


# CISD

# Transition Services Packet

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**Community ISD Transition Website:**
https://www.communityisd.org/departments/special-populations/transition

**CISD is not endorsing the programs or information that will be shared. We are sharing the information as a courtesy.*

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# Introduction to Transition Services at Community ISD

The transition services at Community ISD are designed to help students prepare for life after an IEP. The goal of the transition program is to help students learn independent living skills, community participation, research post-secondary education options, and employability skills. We want all the students in special programs to be prepared for life after they leave Community ISD.

Transition services will begin at the age of 14. The transition services will be addressed in the student's ARD meeting and should be reviewed and revised every year to provide the best opportunity for the student. The input from the student, parents, and teachers is very important for the transition planning for the student's future.

This packet will provide information that will help the families and students gain the information needed for the student's transition. Community ISD doesn't endorse any of the agencies or programs that are provided in this packet. We encourage the families to review information periodically throughout your student's education. It is important to plan for the future now, so that your child will be able to get the services they need when they are no longer in the school system.

# IDEA 2004 Transition Service Laws

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) defines transition services as a *"coordinated set of activities for a student with a disability that is designed to be within a results-oriented process"*. IDEA 2004 requires that transition services and activities must be included in the development of the IEP no later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team. Texas requirements for transition services are aligned to the federal requirements included in IDEA 2004. However, state law and rules include additional requirements for the provision of transition services for students receiving special education services in Texas. A new state law passed in the summer of 2011 requires that "appropriate state transition planning must begin for a student not later than when the student reaches 14 years of age" (*SB 1788, 06/17/2011)*. The Texas Administrative Code (TAC) describes the following nine issues important to the development of the Individualized Education Program (IEP) for students receiving special education services.

1. Appropriate student involvement in the student's transition to life outside the public school system
2. If the student is younger than 18 years of age, appropriate parental involvement in the student's transition
3. If the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled
4. Any postsecondary education options
5. A functional vocational evaluation
6. Employment goals and objectives
7. If the student is at least 18 years of age, the availability of age-appropriate instructional environments
8. Independent living goals and objectives
9. Appropriate circumstances for referring a student or the student's parents to a governmental agency for services

Resource: Transition in Texas.

# Transition Map after High School

| **Student has completed his/her graduation credit requirement at CHS** |
|---|

Choices

| 1. | 2. | 3. | 4. |
|---|---|---|---|
| Students have employability and self-help skills that allow him/her to obtain and retain employment and does not need CHS to continue assisting them in their transition from high school to adult life. | Student has a full-time or part-time job based on the student's interest and abilities. The student has self-help skills and doesn't need continued assistance from CHS in their transition from high school to adult life. | Student has access to an agency or organization that is not part of CHS.<br><br>Examples:<br>Life Path Solutions<br>Texas Workforce Solutions<br>Community College<br>4 year College | Student is 22 years old and has met all IEP goals at CHS |

## Texas Driving with Disability

https://gov.texas.gov/organization/disabilities/texas-driving-with-disability

# Transition Planning Checklist

## Community ISD

(Checklist is suggested, but not required. Other items may be added)

# Age 0-14

___Start thinking of your child's future after high school.
___Contact Life Path to get on the Medicaid Waiting List (1-972-562-0190)
___Discuss Medical Assistance, SSI and waiver options at Human Health Services
___Practice Independent Living Skills
___Looking into wills and special need trusts

# Age 14-15

**Beginning of Transition Planning**

___Begin career planning and post-secondary goals
___Complete a Transition Interview/Student Profile
___Conduct IEP/Transition Planning meeting
___Discuss graduation timelines
___Develop leisure/recreational skills and access options in the community
___Participate/document Community Service opportunities
___Become involved in high school activities
___Research employment and career opportunities
___Gather information about transition services from school and agencies
___Prepare for obtaining a driver's permit
___Explore transportation opportunities

# Age 16-17

___Annual ARD meeting update post-secondary goals
___Look into Guardianship (needs to start at least one year before 18)
___Complete at least one career interest/skills assessments each year
___Schedule visits to different agencies for life after high school life
___Schedule College visits with the disability service office
___Consider residential options (get on waiting lists for HHS)
___Take ACT or SAT for college entrance and apply for Accommodations
___Take Career Preparation course or courses of career interests
___Transportation plans made for after high school
___Establish graduation date

# Age 18-21

___Annual ARD meeting update post-secondary goals
___Apply for Supplemental Security Income (SSI)
___Register for Selective Services (males)
___Contact TWS VR counselor on summer options and post-high school options
___Register for college/financial aid
___Register to vote

