Oakland County) Michigan, 248.816.1900, are excellent sources for information related to power of attorney or guardianship.
- Your county probate court can provide information on securing guardianship

Selective Service

Federal Law requires that all young men register with the Selective Service System at age 18. Young women are not required to register. **People are not excluded from this requirement because of a disability.** For federal jobs and for other kinds of job training programs which rely on federal money, proof of Selective Service registration may be required as part of the application process. Selective Service registration can be accomplished in four ways:

- Complete a form at the post office
- Go to an armed forces recruiting station
- Go online at internet site, WWW.SSS.Gov
- Call 847.688.6888, 9:00 AM - 4:30 PM. Have registrant's date of birth, social security #



Accommodations and Modifications

As part of their k-12 educational program, special education eligible students often receive accommodations and modifications to their programs and curriculum. It is important to make a clear distinction between these methods of assisting students.

An **Accommodation** is the use of any technology, or resource, which minimizes the disability and allows the student to participate fully in tasks and/or curriculum objectives.

Example: Difficulty in Writing → Accommodation



- Spell checker
- Editing/proofreading help
- Scribe for written work
- Note taker
- Taped lectures

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

Example: Difficulty with Writing → Modification

- Provide different written assignments
- Eliminate written assignments from expectations

The American with Disabilities Act (ADA) Section 504, is the law which assists with the provision of reasonable accommodations. This Act applies to entities which are either privately owned or assisted with state and federal funds.

As students leave the high school setting, they need to remember that while ADA assists in supporting adults in the workplace or in post-high school settings, service and programs are not equivalent to the broad range of services and programs serving elementary and secondary students. It is the adult's responsibility to self-identify and provide documentation of the disability, and what accommodations will be required.

Parents, families, teachers, and community agencies can all contribute to the student's ability to make known their specific needs in order to be successful. For additional information on accommodations, see Bridges4kids.org. For additional information on modifications, see Tools for Coping with Life's Stressors at www.coping.org/specialed/accomform.htm.

Bridges to Service Providers and Agencies

	Schools <i>Provides a formal system of learning to foster intellectual and social development in a school setting.</i>	Public Health <i>Provides disease, detects health problems and promotes better health by providing a broad range of health-related services.</i>	Community Mental Health <i>Provides services to individuals suspected of having or diagnosed as developmentally disabled and their families</i>
Ages 0 – 3 Infants and Toddlers	<ul style="list-style-type: none"> • Early On – community-based program which assists families with children, birth to 3, at risk due to developmental delay or handicapping conditions 	<ul style="list-style-type: none"> • Information • Referral • Health Screening • Supplemental Nutrition • Program – Women, Infants and Children (WIC) • Children’s Special Health Care Services • Maternal Support Services • Infant Support Services 	<ul style="list-style-type: none"> • Case Management • Information and Referral • Diagnostic Evaluation • Family Counseling • Respite Care • Life Consultation • Family Support Subsidy for eligible families • Crisis Intervention
Ages 4 – 5 Preschool	<ul style="list-style-type: none"> • Project (Child) Find – outreach program to locate children, youth and young adults with special needs who are not receiving special education services 	<ul style="list-style-type: none"> • WIC • Family Life Education • Children’s Special Health Care Services 	
Ages 6 – 12 Primary Education	<ul style="list-style-type: none"> • Project Find • Individual Education Planning (IEP) • Contact local school district for enrollment 	<ul style="list-style-type: none"> • Health Education Information • Children’s Special Health Care Services 	
Ages 13 – 21 Secondary Education	<ul style="list-style-type: none"> • Transition life planning • Individual education planning • Drivers education • Voter participation/ education 	<ul style="list-style-type: none"> • Health Education Information • Children’s Special Health Care Services 	Alternatives to and assistance with: <ul style="list-style-type: none"> • Guardianship Planning • Housing and Residential Planning • Respite Care
Adult Life	Mandatory Education ends at age 26	<ul style="list-style-type: none"> • Health Education Information • Health Screening 	<ul style="list-style-type: none"> • Resources for supported employment and competitive employment opportunities • Assistance with housing and Supported Living Assistance

Bridges to Service Providers and Agencies

Family Independence Agency <i>Provides financial assistance and Social Services to eligible individuals.</i>	Social Security Administration <i>National responsibility for administration of both the Social Security Disability Insurance (SSDI) (Title II) and Supplemental Security Insurance (SSI) (Title XVI) which is based on financial need.</i>	Michigan Rehabilitation Services (MRS) <i>Provides services to persons who have a disability which makes it difficult for them to obtain and maintain employment. The main focus is employment. Includes Michigan Commission for the Blind</i>	Recreational and Leisure, etc. <i>Activities designed to provide social, cultural and personal development.</i>
<ul style="list-style-type: none"> • Day Care • Foster Care • Medicaid • Food Stamps • Family Prevention Services • Adoption Services • Child Support Services • Child Protective Services • Temporary Financial Services 	Obtain Social Security care by filing out an application at your nearest Social Security office.		<ul style="list-style-type: none"> • YMCA/YWCA • Local Parks and Recreation Departments
			<ul style="list-style-type: none"> • Local Parks and Recreation Departments • Camp Fire • Scouts • Special Olympics • Private camps • 4-H Clubs
	Social Security's Plan to Achieve Self-Support (PASS) and Impairment Related Work Experiences (IRWE) may be available depending on goals, needs and earnings of the individual.	MRS or Michigan Commission for the Blind should be contacted one year prior to graduation for vocational planning or when transition life planning begins.	
<ul style="list-style-type: none"> • Medicaid • Adult Foster Care • Placement Services • Employment, Training • Protective Services • Home Help Services • Physical Disability Services (PDS) • Independent Living Services • Food Stamps 	SSI benefits may change depending on earned income. Social Security Disability Insurance (SSDI) may be available if you have contributed to the Social Security trust fund.	Services are available throughout adult life and include, but are not limited to: vocational counseling, job placement, job coaching, etc.	<ul style="list-style-type: none"> • Applications for Subsidized Housing • Males register for Selective Service at age 18 • Workforce Investment Act Transportation Public (Smart) or Private – see local telephone book listings

Glossary of Special Education Terms and Common Abbreviations

ADA	The Americans with Disabilities Act	IDEA	Individuals with Disabilities Educational Act (P.L. 101-476)
ADD	Attention Deficit Disorder	IEP	Individualized Education Program
ADHD	Attention Deficit Hyperactivity Disorder	IEPT	Individualized Education Planning Team
ADL	Adult Daily Living	IPE	Individualized Plan of Employment
AFC	Adult Foster Care	ISD	Intermediate School District
AI	Autism	ITP	Individualized Transition Plan
ASD	Autism Spectrum Disorder	LRE	Least Restrictive Environment
AT	Assistive Technology	MDE	Michigan Department of Education
CBI	Community Based Instruction	MET	Multidisciplinary Evaluation Team
CI	Cognitive Impairment	MRS	Michigan Rehabilitation Services
CMH	Community Mental Health	P & A	Protection and Advocacy
CP	Cerebral Palsy	OHI	Other Health Impairment
CSDD	Community Services for the Developmentally Disabled	OSE	Office of Special Education
CTC	Community Transition Council	OT	Occupational Therapy
DB	Deaf Blind	PEC	Parent Advisory Council
DCH	Department of Community Health	PI	Physical Impairment
DD	Developmental Disability	PT	Physical Therapy
DOE	Department of Education	SLD	Specific Learning Disability
DHS	Department of Human Services	SLI	Speech and Language Impairment
ECDD	Early Childhood Developmental Delay	SSA	Social Security Administration
EI	Emotional Impairment	SSI	Supplemental Security Income
ESY	Extended School Year	STW	School-To-Work
FTE	Full Time Equivalent	SXI	Severely Multiply Impaired
HI	Hearing Impaired	TBI	Traumatic Brain Injury
		VI	Visual Impairment

Resource Directory – Employment

Easter Seals

800.75.SEALS

www.easterseals.com

- Medical rehabilitation
- Job training and employment
- Adult day services
- Provide mental health services
- Prevention programs
- 24/7 availability

Freedom Work Opportunities

248.887.1597

www.freedomwork.org

- Serves individual with documented disability
- Vocational training
- Job placement
- Job searching

Jewish Vocational Services

248.559.5000

www.jvsdet.org

- Serves residents of Macomb, Oakland, and Wayne counties
- Career development
- Employment services
- Educational opportunities

Judson Center

248.549.4339

www.judsoncenter.org

- Group homes and supported independence living
- Supported employment
- Counseling services
- Autism connections
- LIFE academy

Michigan Commission for the Blind

www.michigan.gov/mcb

Toll Free Voice: 1-800.292.4200

Toll Free TTY: 1.888.864.121

- Provides services to help blind individuals become employed and live independently in their own homes.

**Michigan Department
of Career Development**

248.338.0444

www.michigan.gov/mdcd

- Serves persons 17 and older with disabilities affecting employment
- Vocational counseling
- Vocational placement
- Job training

Michigan Rehab

800.605.6722

www.michigan.gov/mdcd

- Serves school age youth with disabilities ages 16 to 26
- Begins 1 to 2 years prior to graduation
- Referred to by school, parents or another community agency
- Includes vocational counseling, assessment, college prep, assistance to obtain employment, and short-term supports

Michigan Works!

