

# Guiding Transition

Updated Fall 2021



Prairie Lakes AEA  
Transition

[movingstudentsforward.org](http://movingstudentsforward.org)

## Page B: Best Practices and Refinements

Red text = refinement in practice

Area	Best Practice
<b>Strengths, Interests, Preferences</b>	<p><u>Include:</u> Multiple items for each category Vocationally related strengths or interests when possible</p>
<b>Living</b>	<p><u>Sources:</u> <b>Must include more than "student interview."</b> (parent input is <u>excellent</u> to use here!)</p> <p><u>Results:</u> How do they compare to peers? Should include skills with regard to:            *<b>Transportation:</b> Can they drive? Can they use public transportation? Will they rely on family, etc.?            *<b>Financial skills:</b> Can they make purchases? Do they have a bank account? Can they budget money, etc.?            *<b>Domestic skills:</b> Can they cook, clean, do laundry, etc.?            *<b>Life skills:</b> Do they demonstrate self-advocacy skills? Can they make appointments, take meds, use personal hygiene, get up on their own, engage in appropriate leisure activities, etc.?            Do they have the skills to live independently?</p>
<b>Learning</b>	<p><u>Sources:</u> <b>Use multiple sources</b>, district wide assessments information is helpful Teacher/classroom observations are good to include, as well as, any other assessments.</p> <p><u>Results:</u> How do they compare to peers? Should include skills with regard to:            *<b>Discrepancy areas:</b> Be sure to identify why the student is in need of special education services and what supports are needed to pursue the PSEs.            *<b>Classroom information:</b> What do teachers notice in the classroom... learning styles and habits, coping skills, and useful accommodations?            *<b>Skills with regard to PSEs:</b> These skills may not be areas of need. Example, if a student wants to pursue a career that is heavy in math, include a summary of his math skills, even though it may be a relative strength for the student.</p>
<b>Working</b>	<p><u>Source:</u> <b>Use multiple sources (teacher observation is <u>excellent</u> to use here!)</b> Start using employability skills and clusters from student's ICAP</p> <p><u>Results:</u> Should include:            *<b>Work experiences:</b> Regular paid jobs, as well as, lawn mowing, babysitting, detasseling, snow removal, etc.            *<b>Career cluster areas:</b> For example - Health Science, Human Services, Information Technology, Manufacturing, etc.            *<b>Employability skills (transferable skills):</b> such as dependable, works well with others, responsible, time management, etc.</p>
<b>PSE: Living</b>	<p><b>Must be observable, postsecondary, student perspective &amp; align with the living results section</b> Ex. "Johnny is going to live in a house in Los Angeles by himself" is not appropriate for a student with severe limitations. If the student's expectation differs greatly from the team's perception, include both.</p>
<b>PSE: Learning</b>	<p><b>Must be observable, postsecondary, student perspective &amp; align with the learning results section</b> Ex. "Sally is planning on attending vet school at ISU" is not appropriate for a student with a second grade reading level. If the student's expectation differs greatly from the team's perception, include both.</p>



<b>PSE: Working</b>	<p><b>Must be observable, postsecondary, student perspective &amp; align with the working results section</b></p> <p>Ex. <i>"Tom is going to work full time as a grounds keeper"</i> is not appropriate for a student whose interests point towards working indoors in a quiet, clean environment. If the student's expectation differs greatly from the team's perception, include both.</p>
<b>COS: Requirements</b>	<p><b>Must include:</b></p> <ul style="list-style-type: none"> <li>*Total number of credits</li> <li>*<b>Course subjects</b></li> <li>*<b>Any additional district requirements</b></li> </ul> <p>Ex., <i>"Johnny will need 52 credits to graduate with a diploma from Anywhere HS. These credits include 8 English, 6 Math, 6 Social Studies, 6 Science, 1 Health, 4 PE, 1 Computer applications, and 20 electives. He will also need to complete the senior portfolio."</i></p> <p style="text-align: center;"><b>OR</b></p> <p>Describe how the student will receive a <b>certificate of completion or attendance</b></p> <p>Ex., <i>"Sally will receive a certificate of completion/attendance based upon acceptable progress toward goal areas as dictated and established by his/her IEP."</i> <b>** Student remains eligible for FAPE until age 21</b></p>
<b>COS: Current Status</b>	<p><b>Must include:</b></p> <ul style="list-style-type: none"> <li>*Graduation date</li> <li>*<b>Number of courses the student has yet to complete</b></li> <li>*<b>Courses in subject areas the student has yet to complete</b></li> <li>*<b>Other district requirements the student has yet to complete</b></li> </ul> <p>Ex., <i>"Johnny has earned 26 credits and is on track to graduate with his peers. He still needs 4 English, 2 Math, 2 Social Studies, 4 Science, 2 PE, 1 Computer App and 11 elective credits, as well as, the senior portfolio."</i></p> <p style="text-align: center;"><b>OR</b></p> <p>Describe the student's progress towards <b>certificate of completion or attendance</b>:</p> <p>Ex., <i>"Sally is making progress towards all goals as dictated and established by her IEP and is anticipated to earn a certificate of completion/attendance based on her IEP in 2020."</i> <b>(Student remains eligible for FAPE until age 21.) THIS IS INDIVIDUALIZED AND NOT A CUT AND PASTE FROM THE PREVIOUS SECTION</b></p>
<b>COS: Course and Activities</b>	<p>This section is a multi-year projection of the remainder of the student's secondary education. Include: Courses and activities <i>specific</i> to the student that will help them achieve their PSEs</p> <p>This is a good place for: Driver's education, Accuplacer/ALEKS (Community College Placement Test)</p> <p>Ex., <i>"In addition to the required courses, Johnny could take Industrial Tech 1 &amp; 2, CAD, and Building Trades to pursue his interest in construction. He will also need to complete Driver's Education, take the Accuplacer, and connect with Voc Rehab. It is also recommended that he visit one or more community colleges."</i></p>

