

Local Educational Agency Preparation

(LEAP)

GRADE	NEEDS	UNIT/LESSONS
Transitioning to HS	<ul style="list-style-type: none"> □ Student needs to have completed EDP with knowledge of career pathway □ Student needs to demonstrate “beginning understanding” and is able to acknowledge his/her disability in simple terms □ Student needs to know personal information (address/phone/parents’ names, etc.) □ Assessments need to be within MI-Access guidelines for functional independence/ participation □ Student needs to have completed interest inventory (EDP) and completed ESTR III □ Use of Curriculum Extension Guides □ Alternate Curriculum (CEG-AC) should be initiated (or updated, if previously used) □ Parents need to understand difference between Certificate of Completion and Diploma pathways □ Parents need to understand difference in general education curriculum and curriculum for student under Certificate of Completion (LEA needs to initiate this) 	<p>~Learn the definition of transition</p> <p>~Introduction to self-advocacy</p> <p>~Define strengths, interests, etc. (from “Get Ready” transition planning guide)</p> <p>~Social skills training (getting along with others, creating positive interactions, greeting and conversing with others, etc.)</p> <p>~Hygiene care/issues are addressed: *females responsible for hygiene issues *keeps hair and body clean/wears deodorant/brushes teeth *dresses appropriately for weather *know public vs. private places</p> <p>~Career awareness: can define what “career” means in general terms</p>

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9th Grade	<ul style="list-style-type: none"> □ IEP needs to designate “course of study leading to Certificate of Completion” □ Parents need to demonstrate understanding of student’s disability □ Student needs to be able to communicate personal strengths/ weakness/ interests □ Skills streaming needs to begin (or other social training) – if necessary □ Academic classes should be in line with MI-Access Guidelines □ Pre-vocational skills need to be addressed □ Opportunities to evaluate student’s pre-vocational skills should be developed (in house- following directions, mobility, etc.) □ Update ESTR III and Curriculum Extension Guides – Alternate Curriculum □ Student needs to obtain copy of birth certificate (official copy) and social security card for employment and other purposes (if not done previously) 	<p>~Working on independence</p> <ul style="list-style-type: none"> *Practices using a planner *wears watch *assumes responsibility for personal items *practices using a telephone *knows/investigates community resources (banks, post office, police station, etc.) <p>~Social skills training:</p> <ul style="list-style-type: none"> *sharing *not making rude sounds *practices teamwork *appropriately greets others *makes introductions <p>~Self advocacy</p> <ul style="list-style-type: none"> *begins to set goals of own choosing *begins to take part in own IEP *verbalizes strengths, needs <p>~Pre-vocational</p> <ul style="list-style-type: none"> *participates in discussions about what traits make a good employee *possible participation in school “jobs” *participates in self-evaluation of placements and performance *possible participation in Job Club and/or LIFE activities, as available & logistically feasible

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10th Grade	<ul style="list-style-type: none"> □ Academic focus continues to follow MI-Access guidelines □ Continued opportunities for practice of vocational skills (continued in-house assessment, volunteer activities, community field trips/transportation should all be introduced) □ Student should continue to be involved in own IEP (goal setting) □ Parents need to be involved in conversations regarding possible referral to alternate program (LEA to initiate) □ Update ESTR III and CEG-Alternate Curriculum □ Career Scope and/or Career Cruising Inventory completed 	<p>~Contact should be made through Service Area Director (SAD) to appropriate program (AWC/ACE director) for possible future consideration of placement</p> <p>~Working on independence</p> <ul style="list-style-type: none"> *money management skills practiced (simple purchases, fast food, leisure, etc.) *knows/investigates more community resources (agencies, services, recreation, transportation options etc.) <p>~Vocational readiness</p> <ul style="list-style-type: none"> *workplace visits, job shadows and meetings (group or individual) with various employers to gain exposure to the world of work *possible participation in Job Club and/or LIFE activities, as available & logistically feasible *possible participation in school “jobs” *participates in self-evaluation of placements and performance

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11th Grade	<ul style="list-style-type: none"> <input type="checkbox"/> Academic skills continue to follow MI-Access guidelines <input type="checkbox"/> Opportunities for career-based instruction should be developed (group moving to individual placement as is needed or able) <input type="checkbox"/> Possible GTI evaluation to determine level of vocational functioning <input type="checkbox"/> Opportunities to explore community for orientation/possible work offerings <input type="checkbox"/> Agency introduction – MRS/CMH/DN (as needed) <input type="checkbox"/> Investigation of Social Security disability benefits (if appropriate) <input type="checkbox"/> Student to acquire a Michigan ID (if no driver’s license or if not done previously) <input type="checkbox"/> Begin conversations regarding future guardianship 	<p>~Vocational experiences</p> <p>*possible participation in community training or evaluation opportunities (group or individual) with the support of a job coach (with assistance from TBAISD transition team)</p> <p>*involved in and understands evaluations from placements</p> <p>*possible participation in Job Club and/or LIFE programs, as available & logistically feasible</p>
12th Grade	<ul style="list-style-type: none"> <input type="checkbox"/> Development of transition goals <input type="checkbox"/> Student prepares for exit from LEA to available adult community services and support OR alternate post-secondary services or programs. 	<p>~Contact made through SAD to AWC/ACE director to devise plan for transition from local to AWC/ACE program</p> <p>~Vocational experiences</p> <p>*possible participation in half day, 18-week work experience rotation, with AWC/ACE staff support (to establish and evaluate competencies)</p>