248.858.5520

www.michiganworks.org

- Career preparation, assessment, training and resource room

New Horizons

248.340.0559

www.newhorizonsrehab.org

- Serves individuals age 16 and older in need of vocational assistance
- Vocational evaluation
- Job training
- Job placement

Oakland County Community Mental Health Authority

www.occmha.org
(800) 341-2003

- Supported employment
- Public mental health services
- Prevention programs
- 24/7 availability

For persons with developmental disabilities services provided by:

Community Living Services of Oakland County www.comlivserv.com (248) 758-2348
Macomb Oakland Regional Center www.morcinc.org (866) 593-7412

For children with serious emotional disturbance services provided by:

Easter Seals Michigan www.mi.easterseals.com (866) 992-4453

For adults with mental illness services provided by:

Community Network Services www.cnsmi.org (800) 273-0258
Easter Seals Michigan www.mi.easterseals.com (800) 395-9819
Training & Treatment Innovations www.ttiinc.org (800) 741-1682

Resource Directory – Housing and Daily Living

ARC of Oakland County, Inc. 248.816.1900 www.thearcoakland.org

- Services individuals with disabilities
- Advocacy in benefits and special education law
- Information and referral

Center for Independent Living 586.268.4160 www.omcil.org

- Serving people with disabilities in the tri-county area
- Individualized support services
- Empowerment training
- Independent living skills training

Community Housing Network 248.928.0111
www.communityhousingnetwork.org

- Serves Oakland County residents with a disability
- Development of individualized housing arrangements
- Person centered planning

JARC 248.538-6610 www.jarc.org

- Independent, interdependent, and group home living
- Life skills training
- Social Groups
- Supports coordination

Judson Center 248.549.4339 www.judsoncenter.org

- Group homes and supported independence living
- Supported employment
- Counseling services
- Autism connections
- LIFE academy

Michigan Commission for the Blind

www.michigan.gov/mcb

Toll Free Voice: 1-800.292.4200

Toll Free TTY: 1.888.864.121

- Provides services to help blind individuals become employed and live independently in their own homes.

Oakland County Community Mental Health Authority www.occmha.org (800) 341-2003

- Personalized support for independent living
- Public mental health services
- Person Centered Planning

For persons with developmental disabilities services provided by:

Community Living Services of Oakland County www.comlivserv.com (248) 758-2348
Macomb Oakland Regional Center www.morcinc.org (866) 593-7412

For children with serious emotional disturbance services provided by:

Easter Seals Michigan www.mi.easterseals.com (866) 992-4453

For adults with mental illness services provided by:

Community Network Services www.cnsmi.org (800) 273-0258
Easter Seals Michigan www.mi.easterseals.com (800) 395-9819
Training & Treatment Innovations www.ttiinc.org (800) 741-1682

Oakland and Macomb Center for Independent Living 586.268.4160 www.omcil.org

- Serves persons with all disabilities
- Peer counseling
- Advocacy
- Information and referral
- Independent living skills training

New Gateways 248.538.7830 www.newgateways.net

- Serves adults (26 and older) with mild to severe developmental disabilities
- Offers community involvement opportunities

On My Own of Michigan 248.649.3739 www.onmyownofmi.org

- Independent, interdependent living
- Life skills training
- Social groups

Resource Directory – Recreation

Equine-Assisted Counseling 248.652.3286 www.equine-assisted-counseling.com

- Therapeutic horseback riding
- Specializing with students diagnosed with Attention Deficit

Far Conservatory of Therapeutic and Performing Arts

248.646.3347 <http://comnet.org/far>

- Serves infants to adults with mental and physical impairments
- Therapeutic based programs
- Creative arts and athletics

Fowler Center 989.673.2050 www.thefowlercenter.org

- Year round camp & retreat for adolescents and adults diagnosed with developmental disabilities

Jewish Community Center 248.661.1000 www.jccdet.org

- Specialized programs for children and adults with disabilities
- Peer support groups
- Socialization
- Classes

Oakland County Library for the Visually and Physically Impaired 248.585.5056 www.co.oakland.mi.us/lvpi
TDD – 248.452.2247

- Talking books and magazines
- Free mail service
- Large print and lending visual aids collections

Oakland County Parks and Recreation Therapeutic Program

248.585.7596 www.co.oakland.mi.us

- Adaptive Recreation
- Seasonal Sports Groups

Paint A Miracle

248.652.2702

www.paintamiracle.org

- Therapeutic art programs

OATS

248.620.0505

www.oatshrh.org

- Therapeutic horseback riding

SCAMP

248.620.1882

www.clarkstonscamp.com

- Serves special needs children thru age 26
- Offers educational and recreational opportunities

The Art Experience

248.706.3304

www.theartexperience.org

- Therapeutic art programs

Resource Directory – Community

Catholic Social Services of Oakland County

Pontiac Main Office – 248.333.3700

Farmington Branch – 248.539.3592

Royal Oak Branch – 248.548.4044

Pontiac Branch – 248.334.3595

Waterford Branch – 248.666.8870

www.cssoc.org

- Counseling
- Family support services
- Social skills groups

Department of Human Services (FIA)

Bloomfield Hills – 248.975.4800

Madison Heights – 248.583.8700

Pontiac – 248.975.5400

www.michigan.gov/dhs

- Food Stamps
- Home Help
- Juvenile justice
- Protective services

Jewish Community Center

248.661.1000

www.jccdet.org

- Specialized programs for children and adults with disabilities
- Peer support groups
- Socialization
- Classes

Oakland County Community Mental Health Authority www.occmha.org
(800) 341-2003

- Information and referral
- Crisis care and intervention
- Public mental health services
- Person Centered Planning

For information and referral/24 hour crisis screening services provided by:

Common Ground Sanctuary Information and referral and
Transitional living program (800) 810-3772
www.commongroundsanctuary.org 24 hour crisis screening (800) 231-1127

For persons with developmental disabilities services provided by:

Community Living Services of Oakland County www.comlivserv.com (248) 758-2348
Macomb Oakland Regional Center www.morcinc.org (866) 593-7412

For children with serious emotional disturbance services provided by:

Easter Seals Michigan www.mi.easterseals.com (866) 992-4453

For adults with mental illness services provided by:

Community Network Services www.cnsmi.org (800) 273-0258
Easter Seals Michigan www.mi.easterseals.com (800) 395-9819
Training & Treatment Innovations www.ttiinc.org (800) 741-1682

Oakland County Youth Assistance Contact your local district
www.co.oakland.mi.us/circuit/division_committee/youth-assistance

- Family centered counseling
- Family education/workshops
- Mentor plus
- Skill building
- Recreation and after school program

Oakland Schools 248.209.2000 www.oakland.k12.mi.us

- Career development
- Grandparents acting as parents
- Great parents great start
- Research, evaluation, and assessment
- High school, middle school and teen parent program
- Career, college, and financial aid info

**United Cerebral Palsy
of Metropolitan Detroit**

800.827.4843

www.ucpdetroit.org

- Information, referral and services for individuals with disabilities
- Employment assistance & social security/benefits planning
- Community inclusion support and training

Salvation Army

248.558.5600

www.usc.salvationarmy.org

- Furniture
- Clothing
- Assistance with food, rent, Detroit Edison, and Consumer Power

Resource Directory – Post High School Education

Central Michigan University

Mt. Pleasant, Michigan 989.774.4000 www.cmich.edu

- Serves students with disabilities
- Educational support

Eastern Michigan University

Ypsilanti, Michigan 734.487.2470 www.emich.edu

- Serves students with disabilities
- Educational support

Ferris State University

Big Rapids, Michigan 231.591.3772 www.ferris.edu

- Serves students with disabilities
- Educational support

Grand Valley State University

Allendale, Michigan 616.331.2490 www.gvsu.edu

- Serves students with disabilities
- Educational support

Lake Superior State University

Sault Ste. Marie, Michigan 906.632.6841 www.lssu.edu

- Serves students with disabilities
- Educational support

Michigan Career and Technical Institute (MCTI)

Plainwell, Michigan 877.901.7360 www.michigan.gov

- Serves adults with physical, mental or emotional disabilities
- Fully accessible campus
- 13 vocational programs
- Career assessment service

Michigan State University

East Lansing, Michigan 517.353.9642 www.msu.edu

- Serves students with disabilities
- Educational support

Michigan Technological University

Houghton, Michigan 906.487.2212 www.mtu.edu

- Serves students with disabilities
- Educational support

National-Louis University (The PACE Program)

Evanston, Illinois 847.256.5150 www.nl.edu

- Serves young adults with learning disabilities
- Academics
- Career preparation
- Life skills instruction
- Socialization

Northern Michigan University

Marquette, Michigan 906.227.1737 www.nmu.edu

- Serves students with disabilities
- Educational support

Oakland Community College (The PASS Program)

Oakland County, Michigan 248.341.2000 www.occ.cc.mi.us

- Serves students with disabilities
- Educational support

Oakland Schools

Waterford, Michigan 248.209.2000 www.oakland.k12.mi.us

- Career development
- Grandparents acting as parents

Oakland University

Rochester, Michigan 248.370.3266

www.oakland.edu

- Serves students with disabilities
- Educational support

Saginaw Valley State University

Saginaw, Michigan 989.964.7000

www.svsu.edu

- Serves students with disabilities
- Educational support

University of Michigan

Ann Arbor, Michigan 734.763.3000

www.umich.edu

- Serves students with disabilities
- Educational support

University of Michigan (Dearborn)

Dearborn, Michigan 313.593.5430

www.umd.umich.edu

- Serves students with disabilities
- Educational support

University of Michigan (Flint)

Flint, Michigan 810.762.3000

www.flint.umich.edu

- Serves students with disabilities
- Educational support

Wayne State University

Detroit, Michigan 313.577.1851

www.wayne.edu

- Serves students with disabilities
- Educational support

Western Michigan University

Kalamazoo, Michigan 269.387.7200

www.wmich.edu

- Serves students with disabilities
- Educational support

Adult Literacy & Learning Disability Forum Resources for People with Learning Disabilities

This is an edited version of the resource guide produced by The Adult Literacy & Learning Disabilities Forum, a partnership initiative of Michigan Adult Education and the Department of Labor & Economic Growth- Michigan Rehabilitation Services. Members of the forum include representatives of the Michigan Works! Association, Department of Corrections, Department of Human Services, and the Learning Disabilities Association of Michigan.