#### OTHER CONSIDERATIONS FOR QUALITY SERVICES:

##### 1. **Make sure all goals address priority/essential needs that align with the PSEs.**

- Reading fluency is probably not a priority/essential skill for a 10<sup>th</sup> grader. Comprehension would be more appropriate. Does student access assistive technology?

##### 2. **Make sure living, learning, and working are addressed. If not, list specific justifications.**

- Ex., Page F – Development of Work ... box: *"Johnny will participate in Independent Living class to improve his skills in cooking and budgeting. He will also participate in the Career Academy to help determine a vocational area of interest."*

**OR**

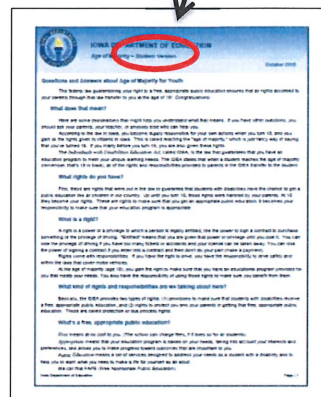
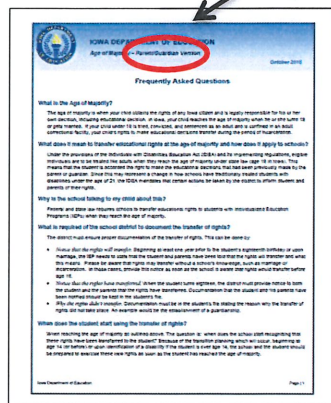
- Ex., *"Johnny is independent in the area of living. He can cook, clean and take care of personal hygiene. He has a checking and savings account and manages the money he earns doing odd jobs. He has a valid driver's license and makes his own appointments when needed."*

# AGE OF MAJORITY - CHEAT SHEET

1. On page A of the IEP, the **date the student turns 18** is automatically filled in by the web IEP.

Rights will transfer at age 18: 04/11/2025 Notification: Student: 11/21/2019 Parent: 11/21/2019

2. The current web IEP requires you to fill in the **student & parent date** once the web IEP generates the additional transitional information (the school year the student turns 14). This must be done or the IEP cannot be submitted.
3. When you fill in this date, you are signifying that you have reviewed the Age of Majority information with the family and have provided them with copies of the new Age of Majority information. These include the Parent's Guide and the Student's Guide.



Both of these may be found at:

[Movingstudentsforward.org](http://Movingstudentsforward.org)

They can be printed from here.

4. It is **BEST PRACTICE** to review this information (and give the above forms again) at the next several IEP meetings since parents may not see the relevance until their child is closer to age 17.

5. **CRITICAL INFORMATION** regarding the **notification dates**: (circled above in **RED**)


- This date **MUST BE** dated before the student's 17<sup>th</sup> birthday for compliance.
  - Example: The latest this one could be dated is 9/02/2015 since the student turns 18 on 9/02/2016.
- The notification date may be **updated** at the next IEP **AS LONG AS** the final notification date meets the above criteria (dated before the student's 17<sup>th</sup> birthday).
- **NEVER** put a future date in this box! 😞 This date **CANNOT** be the date in the future when the student **WILL** turn 17, but must denote the **CURRENT DATE** you officially notified the student/family.



- This information is especially critical to parents who need to consider getting guardianship of their child. This is a legal process that must be done prior to the student's 18<sup>th</sup> birthday. That's why it is best practice to review it after the initial year of having to fill in the notification date (at age 14).

6. **DOCUMENTATION** that the student has turned 18:

- Iowa Code requires that district's document that the parent/student has been notified that they have reached the Age of Majority.
- This step needs to be improved!
- This [documentation form](#) can be found on the Moving Students Forward website under the Teacher tab.



**Prairie Lakes**  
Area Education Agency

**AGE OF MAJORITY  
Documentation**

Federal and state law requires schools to transfer educational rights to students with Individualized Education Programs (IEPs) when they reach the age of majority. In Iowa, the Age of Majority is 18. An 18 year old is presumed to be competent unless parent has filed for guardianship or an 18 year old has signed a power of attorney.