# Supplemental Security Income/Medicaid Waiver Programs

## Supplemental Security Income (SSI)

1. SSI is made for individuals with a disability that have little or no income.
2. SSI is done by Social Security Administration
3. SSI eligibility is based on disability and family income if the child's age is younger than 18 or by person's income if older than 18. (less than $2,000 asset and make less $600 a month)
4. SSI gives a check monthly for basic needs and you receive Medicaid if you have SSI.
5. SSI PASS is for a person who saves money over $2000, but helps them reach a work goal (college, car, apartment, etc.)
6. For more on SSI go to the website http://www.ssa.gov/pgm/disability.htm or call them at 1-800-772-1213
7. Social Security Office: 2717 Terrell Rd, Greenville, TX 75402 -(800) 772-1213

## Medicaid Waiver Programs

**1. 15-18+ YEAR WAITING LIST! GET ON THE LIST NOW! Call 972-562-0190 ASK THEM TO PUT YOUR CHILD ON ALL THE LISTS.**

2. Medicaid eligibility is based on the child's income.
3. Medicaid Waiver Programs help children live in the community.
4. Keep contact information up to date.
5. Check in annually with them.

Contact Life Path Solutions to get on the WAITING LISTS –
https://hhs.texas.gov/services/disability

### 6 Waiting List Programs

1. CLASS (Community Living Assistance Support Services) - 877-438-5658
2. MDCP (Medically Dependent Children Program) - 877-438-5658
3. HCS (Home and Community based Services) - 512-794-9268
4. CBA (Community Based Alternatives) - 512-438-4882
5. DB/MD (Deaf-Blind Multiple Disabilities Program)- 877-438-5658
6. TxHmL (Texas Home Living) -877-438-5658

# TWC/HHS

## Texas Workforce Commission (TWC)

1. Texas Workforce Commission Vocational Rehabilitation Services serves youth and students with disabilities to help prepare for post-secondary education and employment opportunities. Services are eligibility and need based.
    a. http://www.twc.state.tx.us/jobseekers/vocational-rehabilitation-youth-students#overview
2. **Vocational Rehabilitation (VR) program**, a state-federal partnership since 1929, helps people with disabilities prepare for, find and keep jobs.
    a. **Pre-Employment Transition Services** - includes vocational counseling, counseling on opportunities for post-education, work-based learning experiences, including internships and on-the-job training, training in workplace and employer expectations, training in self-advocacy and social skills, and other services.

## Texas Health and Human Services (HHS)

1. HHS was created to administer long-term services and support for people who are aging as well as for people with intellectual and physical disabilities. HHS also licenses and regulates providers of these services, and administers the state's Guardianship program.
2. https://hhs.texas.gov/
3. https://hhs.texas.gov/services/disability
4. Provides the Medicaid Waiver Programs, Community Care Programs
5. SIGN UP FOR THE WAITING LIST AS SOON AS POSSIBLE (10-12+ year waiting list)

# Life Path Systems

LifePath Systems serves individuals and families impacted by behavioral health, intellectual or developmental challenges, resulting in stronger communities.

Services LifePath Systems can offer:

**Intellectual & Developmental Disabilities:** offers a variety of support/s to individuals with intellectual disabilities.

**Behavioral Health:** Provides effective treatment to those individuals diagnosed with mental health conditions or a substance use disorder.

**Early Childhood Intervention:** Improved development in children ages 0-3 through a wide array of services and family support.

*If you believe you may be in a mental health crisis, please call LifePath's 24-hour Crisis Hotline at 1-877-422-5939*

How to contact LifePath Systems:

McKinney
1515 Heritage Drive
McKinney, TX 75069

Plano
7308 Alma Dr.
Plano, TX 75025

Phone number: 972-562-0190
Website: lifepathsystems.org

# Guardianship

If you are looking to seek guardianship of your child, you will need to complete the process 6 months to 1 year before your child's 18th birthday. Guardianship is important if you believe that you will need to assist your child in making life choices after the age of 18.
Here is a link to a brochure from the Texas Health and Human Services about guardianship:
https://hhs.texas.gov/laws-regulations/legal-information/guardianship

## Here is a list of local attorneys:

(CISD is not endorsing these attorneys or information that will be shared. We are sharing the information as a courtesy.)

**Blankenship, Wiland, & O'Connor, P.C.**
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# College Information

For college information, contact the counselors at CHS. You will need to start early to look into the different options and requirements for post-secondary education.