Adult Education

www.michigan.gov/adulteducation

Provides an opportunity for mature students to achieve education levels equivalent to those of high-school graduates. GED, Adult Basic Education, High School Completion, English as a Second Language, Family Literacy and programs for the homeless.

Bridges4Kids: Help for a Child in Michigan

www.bridges4kids.org/HelpForKids.html

This link goes directly to an interactive map directing users to service providers by Michigan County. A non-profit organization providing a comprehensive system of information and referral for parents of children from birth through transition.

Citizens Alliance to Uphold Special Education (CAUSE)

www.causeonline.org

CAUSE is the Parent Training Information Center for the State of Michigan. It provides free information, referral, support, advocacy, and workshops to parents and professionals working with children with disabilities and special needs.

E-Learn Ability: Michigan's Disability Gateway

www.elearnability.net

A connecting point for organizations and individuals in Michigan interested in disability issues.

Learning Disabilities Association of Michigan

www.bridges4kids.org/ld/

Support and information for people with learning disabilities, their families, and service providers. A priority goal is to help students with learning disabilities take charge of their lives in their early teens. Toll Free: 888.597.7809. Phone: 517.485.8160 E-mail: info@ldaofmichigan.org or ldami@aol.com

Library Service for the Blind and Physically Handicapped

www.michigan.gov/hal/0,1607,7-160-17449_18641-51258--,00.html

Serving people with visual and physical handicaps offers books and other types of materials found in a public library on cassette tape. The service is free. Phone: 1-800.992.9012

Michigan's Assistive Technology Resource Center

www.cenmi.org/matr

Information, support, technical assistance and resources related to assistive technology.

Phone: 1.989.224.0333 Fax: 989.224.0330 TTY: 989.224.0246

MI-AHEAD

www.mi-ahead.org

A professional organization for professionals in higher education who work with students and staff with disabilities.

Michigan Commission on Disability Concerns

www.michigan.gov/cis/0,1607,7-154-28077_28545---,00.html

201 N. Washington Square, Suite 150, Lansing, MI 48913 517.335.6004 TTY/V

Toll Free: 877.499.6232 TTY/V Fax: 517.335.7773

Michigan Commission for the Blind

www.michigan.gov/mcb

Provides services to help blind individuals become employed and live independently in their own homes. Toll Free Voice: 1-800.292.4200 Toll Free TTY:1.888.864.1212

Michigan Division on Deaf and Hard of Hearing

www.mcdd-dodhh.org

Provides training, technical assistance, accommodations, research and other services to improve access to communication for deaf and hard of hearing people in Michigan.

517.335.6004 V/TTY Toll Free: 877.499.6232 V/TTY Fax: 517.335.7773

Videophone IP: dodhh.netE-Mail: dodhh@michigan.gov

Michigan Directory of Service Providers for Infants, Toddlers, Students with Disabilities

www.cenmi.org/se_directory.asp

This directory is intended for parents, educators, and other service providers seeking resource information related to the educational needs of children, students, and clients.

The directory contains contact information about resources for children ages birth to three with special needs and their families and students ages 3-26 with disabilities.

Michigan Literacy, Inc. & Literacy Councils

www.michiganliteracy.org

Advocates for literacy and develops tutor training and curriculum materials.

Michigan Protection & Advocacy Services

www.mpas.org/HomePage.asp

Provides information and advocacy, especially in the areas of human and legal rights for people with disabilities. Areas of expertise include mental health, developmental disabilities, special education, HIV/ AIDS and Client Assistance Program.

Michigan Technology Loan Fund

www.mi-atlf.org

Offers low-interest loans for the purchase of assistive technology, including training to use the equipment and related services.

Toll Free phone: 1.800.828.2714 Fax: 517.203.1203

Michigan Loan Funds c/o United Cerebral Palsy of Michigan, 3401 E. Saginaw, Suite 216, Lansing, MI 48912

Michigan Rehabilitation Services

www.michigan.gov/mrs

Assists people with disabilities to prepare for, find, and maintain employment. Provides accommodations, career counseling, training, and other job related services.

Michigan Career and Technical Institute (MCTI) is the technical training school operated by the agency. For more on MCTI, see: <http://www.michigan.gov/mcti>

Michigan Works!

www.michiganworks.org

Employment and training programs serving employers and workers. Services include:

- Michigan Talent Bank, www.michworks.org/mtb/user/MTB_EMPL.EntryMainPage
- Employer Services
- Adult, Dislocated Workers, Youth Services provided under the Workforce Investment Act.
- Self-service employment resource rooms
- Welfare reform programs

ABLEDATA**www.abledata.com**

Provides objective information about assistive technology products and rehabilitation equipment available from domestic and international sources. Although ABLEDATA does not sell any products, it helps locate the companies that do.

Alliance for Technology Access**www.ataccess.org**

This is a network of community-based resource centers, developers, vendors and associates who provide information and support services to children and adults with disabilities, increasing their use of standard, assistive, and information technologies. ATA members can be found all across the country. See Michigan's Assistive Technology Resource Center above.

Center for Applied Special Technology (CAST)**www.cast.org**

A nonprofit organization that works to expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies.

Heath Resource Center**www.heath.gwu.edu**

The national clearinghouse on postsecondary education for individuals with disabilities. Provides an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities.

Job Accommodation Network**www.jan.wvu.edu 800.526.7234 (V/TTY)**

A free consulting service designed to increase the employability of people with disabilities by:

- Providing individualized work site accommodation solutions,
- Providing technical assistance regarding the ADA and other disability-related legislation, and educating callers about self-employment options.

Learning Disabilities Association of America

www.lidaamerica.org

Support and information for people with learning disabilities, their families, and service providers.

LD Online

www.ldonline.org/ld_indepth/resource-guide.html

One of the most comprehensive resources on the Internet for learning disabilities.

Includes a Yellow Pages directory for locating local providers.

Literacy and Learning Disabilities

ldlink.coe.utk.edu

Provides a single point of access to information on LD issues important to:

- Adults with learning disabilities and their families
- Adult education teachers and tutors
- Staff: human services, vocational rehabilitation, one-stop employers

National Center for Learning Disabilities

www.ld.org

212.545.7510 Fax: 212.545.9665 Toll Free: 888.575.7373

Information and advocacy regarding learning disabilities.

National Resource Center on ADHD

www.help4adhd.org

This web site was created to meet the information needs of both professionals and the general public. Funded by the Centers for Disease Control, it provides reliable information.

Office of Civil Rights

www.ed.gov/about/offices/list/ocr/index.html

The Office of Civil Rights (OCR) serves student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems.

Resolves complaints of discrimination and provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR enforces.

Technical assistance partnerships are designed to develop creative approaches to preventing and addressing discrimination.

Recording for the Blind & Dyslexic

www.rfbd.org

A library of audio materials for people who are unable to read print due to a disability.

United States Access Board

www.access-board.gov

Provides ADA compliance and accessible design guidelines, technical assistance, training, and research.

PUBLICATIONS

Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges.

A comprehensive guide produced by the National Collaborative on Workforce and Disability for Youth by Timmons, J., Podmostko, M., et al. (2004) Available online at: http://www.ncwd-youth.info/resources_&_Publications/assessment.htm

WEB LINKS

www.cenmi.org/tspmi/links.asp

Provides multiple Michigan transition resources

www.ncset.org/websites/default.asp

The National Center on Secondary Education and Transition (NCSET) provides information focused on transition for youth with disabilities and their families

www.communityinclusion.org

Institute for community inclusion provides information on inclusion

<http://online.onetcenter.org/find>

The Occupational Information Network (O*Net) offers a complete listing of occupations with well-defined required skill sets for each!

www.jan.wvu.edu/soar/index.html

The Job Accommodation Network's Searchable Online Accommodation Resource (SOAR) system is designed to let users explore various accommodation options for people with disabilities in work and educational settings

Oakland County Transition Coordinator Contact List

Avondale Schools

260 S. Squirrel
Auburn Hills, MI 48326
248.852.2850 ext. 3131
Fax: 248.852.0595

Clarenceville Schools

20155 Middlebelt
Livonia, MI 48152
248.473.8926 ext. 234
Fax: 248.476.8051

Hazel Park Schools

2200 Woodward
Ferndale, MI 48220
248.544.5293
Fax: 248.544.5292

Berkley Schools

Berkley High School
2325 Catalpa
Berkley, MI 48072
248.837.8176
Fax: 248.544.5860

Clarkston Schools

6300 Church Street
Clarkston, MI 48346
Holly, MI 48442
248.623.4315
Fax: 248.623.4555

Holly Schools

Holly Senior High School
6161 E. Holly Road
248.328.3348
Fax: 248.328.3204

Birmingham Schools

Groves High School
20500 W. 13 Mile Road
Beverly Hills, MI 48025
248.203.3536
Fax: 248.203.3636

Clawson Schools

Clawson Senior High
101 John M. Street
Clawson, MI 48017
248.655.4200
Fax: 248.655.4205