\_\_\_\_\_  
Student's name has turned 18 on \_\_\_\_\_  
date

Student notified on: \_\_\_\_\_ date Parent/Guardian notified on: \_\_\_\_\_ date

☐ In person ☐ In person  
☐ By email ☐ By email  
☐ By telephone ☐ By telephone  
☐ By US Mail ☐ By US Mail  
☐ Other: \_\_\_\_\_ ☐ Other: \_\_\_\_\_

☐ \_\_\_\_\_ has acquired legal guardianship of the above student.  
 Parent(s)/Guardian name

Copies to: Cum file Parent(s) Student

March 2016

- Print the documentation form and mark it according to your notification:
  - ✓ Give/send a copy to the student and parent.
  - ✓ Be sure to place a copy in the student's cum file.

\*\* For specific questions regarding Age of Majority, please contact one of the Transition Coordinators.

## Considerations/Steps for 4+ Programs



**FIRST**, participation in a 4+ program is an **IEP TEAM** decision.

**Purpose of 4+ programs:** to give students vocational skills that will increase independence after high school

### Remember:

- IMPORTANT: 4+ programs are **NOT** scholarship programs!
- The student remains on the district roster, so the district is responsible for paying for tuition/fees/etc.
- There are multiple 4+ programs in Iowa, yet each program has its own unique design
- Districts **DO NOT** have to support a specific program - - location to district is an important consideration.
- Not all 4+ programs have dorms, so districts may be responsible for renting an apartment, etc.

**\*\* Prior to consideration**, the IEP team needs to determine if the services that the student needs, based on their IEP, can be met within their local district

- Can the Course of Study be changed to give additional vocational classes in their area of interest? (CNA, welding, etc.)
- If the student's schedule does not currently accommodate these classes, can they return for an additional semester or two of high school?
- Could the student benefit from a district School-to-Work program for job exploration and to learn employability skills?

**\*\* The IEP team determines if unmet vocational needs cannot be met through the high school programming. If they cannot, continue with the following basic steps:**

**STEP 1 – JUNIOR YEAR:** Consideration of a 4+ program is an IEP TEAM decision

- This conversation should begin **NO LATER** than the start of the student's junior year. Document this on Page B in the "OTHER" section of the IEP.
- **Expectation criteria for potential 4+ students:**
  - Student has completed necessary credits but has unmet vocational needs/goals
  - Student has good attendance
  - Student is required to attend mandatory study times set up by the 4+ program
  - Student has independent living skills (they must comply with college housing & living guidelines even though they are still considered a high school students)
  - Student has socially responsible behavior



- If the IEP team recommends this as a possible option, the family **MUST** visit the program before the end of the student's junior year.
  - If the student needs to improve areas to be successful at a 4+ program, they have the remainder of high school to work on these
    - Can the student get up by him/herself?
    - Can the student take meds independently?
    - Does the student need to improve attendance?
    - Does the student need to improve hygiene/social skills, etc?

**STEP 2 – SENIOR YEAR:** The IEP team needs to meet again at the beginning of the student's **SENIOR** year to determine if they **RECOMMEND** the 4+ program for the student. Document in the OTHER section of IEP.

- **CRITICALLY IMPORTANT TO NOTE:** A recommendation by the IEP team **DOES NOT** guarantee acceptance into the program. Completing these steps as early as possible in the senior year is very important.
- Does the student now meet the expected criteria for 4+ programs?()
- Families should be encouraged to complete the FAFSA in October of the senior year in case the student is not accepted into the 4+ program and the student chooses to attend college on his/her own. Always have a **Plan B!**
- The student and family need to set up another visit before Christmas - - to get application paperwork/etc. turned in as quickly as possible. **Programs have limited space for students each year.**
- District Responsibilities - - DOCUMENT in the OTHER section of IEP:
  - Pays for tuition, room & board or mileage, books
    - in some cases, tools, etc. but then they are property of the district
  - Graduation date is **CHANGED** to the completion of the 4+ program
- Parent/Student Responsibilities - - DOCUMENT in OTHER section of IEP:
  - High School Book Fee
  - Dorm Deposit
  - Basic supplies
  - Weekend meals/transportation



### **STEP 3 – WHILE ATTENDING 4+ :**

- Student progress will be reviewed as deemed necessary by the IEP team for continuation of services. This could be done monthly, quarterly, each semester, etc.
  - If the 4+ program is not a good fit, the IEP team needs to meet to decide the next plan of action

