



Ottawa Area ISD.[®]

Learn. Serve. Lead.

OAISD Contacts

Katie Flynn - *Assistant Superintendent for Teaching & Learning*

Jen Wolters - *Director of Programs*

John Koerner - *Director of Young Adult Services*

Olivia Zienert - *Assistant Director of Young Adult Services*

Krista Krefeld-Freier - *Transition Coordinator*

Jessica Domingues - *Director of Special Education Compliance*

616.738.8940



Meeting Agenda

- Presentation
- Questions Submitted by Pre-Registrants
- Public Comments
- Close



Individuals with Disabilities Education Act (IDEA) and Transition Planning

Preparing students with a disability to “lead productive and independent lives, to the maximum extent possible” and “strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home” are objectives of IDEA.

[20U.S.C.1400(c)(5)(A)(ii)(B)]

CREATING A MEANINGFUL LIFE!



Individuals with Disabilities Education Act (IDEA) and Transition Planning

IDEA 300.320 (b) TRANSITION SERVICES

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team, and updated annually thereafter, the IEP must include -

- (1) Appropriate measurable **postsecondary goals** based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
- (2) The **transition services** (including **courses of study**) needed to assist the child in reaching those goals.



Individuals with Disabilities Education Act (IDEA) and Transition Planning

IDEA 300.320 (c) TRANSITION SERVICES

Transfer of rights at age of majority. Beginning not later than one year before the child reaches the age of majority under state law, the IEP must include a statement that the child has been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under §300.520



TRANSITION SERVICES SUMMARY

- Begin not later than the first IEP in effect when the student turns 16 years - **START EARLY!**
- Must be updated annually
- Must have measurable **postsecondary goals** which occur after school is finished
- Must have **transition services** (including **courses of study**) needed to assist the student in reaching those postsecondary goals
- **Transfer of rights** at age of majority (18 years)



POSTSECONDARY GOALS

After school, now what?

- **Independent Living (*where appropriate*):** adult living, daily living, independent living, financial, community participation, transportation, and other skills
- **Employment:** paid (competitive, supported, sheltered), unpaid, volunteering, micro-enterprise/entrepreneurial, or others; for adult students with complex needs, employment may look like what they can do to contribute within their household
- **Education:** four-year college or university, community colleges, technical colleges, or other options
- **Training:** military, specific vocational or career field, independent living skill training, vocational training program, apprenticeship, Job Corps, on-the-job training or other programs/options



Individuals with Disabilities Education Act (IDEA) and Transition Planning

IDEA 300.43 TRANSITION SERVICES

- (a) Transition services** means a coordinated set of activities for a child with a disability that -
- (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;



Individuals with Disabilities Education Act (IDEA) and Transition Planning

IDEA 300.43 TRANSITION SERVICES

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes -

- (i) Instruction
- (ii) Related services
- (iii) Community experiences;
- (iv) The development of employment and other post-school adult living objectives; and
- (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.



TRANSITION SERVICES SUMMARY

- Coordinated set of activities
- Results-oriented process
- Facilitates movement from school to post-school activities (postsecondary education and training, employment, continuing and adult education, adult services, independent living, community participation)
- Based on the individual student's needs, strengths, preferences, and interests
- Coordinated transition services may be provided in collaboration with outside agencies/others