Huron Valley Schools

Lakeland High School
1630 Bogie Lake Road
White Lake, MI 48383
248.676.8352
Fax: 248.684.8094

Bloomfield Hills Schools

Andover High School
4200 Andover High School
Bloomfield Hills, MI 48302
248.341.5715
Fax: 248.341.5896

Farmington Schools

Maxfield Training Center
33000 Thomas Street
Farmington, MI 48336
248.489.3398
Fax: 248.489.3413

Huron Valley Schools

Milford High School
2380 S. Milford Road
Highland, MI 48357
248.684.8091
Fax: 248.684.8094

Brandon Schools

1025 S. Ortonville Road
Ortonville, MI 48462
248.627.1820 ext. 1149
Fax: 248.627.5682

Ferndale Schools

881 Pinecrest
Ferndale, MI 48220
248.586.8648
Fax: 248.586.8620

Lake Orion Schools

495 E. Scripps
Lake Orion, MI 48360
248.693.5420 ext. 6113
Fax: 248.693.5464

Lamphere High School
Lamphere Center
29685 Tawas
Madison Heights, MI 48071
248.589.3155
Fax: 248.583.0261

Oakland Schools –SW
CFBP Coordinator
1000 Beck Road
Wixom, MI 48393
248.668.5600
Fax: 248.668.5670

Pontiac Schools
Pontiac Northern High School
1051 Arlene Street
Pontiac, MI 48340
248.451.7384
Fax: 248.451.7383

Madison Schools
Madison Senior High
915 E. Eleven Mile Road
Madison Heights, MI 48071
248.548.1800
Fax: 248.548.9758

Oakland Schools-NE
CFBP Coordinator
1371 N. Perry
Pontiac, MI 48340
248.451.2700
Fax: 451.2720

Pontiac Schools
Kennedy Center
1700 Baldwin
Pontiac, MI 48340
248.451.8045
Fax: 248.451.8206

Novi Schools
Novi High School
24062 Taft Road
Novi, MI 48375
248.449.1500
Fax: 248.449.1519

Oakland Schools-NW
CFBP Coordinator
8211 Big Lake Road
Clarkston, MI 48346
248.922.5800
Fax: 248.922.5805

Rochester Schools
Community Education Center
501 W. University
Rochester, MI 48307
248.726.3049
Fax: 248.726.3055

Oakland Schools
2111 Pontiac Lake Road
Waterford, MI 48328
248.209.2525
Fax: 248.209.2021

Oak Park Schools
3701 Oak Park Boulevard
Oak Park, MI 48327
248.691.8412 ext. 24
Fax: 248.691.8445

Royal Oak Schools
1123 Lexington
Royal Oak, MI 48073
248.435.8500 ext. 225
Fax: 248.435.6170

Oakland Schools-SE
CFBP Coordinator
5055 Delemere
Royal Oak, MI 48073
248.288.4020
Fax: 248.288.4071

Oxford High School
Oxford High School
745 N. Oxford
Oxford, MI 48371
248.969.5156
Fax: 248.969.5145

South Lyon Schools
Adult/Alternative Education
1000 N. Lafayette Street
South Lyon, MI 48178
248.573.8150
Fax: 248.437.0233

Southfield Schools

Southfield High School
24675 Lasher Road
Southfield, MI 48034
248.746.8978
Fax: 248.746.8664

Waterford Schools

Mott High School
1151 Scott Lake Road
Waterford, MI 48328
248.674.4134 ext. 522
Fax: 248.674.2825

Michigan Rehabilitation Services

2805 Pontiac Lake Road, Suite 1
Waterford, MI 48328
248.706.2600
Fax: 248.706.5943

Troy Schools

Troy High School
4777 Northfield Parkway
Troy, MI 48098
248.823.2713
Fax: 248.823.2713

West Bloomfield Schools

West Bloomfield High
4925 Orchard Lake Road
West Bloomfield, MI 48323
248.856.6720
Fax: 248.865.6756

Oakland County Community Customer Service

Mental Health Authority
2011 Executive Hills Boulevard
Auburn Hills, MI 48326
1.800.341.2003

Walled Lake Schools

Walled Lake Community High
615 N. Pontiac Trail
Walled Lake, MI 48034
248.956.5115
Fax: 248.956.5005

Walled Lake Schools

Walled Lake Northern High
6000 Bogie Lake Road
Commerce Township, MI 48382
248.956.5303
Fax: 248.956.5305

Compiled January 2002 & Revised May 2004 by Oakland County Community Mental Health Authority & Provider Agencies, Oakland Schools, Michigan Department Career Development

School References

IDEA = Based on Education of the Handicapped Act, Public Law 94-142 passed in 1975 but better known by a later amendment as the Individuals with Disabilities Education Act which is re-authorized on a regular basis. Certifications for special education are as follows: severely mentally impaired, trainable mentally impaired, educable mentally impaired, severely multiply impaired, autistic impaired, emotionally impaired, hearing impaired, visually impaired, physically and otherwise health impaired, speech/language impaired, preprimary impaired, learning disability, and homebound and hospitalized. Brief descriptions of each certification can be found in Michigan's Revised Administrative Rule for Special Education, April 1997. *Resident district*=school district in which student lives. *Operating district*=school district providing educational service. *Multidisciplinary evaluation team*=minimum of 2 professionals responsible for evaluating student. *Oakland Schools* =Intermediate school district office that supports 28 Oakland County schools & 20 academies in delivery of transition services. Contact local school district special education office for more information.

Vocational Rehabilitation References

Title I of the Rehabilitation Act of 1973, as amended = Provides for "a comprehensive, coordinated, effective, efficient, and accountable program of vocational rehabilitation which is an integral part of a statewide workforce investment system, and designed to access, plan, develop, and provide vocational rehabilitation services for individuals with disabilities..."

Vocational Education Act of 1984 = Better known as the Carl Perkins Act, Public Law 98-524. Requires that vocational education be made available as appropriate for students with disabilities.

Michigan Department Career Development contact: Pontiac office: 248-338-0444, Oak Park office: 248-968-5003

Mental Health References

Michigan Mental Health Code=Provides basis for eligibility and services available through the Department of Community Health.

Developmental Disability = Either of the following:

A. If applied to an individual older than 5 years, a severe chronic condition that meets all of the following requirements:

*is attributable to a mental or physical impairment or a combination of mental and physical impairments

*is manifested before the individual is 22 years old

*is likely to continue indefinitely

*results in substantial functional limitations in 3 or more of the following areas of major life activity:

- (1) self-care
- (2) receptive and expressive language
- (3) learning
- (4) mobility
- (5) self-direction
- (6) capacity for independent living
- (7) economic self-sufficiency.

*reflects the individual's need for a combination and sequence of special interdisciplinary or generic care, treatment, or other services that are of lifelong or extended duration and are individually planned and coordinated.

B. If applied to a minor from birth to age 5, a substantial developmental delay or a substantial developmental delay or a specific congenital or acquired condition with a high probability of resulting in a developmental disability as defined in Section A if services are not provided.

Severe emotional disturbance = a diagnosable mental, behavioral, or emotional disorder affecting a child that exists or has existed during the past year for a period of time sufficient to meet diagnostic criteria specified by the American Psychiatric Association resulting in functional impairment that substantially interferes with or limits the child's role or functioning in family, school, or community activities.

Serious persistent mental illness = a diagnosable mental, behavioral, or emotional disorder affecting an adult that exists or has existed during the past year for a period of time sufficient to meet diagnostic criteria specified by the American Psychiatric Association resulting in functional impairment that substantially interferes with or limits one or more major life activities.

MiChild = a health insurance program for uninsured children under 19 years living in a

Family with monthly income under: \$1800 for family of 2, \$2300 for family

of 3, \$2800 for a family of 4, \$3200 for a family of five or more. Cost per

family is \$5 regardless of number of children. No copays or deductibles. *Contact:* 1-888-988-6300

Oakland County Community Mental Health Authority General Information contact :Customer Service 1-800-341-2003 *Services for adults and children with developmental disabilities contact:* Macomb Oakland Regional Center 1-866-593-741 *Services for children with serious emotional disturbance contact:* Easter Seals 1-866-992-4453. *Services for adults with serious persistent mental illness contact:* Training & Treatment Innovations 248-969-9932, Easter Seals 248-372-6800, Community Network Services/Pontiac 248.745.4900, Community Network Services/Walled Lake 248-668-3410 *24 Hour Emergency mental health services for children and adults, Common Ground Sanctuary 1-800- 231-1127.*