**NOTE:** The IEP Team recommendation does NOT mean automatic acceptance into a 4+ program. Always have a Plan B!



## Differences between High School and College Accommodations for Students with Disabilities

HIGH SCHOOL	COLLEGE
Follow IDEA (Individuals with Disabilities Education Act), Americans with Disabilities Act and Section 504 of the 1973 Rehabilitation Act. IDEA is about SUCCESS	Follow ADA (Americans with Disabilities Act of 1990), Section 504, Rehabilitation Act of 1973.  ADA is about ACCESS
IEP (Individualized Education Plan and/or 504 Plan)	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.
Purposed outcomes, evaluation criteria, and instructional practices (e.g. pace of assignments) may be modified.	The college makes reasonable accommodations in instructional programs which do not alter the essential content or requirements of a course or program
Parent has access to student records and can participate in the accommodation process	With a student's written consent, parents will have access to student records.
Parent advocates for student	Student advocates for self
The school automatically incorporates accommodations into the student's daily schedule once a disability is documented	The student must self-identify their disability to the Accommodations Office and follow the process to receive services each semester.
Special classes and placement must be available for students	Colleges are not required to provide special classes or programs for students with disabilities
I.E.P or 504 plan may include modifications to test format and/or grading	Accommodations to how tests are given (i.e. extended time, private room) are available when supported by disability documentation.
Teachers often take time to remind you of assignments and dates	Instructors expect you to read, save, and consult the course syllabus.
Tutoring and study support may be a service provided as part of an I.E.P or 504 plan	Tutoring does not fall under Disability Services. There is academic assistance available to all students on a free, drop-in basis.
High schools provide a high level of support and take responsibility in IEP/504 plan.	Colleges provide a different level of support, and it is the student's responsibility to ask for help and advocate for themselves.



Student Name: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Plan A: \_\_\_\_\_

Plan B: \_\_\_\_\_

## WORLD OF WORK

- ☐ Voc Rehab paperwork? - important to consider
  - o Counselor name : \_\_\_\_\_
  - o Counselor's phone: \_\_\_\_\_
  - o Already contacted (or) still need to do
- ☐ Have 2 professional references/contact info
- ☐ Follows directions/Can stay on task
- ☐ Good attendance & Punctuality
- ☐ Works well with others
- ☐ Driver's License – YES (or) NO
  - o Has reliable transportation to get back and forth to work daily
- ☐ Can take constructive criticism

**(Military:** ASVAB required.)

Important to take a practice test before you take the real thing. ☺ Remember, your score will determine which careers you may choose from. The higher your score, the more career options you have!

## JOB CORPS

- ☐ Locations in both Denison and Ottumwa
- ☐ Need to call and set up Tour
  - o Tours are only given on certain days of the week, so plan accordingly
  - o Often a 6-8 week wait to tour
- ☐ Admission Counselor: \_\_\_\_\_
  - o Phone: \_\_\_\_\_
  - o Review Job Corps Center Sheet
- ☐ Strict guidelines, but no cost
- ☐ Pays a stipend and helps you get a job
- ☐ Zero tolerance policy
- ☐ Free room & board! ☺
- ☐ Job Corps for ages 16 – 24
- ☐ Possible to earn a FREE college degree

Denison Job Corps: <https://denison.jobcorps.gov/>

Ottumwa Job Corps: <https://ottumwa.jobcorps.gov/>

## 4+ OPTIONS (IEP Team Decision)

- ☐ Must be an IEP team decision
- ☐ Provides extra resource help that is a requirement of the program
- ☐ Purpose is to develop entry-level job skills
- ☐ Attendance is extremely important
- ☐ Must be able to ask for help (self-advocacy)
- ☐ Must be able to live independently
- ☐ Student's responsibilities
- ☐ District's responsibilities
- ☐ Various locations: SAVE/VITAL/STRIVE, etc
- ☐ Need to take the Accuplacer/Aleks test
- ☐ Recommended to still complete FAFSA
  - o Plan B!
- ☐ Must visit program – preferably junior year, but no later than fall semester senior year
  - o Programs fills quickly
  - o Still need at least a plan B
- ☐ Possible Career Interest areas:
  - o
  - o
  - o

This is NOT a guarantee even if the IEP team recommends it, so still need to know what your Plan B is!

## COMMUNITY COLLEGE

- ☐ Must apply/get accepted (does NOT commit!)
- ☐ Need to take Accuplacer/Aleks test
- ☐ Need to visit several colleges, which includes meeting with an instructor in your potential career area
- ☐ Need to apply for financial aid (FAFSA)
- ☐ Must have good study skills
- ☐ Must have good self-advocacy skills
  - o Have Success Centers for help to all
  - o Disability Director/Application
    - o Remember: you **will not** get any accommodations without this

## COLLEGE/UNIVERSITY

- ☐ Must apply/get accepted (does NOT commit)
  - o Based on grade point, classes, etc
- ☐ Need to take the ACT test (sign up now)
- ☐ Need to visit several colleges
- ☐ Need to apply for financial aid (FAFSA)
- ☐ Must have strong study skills
- ☐ Must have strong time management skills
- ☐ Must have strong self-advocacy skills
  - o Have Success Centers for help
  - o Disability Director/Application
  - o **Important:** Accommodations vary from college to college, so ask specific questions during your visits
- ☐ Need to be self-disciplined & organized



# Iowa: Home & Community-Based Services (HCBS) Waiver 101

Iowa currently has seven HCBS (Home & Community Based Services) Waivers in the Waiver Program that provides service funding and individualized supports to maintain eligible members in their own homes or communities who would otherwise require care in a medical institution.

\*\* If a person is already on Title 19/Medicaid, they do NOT need to complete the entire application. Instead, they may go to their local DHS office and complete a one page sheet requesting waiver services for the appropriate waiver.

