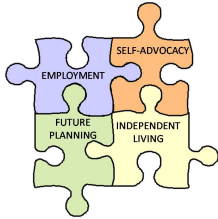


**ALMONT COMMUNITY
SCHOOLS**
TRANSITION PLANNING



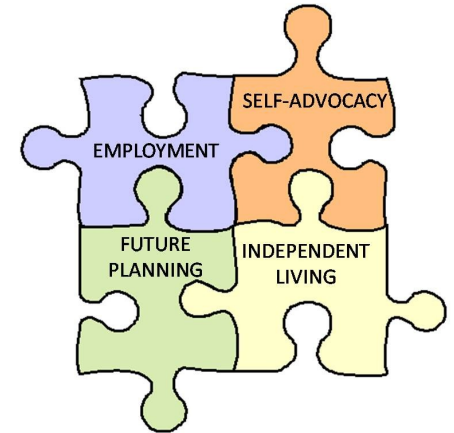
Transition Planning:

A coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.



Almont High School
4701 Howland Rd.
Almont, MI 48003

Consortium for Exceptional Children
2061 S. Almont Ave.
Imlay City, MI 48444



**TRANSITION
PLANNING
IN
ALMONT
COMMUNITY
SCHOOLS**



TRANSITION SERVICES

When Does It Start?

As soon as your child receives an IEP, long term goals, including life beyond K-12, are on the minds of the IEP team and a part of the program planning.

Starting as early as 7th grade and completed before entering high school, every student in Michigan completes an EDP, Educational Development Plan. The primary emphasis of the EDP is to develop a student's statement of career goals and a plan of action for reaching them. Through the EDP process, each student becomes more aware of the connection between a career goal and the requirements for attaining that goal.

What Happens In High School?

The EDP and the IEP are distinct documents; however, as students move into high school, the documents share a common goal of improved post-secondary outcomes for students.

Secondary transition services are required to be in effect by age 16; therefore, section 3 of the IEP document, "Secondary Transition Considerations", will be a part of your student IEP plan and will include additional annual transition assessments.

Almont Schools' Transition Plan

You, your child, and your child's IEP team make at least annual decisions regarding needs and goals as they relate to transition, which are documented on the IEP. A major decision is whether your child will receive a diploma or a certificate of attendance.

If your IEP team decides that your child requires our CI (Cognitive Impairment) programming, or your child has needs and goals that are not met solely by our resource programming, Almont Community Schools has special programming to target those needs.

9th and 10th Grades

Students assigned to the CI program utilize the nationally recognized Life Centered Career Education (LCCE) curriculum. Students first take the Knowledge Battery assessment as a baseline to determine specific goals and needs. The focus of transition planning during these grades is on daily living and personal skills. Students will increase independence by learning to plan for both school classes and events but also life events such as keeping a checkbook and paying bills. Functional vocabulary development will be a focus as well as cooking and home care. Finally, students will gain responsibility through pre-vocational experiences in the classroom or building.

11th and 12th Grades

The focus of 11th and 12th grade is a shift to occupational guidance and preparation. VISION (Vocational Instruction Supporting Individual Occupational Needs) is a class designed to help students learn and practice job skills. Business owners throughout the southeast Lapeer County area participate by providing worksites where on-the-job training can take place. Students learn job related attitudes and skills in the classroom and are then able to practice and use that training on supervised jobsites during their education at the high school.

Transitional Capstone

The Transitional Capstone is a course of study that provides students with necessary transitional skills needed to be able to function independently within the community. This course is in place of the traditional senior level English course, Capstone. Students continue to develop functional skills and practice these skills in the community. In lieu of the Capstone research papers, students will compile a binder of resources from which they will be able to refer when living independently after high school.