**Oakland County Public Schools
Including Public School Academies**

**Michigan Department of Career
Development Rehabilitation Services**

**Oakland County Community Mental Health
And Contracted Providers**

Plan	Individualized Education Plan (IEP)	Individualized Plan for Employment (IPE)	Person Centered Plan (PCP)
Mandate	IDEA 1997, Michigan Special Education Rules	Rehabilitation Act of 1998	Federal & State Medicaid regulations, Michigan Mental Health Code
Purpose	A statement of student's present levels of educational performance including annual goals and support services	A written agreement that identifies the vocational goal of the individual, as well as the services & activities necessary to achieve the goal	A process for planning & supporting a person with disability that builds on capacity to engage in activities that promote community life and honors individual preferences, choices & abilities
Focus	Identify special education programs & services for educational benefit based on individual needs	Identify services to address specific individual needs for vocational benefit	Creative broad life planning of person's needs & dreams for quality of life benefit
Eligibility Criteria	13 categories of educational disabilities	Existence of disability resulting in impediment to employment, demonstration of ability to benefit from vocational rehabilitation	Adults & children with developmental disability based on Federal definition, children (<18 yrs) with severe emotional disturbance or enrolled in MICHild, adults (>18 yrs) with serious persistent mental illness
Age	Birth-26 yrs	Beginning at 16 yrs	Birth to death
Responsibility for Meeting Invitation	School district	Counselor & person with disability; parent/guardian if <18 yrs, counselor	Person with disability; parent/guardian if <18 yrs
Attendees	*Student with disability; parent/guardian if >14 yrs, special/general education teacher(s), district representative, community resources as needed	Person with disability; parent/guardian if <18yrs, counselor	Person with disability; parent/guardian if <18 yrs, facilitator, others as requested by person with guidance from facilitator as needed
Facilitator	Operating school district	Counselor	Selected by person with disability
Scope of Service	Student's educational needs (instruction, related services, post school activities, community experiences, functional vocational evaluation, employment, adult living)	Vocational training (preparation, obtaining & maintaining employment), educational training, physical/mental restoration	Person's needs and desires (physical, emotional, social, spiritual) supported through agency, natural supports and/or community resources
Funding Structure	Free appropriate public education, school obligation when educationally relevant. Funds received through IDEA, state appropriations, P.A.-18.	Agency responsible in absence of comparable benefits or voluntary family resources	Public mental health funds are required to be the payor of last resort (all other resources must be exhausted including ability to pay)
Initiation	Anyone can refer, parent/guardian consent for evaluation	Anyone can refer, parent/guardian consent for evaluation if <18 yrs	Person with disability, parent/guardian if <18 yrs
Process	Ongoing focus on identification of needs & services documented on IEP form	Ongoing focus on identified goals & services leading to overall vocational goal documented on IPE form	Ongoing focus on identification of needs & desires and resources to meet them documented on PCP form
Frequency	Minimal annual review & 3 yr Multidisciplinary Evaluation Team, parent/student can request additional meetings	Minimal annual review; amendments as needed	Initial preplan meeting & subsequent (multiple) meetings. Minimal annual review & updates as needed
Result	A legal document to provide free appropriate education	A guiding plan with agency obligation to provide service	A legal document with agency responsibility for implementation of plan
Providers of Service	School district; cooperating agencies, qualified vendors, IEP does not obligate outside resources	MDCD-RS, cooperating agencies, qualified vendor, IPE does not obligate outside resources	Natural supports, cooperative agencies, qualified vendors, MORC, Easter Seals, Community Services Network, TTI, Common Ground, PCP does not obligate outside resources

Transition Individualized Education Program (IEP)



*Office of Special Education and
Early Intervention Services*

July 28, 2005

Transition Individualized Education Program Team (IEPT) Report

Including Post-School Transition Considerations

(Required for students 16 years of age during the IEP year and recommended for students 13 years and over)

IEP Date: _____ Prior IEP Date: _____ Initial/Most Recent Reevaluation IEP Date: _____
Birth Date: _____ Gender: _____ Grade: _____ Student ID: _____

Student's Last Name: _____ First: _____
Address: _____ City: _____
State: _____ Zip Code: _____ County: _____ Telephone: _____
Resident Dist.: _____ Operating Dist.: _____ Attending Bldg: _____

Parent's Last Name: _____ First: _____ Relationship: _____
Native Language or Other Communication Mode: _____ Interpreter is Needed Y__ N__
Address (if different): _____
Telephone: Home: _____ Work: _____ Pager/Cell: _____ E-Mail: _____
Parent's Last Name: _____ First: _____ Relationship: _____
Native Language or Other Communication Mode: _____ Interpreter is Needed Y__ N__
Address (if different): _____
Telephone: Home: _____ Work: _____ Pager/Cell: _____ E-Mail: _____

The Purpose of this IEP Team Meeting is to Discuss (check one of the following):

- Initial Eligibility Review/Revise IEP Reevaluation Additional/change of disability reevaluation
- Other, please specify: _____

Parental Rights and Age of Majority (check all applicable):
<input type="checkbox"/> If the student will be age 17 during this IEP, the student was informed of parental rights that will transfer to him or her at age 18.
<input type="checkbox"/> If the student has turned age 18, the student and parent were informed of the parental rights that transferred to the student at age 18 including the right to invite a support person(s) such as a parent, other family member, advocate, or friend.
<input type="checkbox"/> The student has turned age 18 and there is a guardian established by court order. The guardian is: _____
<input type="checkbox"/> The student has turned age 18 and has appointed a legally designated representative (e.g., power-of-attorney, trustee). The representative is: _____

IEP Team Meeting Participants in Attendance

Check the box indicating the IEP Team member who can explain the instructional implications of evaluation results.
Check the circle indicating the IEP Team member who has observed the student suspected of having a learning disability.

_____ Student	_____ Adult Service Agency Representative	
_____ Parent	_____ General Education Teacher	<input type="checkbox"/>
_____ Parent	_____ Special Education Teacher/Provider	<input type="checkbox"/> <input type="radio"/>
_____ _____	_____ Public Education Agency Representative/Designee	<input type="checkbox"/> <input type="radio"/>
_____ _____	_____ _____	<input type="checkbox"/> <input type="radio"/>
_____ _____	_____ _____	<input type="checkbox"/> <input type="radio"/>

Participant signatures are required to verify a determination regarding a suspected learning disability under R 340.1713.

Any member who disagrees must submit a separate statement presenting his or her conclusion.

Attendance Not Necessary

The Parent and the LEA agree that the attendance of a member listed below is not necessary because the member's area of curriculum or related service is not being modified or discussed in the meeting.

Excusal Prior to the IEP Team Meeting

A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related service, if:

- 1) The parent and the local educational agency consent to the excusal; and
- 2) The member submits, in writing to the parent and the IEP Team, input into the development of the IEPT Report prior to the meeting. A parent's agreement shall be in writing.

Eligibility for Special Education

The IEP Team determined this student to be (check one): Ineligible Eligible

Primary disability:

Secondary disability, if any:

Factors to Consider in Order to Provide a Free and Appropriate Public Education (FAPE)

Consider (check) each of the following and comment below as appropriate:

- strengths of the student
- parent input and concerns for enhancing the education of the student
- results of an initial evaluation or the most recent reevaluation of the student
- progress on the current IEP annual goals and objectives
- student's anticipated needs or other matters

Comments:

Consider (check) each of the following. Needs in any of the following require a statement in the comments below:

- communication needs of the student
- positive behavior interventions, supports, and strategies for students whose behavior impedes learning
- language needs for students with limited English proficiency
- Braille instruction for students who are blind or visually impaired
- communication and language for students who are deaf or hearing impaired
- the need for assistive technology devices or services

Comments:

**Present Level of Academic Achievement and Functional Performance
Specify the Student Needs for Learning**

What is the student's level of functioning and how does the disability affect his or her involvement in and progress in the general education curriculum?

Student's Post-Secondary Goals

If student did not attend the IEP, describe the steps that were taken to ensure consideration of the student's preferences and goals:

34 CFR §300.344(b) requires the school to invite students to participate in IEP Team meetings if the meeting will include consideration of transition needs or services.

1) Adult Living: As an adult, where do you want to live?
2) Career/Employment: As an adult, what kind of work do you want to do?
3) Community Participation: As an adult, what hobbies and activities do you want to have?
4) Post-Secondary Education/Training: After high school, what additional education and training do you want?

Statement of Needed Transition Services – Include by age 16 (Required)

(Recommended beginning at age 13 and annually thereafter if determined by the IEP Team.)

Needed Transition Activities/Services Related to Student PLAAFP (describe the responsibilities of each participant)	Assessment	Responsible Agency/Person	Timeline (optional)
ADULT LIVING Considered, none needed <input type="checkbox"/>			
DAILY LIVING SKILLS Considered, none needed <input type="checkbox"/>			
FUNCTIONAL VOCATIONAL EVALUATION Considered, none needed <input type="checkbox"/>			
EMPLOYMENT Considered, none needed <input type="checkbox"/>			
COMMUNITY EXPERIENCES Considered, none needed <input type="checkbox"/>			
RELATED SERVICES Considered, none needed <input type="checkbox"/>			
FURTHER EDUCATION Considered, none needed <input type="checkbox"/>			
OTHER Considered, none needed <input type="checkbox"/>			

Was there a need to invite a community agency representative likely to provide current or future services?

Yes No

If Yes, did the community agency representative attend the IEP? Yes No Explain: _____

Please list any additional steps taken to ensure that the student has made connections with any appropriate outside programs and services: _____

Courses of Study Addressing Post-School Transition Needs for Post-Secondary Adult Activities

(Required to consider the following for any student who will reach age 16 during his IEP; optional to consider at age 13 or younger if determined appropriate by the IEP Team and reviewed at each subsequent IEP). Check one:

General and/or special education classes leading to a diploma

Course of study leading to a certificate of completion

Describe how the student's courses of study align with the student's post-secondary goals:

Least Restrictive Environment

This student will:

Fully participate with students who are non-disabled in the general education setting except for the time spent in separate special education programs/services provided outside of the general education classroom as specified in this IEP.

Yes No (explain):

Be fully involved in and make progress in the general education curriculum.

Yes No (explain):

Have the same opportunity as general education students to participate in nonacademic and extracurricular activities.