The Seven HCBS Waivers: <http://dhs.iowa.gov/ime/members/medicaid-a-to-z/hcbs/waivers>

1. **Health and Disability (HD) Waiver** **HD Waiver Information Packet:** → [In English](#) / [En Espanol](#)

*This waiver (Health & Disability) is also referred to in some places as the Ill & Handicapped (IH). The IH waiver provides services for persons who are blind or disabled. An applicant must be less than 65 years of age for this waiver. These are the services you may receive if there is a need:*

- Adult Day Care
- Counseling
- Home & Vehicle Modification
- Personal Emergency Response
- Home Health Aide
- Homemaker
- Consumer Directed Attendant Care (CDAC)
- Interim Medical Monitoring & Treatment
- Nutritional Counseling
- Home Delivered Meals
- Respite
- Nursing

2. **Intellectual Disability (ID) Waiver** **ID Waiver Information Packet:** → [In English](#) / [En Espanol](#)

*This waiver provides services for persons who have been diagnosed with intellectual disabilities. (Requires an IQ score of 70 or below and be SSI eligible.) These are services you may possibly receive on this waiver:*

- Adult Day Care
- Prevocational
- Day Habilitation
- Respite
- Home Health Aide
- Supported Employment
- Nursing
- Personal Emergency Response
- Consumer Directed Attendant Care (CDAC)
- Home & Vehicle Modification
- Supported Community Living
- Supported Community Living-Residential Based
- Interim Medical Monitoring & Treatment
- Transportation

3. **Brain Injury (BI) Waiver** **BI Waiver Information Packet:** → [In English](#) / [En Espanol](#) *The*

*BI waiver offers services for those who have been diagnosed with a brain injury due to an accident or illness. You must one month of age but less than 65 years of age for this waiver. (Requires being SSI eligible)*

- Adult Day Care
- Case Management
- Family Counseling & Training
- Home & Vehicle Modification
- Respite
- Supported Community Living
- Supported Employment
- Behavioral Programming
- Consumer Directed Attendant Care (CDAC)
- Interim Medical Monitoring & Treatment
- Personal Emergency Response
- Prevocational Services
- Specialized Medical Equipment
- Transportation



4. **Physical Disability (PD) Waiver**

**PD Waiver Information Packet:** → [In English](#) / [En Espanol](#)

*This waiver provides services for persons who are physically disabled. An applicant must be at least 18 years of age, but less than 65 years of age. These are the services you may receive with this waiver.*

- Consumer Directed Attendant Care (CDAC)
- Personal Emergency Response
- Transportation
- Home & Vehicle Modification
- Specialized Medical Equipment

5. **Children's Mental Health (CMH) Waiver**

**CMH Waiver Information Packet:** → [In English](#) / [En Espanol](#)

*This waiver offers services for children who have been diagnosed with serious emotional problems. These are the services you may receive if there is a need for this waiver:*

- Respite
- In-Home Family Therapy
- Environmental Modifications & Adaptive Devices
- Family & Community Support Services