COURSES OF STUDY

**Michigan Merit Curriculum - High School Diploma
with or without a Personal Curriculum
OR
Certificate of Completion**



TRANSFER OF RIGHTS

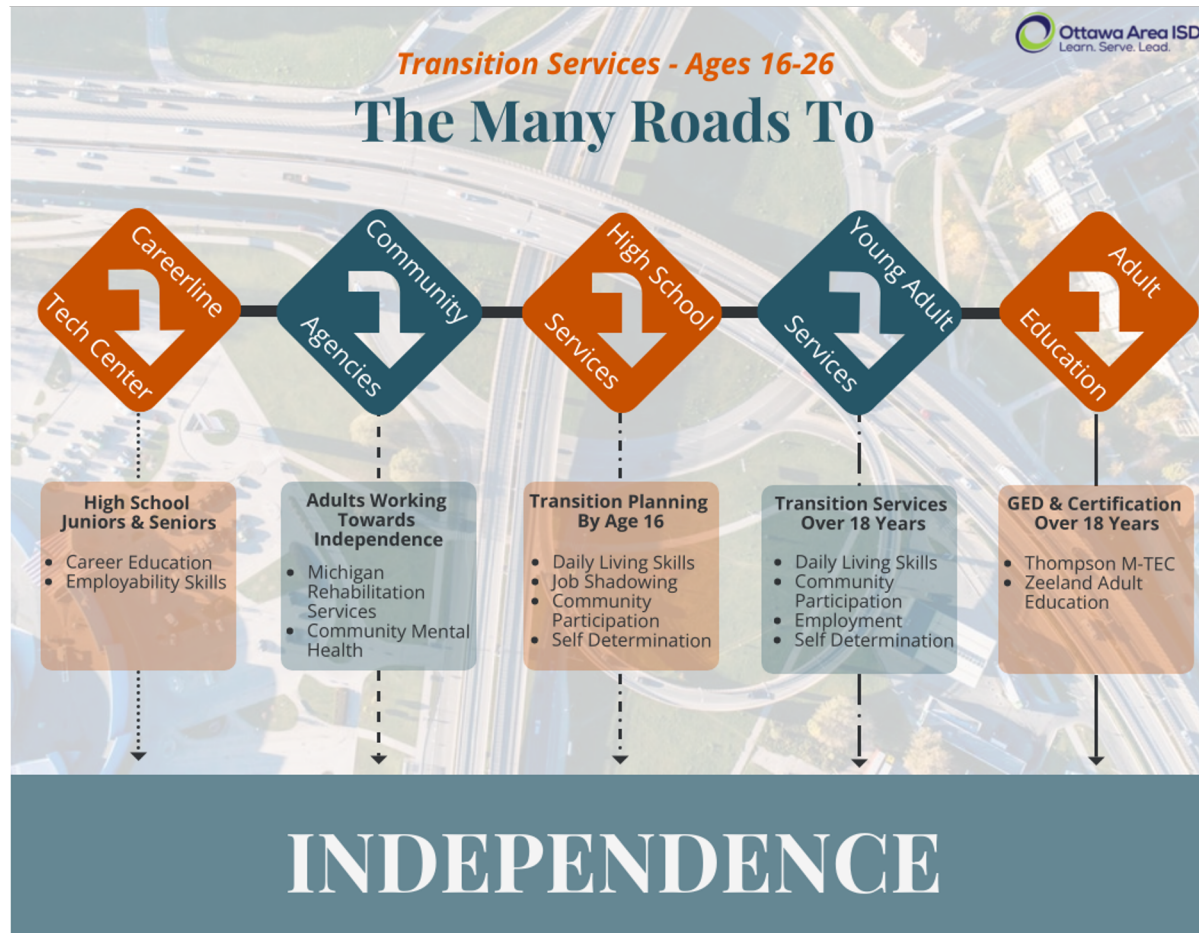
The age of majority is the legal age set by state law where a person is no longer a minor, is responsible for their choices, and has certain rights and requirements to follow as a legal adult. In Michigan, this is 18 years of age.

Self-Determination - Self-Advocacy - Choice



Transition Services - Ages 16-26

The Many Roads To





Young Adult Services Transition Planning

The OAISD works to ensure alignment of our service delivery for adult students, age 18-26, with Federal Regulations (IDEA) and State Requirements (MARSE R 340.1702, 1733, 1799g)



Young Adult Services

- Provides transition services to adult students with disabilities
- Goal: maximize independence!
- 5 locations serving all OAISD districts - *including a new building!*
- YAS focuses on skill development in multiple areas!
 - Employability - including work-based learning opportunities
 - Social/Emotional
 - Communication
 - Household independence
- Anything can be a lesson and YAS utilizes structured learning scenarios/opportunities and naturally occurring teachable moments
- Everything is individualized and tailored to the adult student
- YAS is not an extension of K-12 education, it is a service for adult students, 18-26 years of age, designed to assist students in achieving their postsecondary goals



Update to Referral Process

Young Adult Services Assessment

- Will be administered to students with an IEP who have not earned a high school diploma
- Will become a part of the YAS referral process and then administered annually, and reviewed along with progress monitoring data, to coordinate appropriate services



Update to YAS Service Delivery Model

Tiered Service Delivery

- Targeted to meet the identified transition needs of an adult student based on assessment and in support of the adult student's postsecondary goals
- Focus is on assisting the adult student on working towards achieving their postsecondary goals and maximizing independence
- YAS is one option within a continuum of services for students 18-26 years within Ottawa Area



TAKEAWAYS

- Transition Planning for adult life should be occurring beginning no later than age 16 years
- Receiving transition services and making academic progress towards the MMC (diploma) is not a choice of one or the other...they should occur synonymously
- Young Adult Services is one option within a continuum of services for students 18-26 throughout Ottawa Area

“To ensure that all children with disabilities have available to them a **free appropriate public education** that emphasizes special education and related services designed to **meet their unique needs and prepare them for further education, employment, and independent living**”



For additional questions please use the OAISD contacts below

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