Yes No (explain):

Supplementary Aids/Services/Personnel Supports

Supplementary Aids/Services/Supports	Amount of Time/Frequency/Conditions	Location

All supplementary aids, services, and supports listed above will begin on the initiation date of the IEP and continue for one calendar year, following the approved school district calendar. Note below any exceptions to beginning and ending dates and locations given above. Specify month/day/year:

Annual Goals and Short-Term Objectives

Data Used to Determine Present Level of Academic Achievement and Functional Performance:

Annual Goal:

Short-Term Objectives (at least two per goal)				Evaluation	Criterion	Schedule
1.						
2.						
3.						
Date	Status Obj. 1	Status Obj. 2	Status Obj. 3	Comments/Data On Progress		
Evaluation		Criterion		Schedule		Status of Progress on Objectives
S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test O Other (specify above)		___ % Accuracy ___ of ___ Rate ___ Achievement Level Other (specify above)		W Weekly D Daily M Monthly G Grading Period O Other (specify above)		1 Achieve/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)

Data Used to Determine Present Level of Academic Achievement and Functional Performance:

Annual Goal:

Short-Term Objectives (at least two per goal)				Evaluation	Criterion	Schedule
1.						
2.						
3.						
Date	Status Obj. 1	Status Obj. 2	Status Obj. 3	Comments/Data On Progress		
Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test O Other (specify above)		Criterion __ % Accuracy __ of __ Rate __ Achievement Level Other (specify above)		Schedule W Weekly D Daily M Monthly G Grading Period O Other (specify above)		Status of Progress on Objectives 1 Achieve/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)

<p>Reporting Progress</p> <p><input type="checkbox"/> The parents will be regularly informed in writing of progress on goals and objectives of this IEP.</p> <p>How: _____ When: _____</p>

Special Education Programs/Related Services

Is there a need for a teacher with a particular endorsement? No Yes, specify: _____

Resource Program Only – Is a Teacher Consultant with endorsement matching the student's disability needed?

No Yes

Departmentalized Program (R 340.1749c) No Yes

Special Education Programs/Services Rule Number	Frequency and Duration	Location

All programs and services listed above will begin on the initiation date of the IEP and continue for one calendar year, following the approved school district calendar. Extended school year (ESY) services must be provided only if the IEP Team determines on an individual basis that ESY services are necessary for the provision of a free and appropriate public education. Note below any exceptions to beginning and ending dates and locations given above. Specify month/day/year:

Special Transportation

No Yes, specifics:

Nonpublic School Pupils

Identify programs/services offered by the district but not provided because the parent elected to enroll the child in a nonpublic school:

State- and District-wide Assessment

The student will participate in the Michigan Educational Assessment System (MEAS), district-wide assessment, and/or the National Assessment of Educational Progress (NAEP*) assessments as follows:

Section 1: MEAP and MI-Access Grades Assessed

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 11
English Language Arts	X	X	X	X	X	X		X
Mathematics	X	X	X	X	X	X		X
Science			X			X		X
Social Studies				X			X	X

Directions: Check the one that applies to this IEP

- State Assessments are *NOT* administered at the grade level covered by this IEP.
- State Assessments *ARE* administered at the grade level covered by this IEP. (If checked, continue below.)

Section 2: Michigan Educational Assessment Program (MEAP)

MEAP Content Area Assessed	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed. If NO, state the reason why the specific MEAP assessment is not appropriate for the student.	Is the Assessment accommodation(s) standard as per current guidelines? Check the appropriate box below.	
	YES	NO		YES	NO**
English Language Arts (Grades 3-8 and 11)					
Mathematics (Grades 3-8 and 11)					

Science◆ (Grades 5, 8 and 11)					
Social Studies◆ (Grades 6, 9 and 11)					

* For students indicate what standardized assessment(s) will be administered for each MEAP content area NOT assessed.

** Scores received using a nonstandard assessment accommodation are not eligible for the Michigan Merit Award. Also, for the No Child Left Behind (NCLB) the student will not count as assessed for NCLB participation rates.

◆ For students whose IEP Team Determines the MEAP science and/or social studies assessment(s) are not appropriate for the student, the IEP Team must determine how the student will be assessed in science and/or social studies

Section 3: MI-Access, Michigan's Alternate Assessment Program

MI-Access Type of Assessment and Content Area Assessed	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, why is the alternate assessment identified appropriate for the student? and If YES, for each type of MI-Access assessment and/or content area indicate if the student needs any assessment accommodation(s) and what specifically is needed.	Is the Assessment accommodation standard as per current guidelines? Check the appropriate box below.	
	YES	NO		YES	NO**
Participation					
Supported Independence					
Functional Independence: English Language Arts					
Functional Independence: Mathematics					
Content Areas where the State does not currently have state assessments developed.			If the MEAP science and/or social studies assessment(s) are NOT appropriate for the student, indicate how the student will be assessed in science and/or social studies until the state has alternate assessments in these content areas available. Also, indicate if any assessment accommodations are needed for the IEP Team determined science and/or social studies assessments		
Science					
Social Studies					

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Section 4: English Language Proficiency Assessment (ELPA)

Directions: Check the one that applies to this IEP

- The student is **NOT** an English Language Learner, therefore the ELPA will **NOT** be administered.
- The student **IS** an English Language Learner and has been in the United States for ____ number of years. Therefore, the student will participate in the ELPA.

Requires reading assessments using tests written in English for any student who has attended school in the US (excluding Puerto Rico) for 3 or more consecutive years, with LEA discretion to use tests in another language for up to 2 additional years. States also must annually assess English proficiency for all LEP students beginning with the 2002-03 school year.

Section 5: District-wide Assessment

Directions: Check the one that applies to this IEP

- District-wide Assessments are *NOT* administered at the grade level covered by this IEP.
- District-wide Assessments *ARE* administered at the grade level covered by this IEP. (If checked, continue below.)

District-wide Assessment: List each assessment that is administered district-wide below and answer the questions to the right.	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed. If NO, state the reason why the specific district-wide assessment is not appropriate for the student and indicate what alternate assessment the student will be administered.
	YES	NO	

Section 6: National Assessment of Educational Performance (NAEP)

Directions: Check the one that applies to this IEP

- The NAEP assessments are *NOT* administered at the grade level covered by this IEP.
- The NAEP Assessments *ARE* administered at the grade level covered by this IEP and this student was selected as part of the sample. (If checked, continue below.)
- The NAEP Assessments *ARE* administered at the grade level covered by this IEP, but our school was NOT selected in the sample. (If checked, nothing else is needed.)

NAEP Assessments	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed. If NO, state the reason why the specific NAEP assessment is not appropriate for the student. If the student is participating in MI-Access for the NAEP content areas being assessed, an alternate assessment does NOT need to be administered.
	YES	NO	

Commitment Signatures

Any IEP Team member may submit a dissenting report for attachment to this IEP Team Report.

Resident District – Resident district superintendent/designee (check all that apply):

<input type="checkbox"/> Agrees with the IEP and its implementation	<input type="checkbox"/> Disagrees with this IEP and:
<input type="checkbox"/> Authorizes the nonresident operating district to conduct subsequent IEP Team meetings	<input type="checkbox"/> requests mediation
<input type="checkbox"/> Agrees that the student is not eligible for special education	<input type="checkbox"/> requests a due process hearing

Signed: _____ Date: _____
 Resident District Superintendent or Designee month/day/year

Non-resident Operating District – The superintendent/designee (check all that apply):

<input type="checkbox"/> Agrees to provide the IEP program(s) and/or service(s)	<input type="checkbox"/> Disagrees with this IEP and:
<input type="checkbox"/> Agrees to conduct subsequent IEP Team meetings	<input type="checkbox"/> requests mediation
<input type="checkbox"/> Agrees that the student is not eligible for special education	<input type="checkbox"/> requests a due process hearing

Signed: _____ Date: _____
 Operating District Superintendent or Designee month/day/year

Notice Requirements

The superintendent or designee of the operating district assures that:

- (a) to the maximum extent appropriate, a person who has a disability, including a person who is assigned to a public or private institution or other care facility, is educated with persons who do not have disabilities.
- (b) placement of a person who has a disability in special classes, separate schools, or the removal of a person who has a disability from the general education environment occurs only when the nature or severity of the disability is such that education in a regular class using supplementary aids and services cannot be satisfactorily achieved.
- (c) the placement for the student is as close as possible to his or her home.
- (d) unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if non-disabled.
- (e) in selecting the least restrictive environment, consideration shall be given to any potentially harmful effects to the student or the quality of services that the student needs.
- (f) a student with a disability will not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Staff responsible for implementation: _____ Initial implementation site: _____
 Beginning date (month/day/year): _____ Ending date (month/day/year): _____
 Signed: _____ Date: _____
 Superintendent or Designee month/day/year

Adult Providing IEP Consent – I have been informed of all procedural safeguards and sources to obtain assistance, and:

<input type="checkbox"/> Understand the contents of this IEP	<input type="checkbox"/> Disagree, but will allow implementation of this IEP
<input type="checkbox"/> Agree with the IEP and its implementation	<input type="checkbox"/> Disagree with this IEP and:
	<input type="checkbox"/> request mediation
	<input type="checkbox"/> request a due process hearing

Signed: _____ Date: _____
 Adult Providing Consent month/day/year

Student Signature: _____ Date: _____
 month/day/year

Summary of Performance*

Report Date: _____

Student Name: _____	Birth date: _____	Student ID# _____
Resident District: _____	Grade: _____	
Student's Primary Disability: _____	Secondary Disability: _____	
Anticipated Exit Date: _____		

Summary of academic achievement and functional performance:

Student's post-secondary goals: (from IEP)

Accommodations used to achieve success in high school:

Modifications used to achieve success in high school:

Assistive Technology used to achieve success in high school:

Recommendations to meet post-secondary goals:

Employment:

Post-secondary Education:

Independent Living Skills:

Prepared by: _____

Phone: _____

School: _____

Student Signature: _____

Date: _____

*This is a recommended form for use prior to the completed IDEA 2004 regulations. The final form will be adopted after regulations are issued in early 2006

This form is used to:

1. Comply with the new requirement for a “Summary of Performance” in IDEA 2004, Sec. 614(c)(5)(B)(ii).

The Summary of Performance:

- a. Provides information to students who are graduating with a general education diploma to assist them in meeting their post-secondary goals; and
 - b. Provides information to students who are leaving school because they exceed the age of eligibility for a free appropriate public education (end of school year in which they turn 26) to assist them in meeting their post-secondary goals.
2. The Michigan Department of Education, Office of Special Education and Early Intervention Services (MDE-OSE/EIS) recommends that school districts provide a Summary of Performance for students who are leaving school before the end of their entitlement period due to graduation with a modified diploma or certificate. (Not an IDEA 2004 requirement.)