6. **AIDS/HIV (AH) Waiver**

**AH Waiver Information Packet:** → [In English](#) / [En Espanol](#)

7. **Elderly (E) Waiver**

**E Waiver Information Packet:** → [In English](#) / [En Espanol](#)

If you wish to learn more about the HCBS Waiver Program, please read the HCBS Waiver Program brochure, "[Are Home and Community Based Services Right for You?](#)"

~~~~~

To apply for any waiver you can either apply online @ DHS Portal **or** by printing this [DHS Paper Application](#) (The paper application is recommended.) The online version is available in Spanish.

The screenshot shows the Iowa Department of Human Services website. The browser address bar displays [dhs.iowa.gov/how-to-apply](http://dhs.iowa.gov/how-to-apply), which is circled in red. The website header includes the Iowa.gov logo, navigation links for Agencies and Online Services, and a search bar. The main content area is titled "How to Apply" under the "HEALTH CARE" section. It provides instructions on how to apply for Health Care, mentioning the online DHS benefits portal and the paper DHS Application. A sidebar on the right contains links to "Report Abuse & Fraud", "How to Apply", "DHS Offices Map", "A to Z services", and "Calendar".

## WAIVER APPLICATION PROCESS

**IMPORTANT:** There is currently a 3+ year waiting list for most waivers, so helping families connect with these services sooner rather than later is critical. This conversation needs to begin no later than the student's freshman year.

### Steps:

1. If the child is already Medicaid eligible, parents only need to complete this [one page check sheet](#) to apply for waivers.
  - a. Remember: it is best to check multiple waiver options due to the waiting list.
  - b. Parents: make a copy for your files.
2. If the child is not Medicaid eligible, families can apply online for Health Care (Waiver services) or by downloading the paper copy below, which is recommended:
  - a. [Application for Health Coverage and Help Paying Costs](#) or
  - b. ([Solicitud de cobertura médica y asistencia para abonar el costo](#)).
    - i. Return completed form to your local DHS office.
    - ii. Be sure to keep a copy for your records.

### HELPFUL TIPS TO COMPLETING THE APPLICATION CORRECTLY:

1. There is NO PLACE on the paper application to request specific waivers, so you must do the following:
  - a. Write on the top of **EACH PAGE** of the application which waivers you are applying for (for example: Medicaid, ID, HCBS, BI...)
    - i. See "[Are Home & Community based Services Right for You?](#)" brochure for more information
2. On the top of Page 1 of 27, it states: **STEP 1: Tell Us About Yourself.**
  - c. This is information regarding the person/parent filling out the form (aka: the person to contact)
  - d. If you do not need health insurance for yourself, check **NO** and continue to add the next family person.



3. Each person in the household must be included on the application.
  - a. Example: Household member 1 & 2 may not need Medicaid, but Household member 3 does (also the waiver applicant), so then you would mark **YES** that Household member 3 needs health coverage and answer the remaining questions.
    - i. If the additional family members pages are not needed, put an X through the entire page but still include them in the application
  - b. Make a copy of the completed application for your file.
4. Be sure to **sign & date the application**
  - a. Sign and date on Both on page **15** & page **17**
5. As of May 2021, there is currently a minimum **3 year wait list** for the ID waiver.
  - a. **IMPORTANT:** To be eligible for the ID waiver, the student **MUST HAVE** an IQ test done prior to turning age 18
6. The applicant/family will get a letter stating the applicant “has been denied” after approximately 45 days. KEEP this letter!
  - a. **NOTE:** This letter simply means the applicant has been put on the waiting list until a slot opens - - it does NOT mean that they are refused services permanently.
7. Eventually, the applicant should receive a letter stating they are OFF the wait list!!  
YAY! 😊 (This is why applying early is important!)
8. **IMPORTANT:** IF the family moves any time after they initially complete the application, it is **CRITICAL** that they update their new address with DHS.
  - a. Families only have 30 days after receiving notification that they are off the waiting list to respond, or the entire application process must be started over.
9. Once a student is connected with a waiver, they will initially be assigned to a Managed Care Organization (MCO) with a case manager.
  - a. Families must use one unit of service each quarter to maintain eligibility: this can include Respite/SCL services, etc.

**\*\* REMEMBER:** If a person is already on Title 19/Medicaid, they do **NOT** need to complete the entire application. Instead, they may go to their local DHS office and complete a one-page sheet requesting waiver services for the appropriate waiver(s).

Interests or Preferences:

**LIVING**

**LEARNING**

**WORKING**

**1. Does the student have a post-secondary expectation in each area?**

Post-Secondary Expectation:  
(consider interests/preferences)

Post-Secondary Expectation:  
(consider interests/preferences)

Post-Secondary Expectation:  
(consider interests/preferences)

**R.I.O.T**

With whom  
will you  
collaborate?

What do you like about this PSE?

What do you like about this PSE?

What do you like about this PSE?

**2. What are the essential post-secondary skills that any individual needs for these expectations?**

Skills needed for PSE:

Skills needed for PSE:

Skills needed for PSE:

**3. What are the student's current skills in each area?**

Current level of skills:

Current level of skills:

Current level of skills:

**4. What is the discrepancy between the essential skills and the student's current skills?**

Is there a match or gap?

If **MATCH**...No IEP service is needed! Remember to provide explanation that supports there are no needs in missing post-secondary area (living, learning, working).

If **GAP** exists...Determine individual plan that will best enable student to reach his/her post-secondary expectations.



## LIVING

## LEARNING

## WORKING

R.I.O.T

### 5. What services, supports, & activities are needed to address the discrepancies?

With whom  
will you  
collaborate?

|                                          |                                          |                                          |
|------------------------------------------|------------------------------------------|------------------------------------------|
| Course of Study (courses and activities) | Course of Study (courses and activities) | Course of Study (courses and activities) |