Directions:

1. Complete top portion of form.
2. Write a summary of the student’s academic achievement and functional performance. This statement may include:
 - How the student’s disability has affected the student’s academic achievement and functional performance and progress in the general education curriculum;
 - The student’s academic and functional strengths;
 - The results of the student’s vocational and transition assessments;
 - The results of the student’s most recent state or district assessments;
 - The results of any college entrance examinations (e.g. SAT, ACT);
 - The results of the most recent special education evaluation of the student;
 - Whether the student is graduating with a general education diploma, and whether the student achieved a Certificate of Completion;
 - A description of any other exit document the student earned in high school (e.g. modified diploma, certificate of attendance or achievement);
 - Any honors or special awards the student achieved in high school; and
 - Any vocational or extracurricular accomplishments of the student.
 - When available and appropriate, attach any other documentation regarding student’s academic achievement and functional performance (i.e., evaluations, test results).
5. List the student’s post-secondary goals from the student’s most current IEP.
6. Write any recommendations for assisting, supporting, and/or accommodating the student in meeting the student’s post-secondary goals after the student exits from K-12 education. These recommendations may include accommodating the student’s disability in the workplace, post-secondary education setting, community participation, independent living etc.
7. Enter the name of the person completing the summary, the name of the school, a contact phone number, date of completion of this document, and student signature.
8. Student signature and date indicating receipt of a copy of Summary of Performance.
9. It is recommended that the student complete the Summary of Performance Student Perspective Form.

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE

- A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?
- B. What supports have you had to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?
- a. Which of these accommodations and supports has not worked?
- b. Which of these accommodations and supports has worked best for you?
- C. What supports have you had to help you succeed at work (aids, adaptive equipment, physical accommodations, other services)?
- a. Which of these accommodations and supports has not worked?
- b. Which of these accommodations and supports has worked best for you?
- D. What strengths and needs should be considered as you enter college, work, training programs, community service, etc.?

Student Name: _____ Date: _____

Educational Development Plan Fundamentals

Background

The mission of Michigan's Career Preparation System is that all students completing the Michigan education system will have the necessary academic, technical, and work behavior skills for success in a career of choice and in lifelong learning. Within the Career Preparation System, emphasis is placed on Career Development, so that all students will become involved in a process that will prepare them to make choices and decisions regarding career directions and setting goals. An Education Development Plan (EDP) provides ongoing documentation of an individual's career and educational decisions and a plan of action that guides the learner in accomplishing these goals. Implementing EDPs with middle and high school students promotes their learning a decision-making process. Individuals will continue to use these same career decision-making strategies as they progress in the education/training process, enter employment, and change careers throughout a lifetime.

EDPs have been used in Michigan schools for several decades. Although not mandated through Michigan law, EDPs have been recognized in various state and federal initiatives and career guidance activities for many years. With districts having made commitments to the importance of EDPs, an opportunity now exists to reinforce and align efforts in this area. It also provides an opportunity to collect the best thinking in the state on EDP development and to benefit from information about various implementation strategies. In addition, with the increasing availability of computerized options and the complexity of the changing workplace and changing employment opportunities, educational/training agencies may want to consider revising their EDP processes at this time.

The intent of this paper is to define and describe the purpose and content of EDPs from a state perspective. The paper also contains fundamental principles for developing EDP processes, state recommended essential elements to be contained in EDP documents, and several recommended strategies for implementation. It is hoped that these ideas will form a basis around which consensus can be formed and on which other state, regional, and local activities can be built. In this way it is believed that school-aged youth and adult learners can be provided consistent and compatible information and resources across Michigan.

Definition

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

Purpose

The purpose of the EDP is for each learner to develop, document, and periodically update a unique plan of career and educational preparation, based on thoughtfully selected and attainable career goals and educational options. This plan will then provide guidance in taking effective steps to enter or to advance in a career pathway of choice.

Rationale

Students need answers to important questions: Who am I? Where am I going? How do I get there?

Students begin to develop answers to these questions as early as elementary school where they become involved in learning activities that allow them to develop an awareness of self and an understanding of work and occupational roles in their communities. Middle school students, by developing EDPs, become engaged in a process which they can continue to explore and examine their interests, skills, and abilities, and begin to make decisions about selecting a career for the future. Educators can assist high school students in determining what courses and other experiences to pursue to reach these goals. Parents and mentors provide young people of all ages encouragement and opportunities to better understand their areas of interest. Having these long-range plans stated and recorded will influence students' day-to-day decisions as well. They can become more intentional about being successful in their classes and in selecting extracurricular, leisure-time, and employment activities. As they progress through the educational system, students will continue to secure information from a variety of sources, benefiting from experiences shared by adults currently employed in those fields, and participating in work-based learning provided by the private sector.

As students prepare to leave high school, having found answers to many or most of their questions, they can be more confident about their choices and enter college, other postsecondary learning opportunities, or employment experiences with a clearer direction in mind. These career development efforts over time help learners address the complexities of career planning and preparation and help to ensure that they will have taken effective steps for entry into employment, continuing education, and longer-term career success. Adult learners, while much more independent in planning and educational activities, continue to use a career decision-making process that helps guide their preparation for satisfying and productive employment.

Principles

Based on past experiences of implementing EDPs in our schools, colleges, and other community agencies, and because of their benefit to students, some observations and general principles are important to consider in defining the content and process of EDPs.

1. The primary emphasis of the EDP is the learner's statement of career goals and a plan of action for reaching them. In this sense, it differs from other educational records, such as transcripts or portfolios, which record attendance, grades, and other examples of accomplishments. While schools or community colleges may choose to link these documents, it is not the purpose of the EDP to be used as a record of performance or an evaluation tool. The EDP summarizes a learner's career goals and educational plans, and provides a method for the student to plan for his or her future.
2. An EDP is learner-centered with each learner taking an interactive role in its development. Making decisions about one's career goals ultimately belongs to the individual. Others may be supportive of the process, providing information and resources and offering opportunities for reflection and planning. However, to become independent adults, young people require opportunities to consider their own interests and talents, try out their choices, and take responsibility for the activities which they pursue. Developing and revising EDPs provides learners of all ages with opportunities to be personally involved in their own goal setting and in choosing the steps they will take to reach those goals.
3. EDPs require updating at least annually and provide for a progression of planning activities as the learner advances through the grades. Career planning is developmental in

that the learner's plans become more comprehensive and specific as they advance in age, awareness, and educational and work experiences.

- Elementary students develop an understanding of the world of work, exploring the many ways people contribute to society. They also develop an understanding of the breadth of opportunities open to everyone and the value of developing their own interests and talents. They will use their imagination and curiosity to explore the characteristics of careers and their future roles in them.
- Middle school students beginning to evaluate career and educational goals for themselves will initially approach career planning in a general way, answering some questions for the first time. Through continued exploration they will expand their knowledge about career options and better understand their own interests and skills. In high school, when they become more experienced with the planning process and have accumulated more awareness and information about their preferences and options, they will be able to add more ideas and detail. They will continue to revise their career goals, course selections, and educational plans.
- Young adults preparing to leave high school will need to evaluate and select options for education and/or employment and participate in application and orientation activities. They will project within the EDP some of the activities involved in the selection and application processes, including possible majors or fields of study or other types of additional experience and preparation.
- Recent high school graduates or other adults enrolling in community colleges or other post-secondary institutions may develop EDPs reflecting career goals and a curricular program within the college setting.
- Adults exploring career changes may develop EDPs that identify new or revised career goals and educational or training options for achieving them.

The information recorded within EDPs will vary depending on the age and educational level of the individual. For example, a high school plan that is introduced in middle school (being used through completion of a high school program and projecting plans for options after high school) will include different detail than a continuing education plan that is introduced to high school seniors and/or is used by community college and other adult learners to describe their postsecondary career goals and educational/training programs.

4. All learners may benefit from participating in an EDP process. All learners progressing through the educational system or reentering an educational/training program need to complete a planning process that involves career goal setting and determining the preparation that will be needed to accomplish these goals. EDPs do not preclude other types of planning for individuals who may have specialized needs requiring various types of support services or fulfillment of local policy or legal requirements, e.g., student support team plans, IEPs, etc. However, virtually all students in the K-12 system who are able to actively engage in a planning process may benefit from development of EDPs.
5. To be effective, EDPs are dependent upon a larger career development process. In schools this process includes participation in career pathways, career awareness, career

exploration, career assessment, and a comprehensive guidance and counseling program. The connections of the EDP to these other Career Development activities are critical to its meaning and success for learners. EDPs do not stand by themselves. They are representative of an individual's decisions and plans at various intervals, illustrating his or her status at any given time in an overall career development process.

6. Education and workforce agencies need options in terms of EDP formats. To meet a wide range of school and community demographics, resources and characteristics across Michigan, the development of multiple strategies for implementing and maintaining EDPs is preferred. Districts and/or regions will benefit from the opportunity to choose among several options, selecting those that best meet their needs and criteria or developing their own formats to suit their specific delivery systems.
7. Local and regional agencies are encouraged to adopt state recommended essential elements in EDPs. So that learners can more easily be provided materials and resources that are consistent and complementary, state-supported projects and initiatives and local and regional entities are asked to utilize the state recommended essential elements for EDPs. Local agencies may add to these elements, providing customized formats designed for their specific needs or special features of their career development programs.

Essential Elements for EDPs

Certain basic elements emerge as the most essential to accomplishing the intended purpose of EDPs. While EDPs may be customized to meet additional individual agency/regional objectives or record-keeping EDP Fundamentals 4 capabilities, these elements will help ensure that all learners have the opportunity to include critical information and decisions in their planning. These basic elements are recommended to be part of all EDPs:

- 1. Personal Information**
- 2. Career Goal(s)**
- 3. Educational/Training Goal(s)**
- 4. Assessment Results**
- 5. Plan of Action**
- 6. Parent Consultation/Endorsement (under age 18)**

1. **Personal Information – Typically, personal information includes the student's name, dates of birth, and grade level in school.** As educational/community agencies develop electronic formats that are networked or web-based, some are reducing the detail of this information and using identification numbers and passwords in order to limit access and protect confidentiality. In schools, EDPs should be protected by the same policies governing other student records, and when appropriate, parents and students should be notified in writing of security issues and precautions.
2. **Career Goal(s) – Each learner identifies a career pathway goal(s).** Young students choose several broad career interest areas by listing career pathways in order of preference. Older students who have had opportunities to refine their choices over time

should be asked to become more specific about occupational goals, stating both desired a career pathway(s) and related job titles.

3. **Educational/Training Goal(s) – The learner identifies the level of educational preparation he or she wants to attain.** In addition to high school completion, young learners need to set long-range goals regarding the formal education or preparation they will pursue upon graduation. Options include on-the-job training, military service, apprenticeship programs, other trade and technical education programs, certificate programs or 2-year associate degree programs offered by community colleges, 4-year university programs, and advanced university degree or professional preparation programs. College and other adult learners will continue to identify the education they intend to complete in order to prepare for a career, to update skills, to change career direction, or to advance in a career field.
4. **Assessment Results – The learner summarizes in a few words the results of assessments, highlighting information that is relevant to making career decisions.** Learners need opportunities to use the results of formal assessment (career interest, aptitude testing) and informal observations (for example, areas of success in class projects, hobbies, and/or student organizations) in choosing career goals. Assessment information may also include academic achievement indicators, work styles and other preferences regarding working conditions. From this information, learners identify individual areas of interests and strengths. They may also select areas in which they want to improve. Watching for consistency of career assessment results and trends in interests and accomplishments over time, learners will be aided in confirming career decisions and continued direction.
5. **Plan of Action – The learner lists: a) career awareness/exploration and work-based activities and b) course selections that will prepare the learner for greater understanding of career options and achievement of career goals and/or continuing education.** Activities may include volunteer or work related experiences including job shadowing or mentorship programs in community businesses and seeking part-time employment in areas related to the career goal. In addition, learners may investigate educational programs available within the school or college curriculum that will provide opportunities to become more aware and skilled in a career pathway, e.g., participation in a technical education program, an internship in a community agency, or intensive project-based learning within a particular course. Course selections are projected, indicating completion of high school, and the desired advanced degree, certificate, or other specialized preparation program. Timelines for application to college or university programs, financial assistance, and or employment opportunities may also be indicated.
6. **Parent Consultation/Endorsement (under age 18) – Parents of high school students should have the opportunity to review and endorse their child's EDP.** Because the job market and occupational skills requirements are changing so rapidly, parents as well as students will want information that explains emerging fields, employment

trends, and the education and skill requirements needed to prepare for successful employment. Many times they will also want career assessment and academic information interpreted to them or to have opportunities to ask questions about their concerns. Often they assist their child's continued education by providing financial, transportation, and other types of resources. For these reasons, parents of students in middle and high schools should be offered consultations about EDPs by the school, and students should be encouraged to discuss career-related issues with them.

Recommended Strategies for Implementation

Implementing EDPs effectively with all learners requires thoughtful planning and action. EDPs must be connected to a larger career development process involving a total school effort. Career Development, as designed within the Career Preparation System, includes a full range of experiences for students relating career pathways, career awareness, career exploration, career assessment, and a comprehensive guidance and counseling program. To assure that EDPs are connected to these other Career Development activities and that EDPs are meaningful and promote learner success, several general strategies are recommended.

1. Career Pathways Implementation

By organizing teaching and learning within a Career Pathways structure, schools enable educators and students in making meaningful connections to broad areas of career opportunities reflective of the current and emerging world of work. A Career Pathways approach helps students by engaging them in a process that will provide a number of learning events throughout their school years in which they can more fully identify, assess, and prepare for their career goals. Curricular activities can be designed and implemented across disciplines and developmental levels to coordinate career pathway themes and instruction. In high schools, course offerings can provide students a sequence or concentration of learning experiences that help students align career pathway choices, initial career-related skills development and postsecondary education opportunities. Thus as students prepare, review, and revise career pathway choices as part of their EDP process, they will be doing so based on ever increasing understandings of their options, skills, and preferences.

2. The Michigan Comprehensive Guidance and Counseling Program (K-12)

Within the K-12 system, the Michigan Comprehensive Guidance and Counseling Program (MSCA, Revised Edition, 1997-98) provides a method for school counselors in coordination with other educators to organize their efforts to assure that all students will acquire and demonstrate competencies in the areas of academic, personal-social, and career development. Working collaboratively with students, parents/families, teachers, administrators, and the community, school counselors deliver the Program through four broad components: Guidance Curriculum, Individual Planning, Responsive Services, and Systems Support.

Counselors may use any one or all of these approaches to provide for the career development of their students. A scope and sequence of career development activities can be designed and implemented based upon the student benchmarks listed in the Comprehensive Program in collaboration with total school planning efforts. Schools will want to provide students a sufficient number of these activities from elementary grades through high school so that students will develop a depth of understanding that supports a career decision-making process and the completion of EDPs. Most middle school and high

school counselors will consider EDP development to be integral to the program component of Individual Planning and will provide leadership in the implementation of EDPs within their buildings.

3. Advanced and Continuing Education Career Planning (Post High School)

At the adult and postsecondary level, learners become the managers of their own EDPs. They independently seek out information and guidance from various professionals including academic advisors, career planning and placement offices, and other student support services personnel. Community colleges, other postsecondary institutions and community agencies including Michigan Works! Service Centers (job search centers) are encouraged to provide an EDP model with clear directions on the types of assistance available in various locations, access to reliable and detailed career information resources, course selection/training sequence and enrollment requirements, and the connection of course work, internships, or other preparation to specific career and educational goals. Many colleges and community institutions offer in-depth career assessment and interpretation as well as placement services or courses on career planning that provide information on employment opportunities. Such programs can assist learners with career decisions and search activities.

4. Using Regional and Local EDP Planning Groups as a Place to Begin

Some schools and areas have extensive experience in EDP development. Others may provide EDPs to target groups of students only or are just getting started with a new EDP process. In any instance, it will be helpful for regions, districts, institutions, and other agencies to come together to discuss various issues, observations, and possibilities. Part of this discussion will be to decide at what level and to what extent they want to work cooperatively on implementing EDPs. Some may decide to use a common EDP format and process for all agencies; others will prefer that each school district or institution develop its own. Or, they may decide to have some combination of the two. Regardless of the approach, it is recommended that a regional planning group be formed, representing practitioners from each of the educational/community agencies involved, to advise and to help guide the designing and implementation of EDP processes.

In local school districts, planning may be incorporated with other school organizational efforts, e.g., the steering committee for the comprehensive guidance and counseling program, school improvement teams, curriculum committees, or other school-wide or district-wide planning groups. In many school districts, these planning groups, along with district and building administrators, will need to review school board policies and make recommendations that will provide for consistency in school district policy and how this policy is reflected in student handbooks, scheduling procedures, graduation policies, and student-parent communications. Similarly, postsecondary institutions and community agencies will need to review governing policies, funding options, and informational strategies for learners or clients.

5. Collaboration and Planning Steps

An EDP regional planning group can foster collaboration and development of successful strategies. The members of this group should consider a number of issues and action steps to support the implementation of EDP processes. With planning occurring at a regional level, these same or similar steps will need to be considered within each school district and building, institution, or agency location.

Local districts and institutions may also decide that their educational programs need to be expanded to improve the quality of student experiences. Below is a suggested list of issues and activities for planning groups to consider:

1. Decide the purpose and content elements of an EDP based on state and local recommendations.
2. Determine the methods students will follow to develop and use them.
3. Set criteria for selecting/developing an EDP model.
4. Decide the desired format (paper, electronic variations).
5. Review, select, and/or develop an EDP model.
6. Secure buy-in from various partners including decision-makers and implementers.
7. Discuss staff roles and the required professional development to prepare for these roles.
8. Identify/allow revisions of current career development processes.
9. Identify/support the updating of career information resources.
10. Determine what upgrading or expansion of technology is needed.
11. Plan how the EDP will be evaluated and revised to accommodate improvements.
12. Discuss funding and implementation possibilities.

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