| Goals                                    | Goals                                    | Goals                                    |
| Support, Services, Linkages              | Support, Services, Linkages              | Support, Services, Linkages              |
| Additional Information Needed            | Additional Information Needed            | Additional Information Needed            |

### 6. How will progress toward these post-secondary expectations be monitored & used to plan & revise the IEP?

|                               |
|-------------------------------|
| Additional Information Needed |
|-------------------------------|

## Junior/Senior Checklist: Postsecondary Education

Name: \_\_\_\_\_ (check box when item is completed)

- ☐ 1. You have visited/toured at least one college/vocational school campus.
  - This included meeting with an instructor in your area of interest.
- ☐ 2. You have met with the Disability Director at the college & discussed the accommodations you are currently receiving in high school & what options will be available at college
  - **NOTE:** this varies greatly from college to college, and within programs at each college, so be sure to research this carefully.
  - This is important before you make your final selection!
- ☐ 3. You have taken your college entrance test: **ACT** or **Accuplacer/ALEKS**
- ☐ 4. Does your program of study have a minimum ACT or Accuplacer/ALEKS score requirement? If so, did you meet that?
- ☐ 5. Discuss options if you will need to take a basic/tutorial class at college based on your Accuplacer scores. Should you consider retaking the test?
- ☐ 6. If you have a physical disability (hearing, vision, etc) what specific accommodation method does the college use for your success at the postsecondary level? (This is often different from high school.)
- ☐ 7. You've already applied to at least one college - - preferably two (seniors).
- ☐ 8. You have received a letter saying you have been officially accepted.
- ☐ 9. You have asked your college about specific scholarships you may be eligible to apply for and the steps to do so.
- ☐ 10. You have checked and applied for local scholarships available in your area.
- ☐ 11. You & your family have completed the FAFSA form (after October) of your senior year. (Taxes from the prior year may be used to submit this.)
  - Parents & student will need to apply for separate pin numbers.
- ☐ 12. You know where the Tutoring Center/Success Center is on your campus. If not, be sure to find it when you go for Orientation!



- ☐ 13. If living in the dorms, you have sent in your dorm application & fee.
  - If you need a handicap accessible room, find out how soon you need to apply.
  - There are limited numbers of these at each campus, and they are filled on a first-come, first-served basis.
- ☐ 14. If living in apartments, you have talked to several landlords and secured an apartment for fall - - and possible roommates to share cost?
  - Remember to check: Are utilities included? Appliances included? Internet? Cable? Deposit required? (These costs vary greatly!)
- ☐ 15. You have asked your guidance counselor or school secretary to send your final transcript to your college after you graduate.
- ☐ 16. You have a copy of your SAR (Support for Accommodations) so you can set up a meeting with the Special Needs/Disability Director at your college.
  - This person has to document what accommodations (like extra test time, testing in quiet rooms) you are eligible for at college
  - You will not get these accommodations without meeting with this person first!
- ☐ 17. Know the date that you need to go for Orientation/Registration.
- ☐ 18. If living in a dorm, contact your roommate(s) the summer before to find out who is bringing big items (TV, mini frig, microwave, stereo, etc).
- ☐ 19. If you need employment, you have explored options that do not conflict with your scheduled classes. (Check on Work Study on campus)
- ☐ 20. Contact information for your school district's Iowa Vocational Rehabilitation Services (IVRS) Counselor
  - Voc Rehab counselor's name: \_\_\_\_\_
  - Voc Rehab Office Phone number: \_\_\_\_\_
- ☐ 21. You are constantly working on improving:
  - **Your Self-Advocacy Skills** - - which is your ability to speak up for yourself, ask appropriate questions, and seek help when needed.
  - **Your Organization Skills** - - College level work requires you to manage multiple courses. Many classes post a syllabus with all assignment due dates listed, and late assignments are not accepted.
  - **Your Time Management Skills** - - You understand that your choices determine your success. Study first - - socialize later! You pay for your classes - - whether you pass them or not.

# Agenda for Student Led IEP Meetings

Teacher/AEA: Hand out Special Education Procedures manual & Age of Majority information, if needed

1. Introduce myself!
2. Then ask everyone at the meeting to introduce themselves and their role
3. Share my **strengths, interests & preferences**:
  - Strengths:
  - Interests:
  - Preferences:
4. Share about my **living skills** - - ( when I'm done, then ask for my parents' input)
  - Things that I can do:
  - Things that I still need to learn/improve:
5. Share about my **learning skills** - - (when I'm done, then ask for my teacher's input)
  - What are my goal areas?
  - What helps me learn best in the classroom?
  - What things are difficult for me?

Ask the General Education teacher to share his/her information about how I am doing in class

Ask if there are other teacher comments to be shared

6. Be sure to share my **current grades**

Ask Special Education teacher to give his/her report on my learning data



7. Share about my working skills -- (when I'm done, ask for input from others)

**MY FUTURE PLANS:**

- After I graduate from high school, I plan to live \_\_\_\_\_
- After high school, I want to have a job/career as a \_\_\_\_\_
- Share what additional training/college I will need to do my desired job: \_\_\_\_\_  
\_\_\_\_\_

8. Talk about my school year is going:

- Good classes & why:
  
  
  
  
  
- Difficult classes & why:

Ask my parents to share how they feel I are doing in school, at home, etc. What are their goals/ & or concerns for me?

Ask my special education teacher to go over previous years goals, data and evaluation information/assessments & the goals for the upcoming year

9. Share my goals for the upcoming year

10. Ask anyone if they have anything they would like to share

- **Thank everyone for attending my meeting!**

**NOTE: This information may be shared during the IEP meeting in multiple ways, such as an on-going conversation, PowerPoint presentation, selecting only a few items to share, etc.**

## Transition Talking Points

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

### Student's Strengths/Interests/Preferences:

- ☐ Has the student had input on any changes since the last IEP?
- ☐ Do these align with the student's intended career goal?
- ☐ Do these connect to educational/postsecondary plans?

### Student's Living Assessment:

- ☐ Does the student have living skills comparable to peers?
- ☐ Can the student take care of personal needs independently?
- ☐ Can the student take medicine independently? Get up and get ready independently?
- ☐ Does the student have comparable money/budgeting skills as peers?

### Student's Learning Assessment:

- ☐ Has the student made strong progress toward his/her goal areas?
- ☐ How will the student's current academic areas impact the intended career goal?
- ☐ What does the student need to do to help reach the intended career goal?

### Student's Working Assessment:

What transferrable skills are the student's strengths? (mark "S") Are areas that need to improve? (mark "I")

- |                                                              |                                                        |
|--------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Attendance                          | <input type="checkbox"/> Punctuality                   |
| <input type="checkbox"/> Works Independently                 | <input type="checkbox"/> Asks for help when needed     |
| <input type="checkbox"/> Accepts constructive criticism      | <input type="checkbox"/> Completes tasks on time       |
| <input type="checkbox"/> Completes quality work              | <input type="checkbox"/> Works well with others        |
| <input type="checkbox"/> Respects authority                  | <input type="checkbox"/> Advocates well                |
| <input type="checkbox"/> Has Driver's License/Transportation | <input type="checkbox"/> Complies with workplace rules |
| <input type="checkbox"/> Hygiene                             | <input type="checkbox"/> OTHER:                        |



**Student's Working Assessment (continued):**

- ☐ Has the student had any work experience/job shadow (paid or unpaid)?
- ☐ Does the student have a current job? If yes, approximate number of hours per week: \_\_\_\_\_

**Postsecondary Expectation for Living:**

- ☐ Does the student's current skill level support reaching this expectation?
- ☐ What independent living skills, if any, still need to be improved?
- ☐ Are connections with county agencies in place, if needed?

**Postsecondary Expectation for Learning:**

- ☐ Is the student's career plan reasonable given the remainder of high school?
- ☐ Does the student complete classwork independently or is reliant on prompts?
- ☐ What accommodations/modifications can be reduced to help prepare for postsecondary work?
- ☐ What classes/activities are recommended to help reach the desired career goal?
- ☐ Can the student explain in detail the desired job expectations and the training needed?

**Postsecondary Expectation for Working:**

- ☐ Does the student currently demonstrate positive work habits?
- ☐ Does the student have any limitations that will impact this career?

**GOALS:**

- ☐ Are the goals working on essential skills or do they need to be readjusted?

**Supports/Linkages:**

- ☐ Has the Voc Rehab Counselor connected with the student?
- ☐ Is the student currently receiving support from any other community services?
- ☐ Does the student/parent understand that accommodations/modifications provided at the high school level do not automatically follow at the college level?

## Transition: Skills Needed for All Postsecondary Options

### Living Experiences

- Consider how often the student has spent time away from family
- Does the student spend time alone?
- Has the student ever shared a room?
- Does the student tolerate sharing his possessions?
- Can the student make his own appointments?
- Is the student able to solve his/her own problems?
- What assistive technology does the student use?
- Can the student perform basic domestic tasks?

### Community Supports

- Is the student able to identify community supports, services, or programs?
- Has the student applied for or used any community services?
- Has the student applied for Iowa Vocational Rehabilitation Services?

### Community Mobility

- Community mobility is ESSENTIAL for independence!
- Driver's License is best
    - Driver's Ed may be taken at any age
  - Is Public Transportation an option?
  - Are alternative means of transportation available: moped, bike, friends, family, etc.?

### Physical Abilities & Health

- Does the student have the physical ability to perform the career of choice?
- Does the student demonstrate appropriate personal hygiene?
- Does the student take medications without reminders?
- Is the student able to make informed & safe decisions about personal sexual activity?
- How does the student handle stress?

### Work Readiness

- Does the student display acceptable attendance?
- Is the student on track to graduate?
- How well does the student manage his/her time?
- How does the student respond to constructive criticism?
- Is the student able to work independently and initiate routine tasks without prompts?
- Does the student adjust to new situations with ease?
- Has the student had any work experience?

### Self-Determination

- Does the student request assistance when needed?
- Can the student explain their disability and request accommodations?
- Is the student able to do long range planning?

### Financial Literacy

- Is the student able to follow a personal budget?
- Does he/she have a debit card, checking account, savings account, etc.?
- Does he/she understand employment benefits?

**FOR MORE INFORMATION, CONTACT YOUR  
TRANSITION COORDINATOR:**

Tammy McKimmey – [tmckimmey@plaea.org](mailto:tmckimmey@plaea.org)

Laura Reinders – [lreinders@plaea.org](mailto:lreinders@plaea.org)



**Don't Overlook Transition Services**



**For more information, contact your  
Prairie Lakes AEA Transition Coordinators:**

**Tammy McKimmey - [tmckimmey@plaea.org](mailto:tmckimmey@plaea.org)**

**Laura Reinders - [Ireinders@plaea.org](mailto:Ireinders@plaea.org)**

**[movingstudentsforward.org](http://movingstudentsforward.org)**



It is the policy of Prairie Lakes Area Education Agency to not discriminate on the basis of race, creed, color, sex, sexual orientation, physical traits, gender identity, national origin, gender, disability, religion, age, political party affiliation, socioeconomic status, or actual or potential parental, family or marital status in its programs, activities or employment practices. The agency is committed to affirmative action. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the agency's Equity Coordinator, Michelle Dowd, 1235 5th Ave S., Fort Dodge, IA 50501 or phone 515-705-7138. Email: [mdowd@plaea.org](mailto:mdowd@plaea.org)