**2 year state community/junior college**

1. No entry exam, but will be suggested to take a placement exam such as the TSI.
2. Associate Degree
    a. You can use the credits to transfer to a 4 year college.
    b. Foundations Graduation Diploma will qualify you for a 2 year college
3. Disability Office available

**4 year college (state, private)**

1. SAT/ACT score required depending on the college
2. www.applytexas.org – application for Texas colleges and universities
    a. Requires essay, letter of recommendation, and specific academic courses.
3. Disability Office available

**College Application**

1. Go to your selected college website. Find the application in the perspective student's page.
    a. Check academic requirements and on campus living requirements.
2. Send High School Transcript – contact your counselor
3. Entry Exam – Check with college for appropriate testing
    a. 4 year – ACT or SAT
    b. 2 year – TSI or another placement exam

# College Information (cont.)

**Financial Aid and Scholarships**

1. Fill out financial aid (FAFSA) your senior year.
2. Applications for scholarships are available on the counseling's website

**Disability Service Office**

1. When you make a selection or visit the campus that you plan to attend, set up a visit with the disability service office.
2. Students can receive ACCOMMODATIONS but NOT MODIFICATIONS in college.
3. The Disability Service Office will need your last IEP and FIE from the high school in order to receive any accommodations while in college. Contact your monitoring teacher for a copy if you don't have one.
4. Know your disability and bring documentation of your disability. Colleges will only listen to YOU THE STUDENT.

# Transition Assessments

Each year, the student should take at least two transition assessments based on interest, skills, preference, and/or self-advocacy. CISD has access to an array of assessments that assess the students in these areas.

The following lists of online assessments are available for the students to take at home. We ask that if you have your child take one of these, please print their results or e-mail his/her results to their monitoring teachers to keep in their transition folder.

**Online Transition Assessments**

| | |
|---|---|
| O-Net | www.mynextmove.org |
| Career Clusters | www.careerclusters.org |
| OKCIS | www.okcis.org |
| Texas Cares | http://www.texascaresonline.com |
| My Skills My Future | http://www.myskillsmyfuture.org/ |
| Career One Stop | http://www.careerinfonet.org/skills/default.aspx |
| ISEEK | http://www.iseek.org/careers/skillsAssessment |
| VARK Questionnaire | http://www.vark-learn.com/english/page.asp |
| The Princeton Review | http://www.princetonreview.com/ |
| Casey Life Skills Assessment | http://lifeskills.casey.org/ |

# 18+ Program

18 + services are designed to be specialized, age-appropriate instructional services for adult students 18 to 21 served by special education. Everything about the 18+ special education services should be age-appropriate, starting with transition assessments, instructional strategies, accommodations, and instructional environments.

The key to teaching community living & vocational skills to students with developmental disabilities is *teaching and learning the skills in real life environments*. The students will also work on daily living skills such as cooking, cleaning, dishwashing and laundry. In addition, students must participate in *repeated* instructional activities in community settings through systematic community based instruction in order to develop and generalize skills. Community based instruction is instruction in the school and community, which occurs routinely and on a regularly scheduled basis (i.e., daily, weekly). The instruction in the community (outside of the school) should supplement classroom activities that are designed around a planned unit of instruction.

# Resources

**Texas Transition and Employment Guide**
https://www.texastransition.org/apps/pages/texas-transition-and-employment-guide
**Region 10 Interagency Supports Resources –** all local agencies in the Dallas area.
http://www.livebinders.com/play/play?present=true&id=1345192
**Texas Parent2Parent**– parent organization that helps parents with anything related to special programs from agencies to steps to take in transition.
http://www.txp2p.org
**Texas Driving with Disability**
https://gov.texas.gov/organization/disabilities/texas-driving-with-disability
**Pacer Center –** helps families with disabilities find services and resources
http://www.pacer.org
**Navigate Life Texas –** parent information resource
https://www.navigatelifetexas.org/en
**Transition in Texas –** Texas Education Agency website for transition
www.transitionintexas.org
**National Center on Secondary Education and Transition (NCSET)**
http://ncset.org
**Association on Higher Education and Disability (AHEAD)**
http://www.ahead.org
**Texas Workforce Commission (TWC)**
http://www.twc.state.tx.us

# What can we do as a family to support our young adult/s as they prepare for life after an IEP?

### Before the IEP meeting:

- Invite members of your family or community for additional support of input in transition options.
- Write out a *vision statement* for your son or daughter.
- Be prepared to talk about your child's strengths and needs.
- Actively participate in the IEP meeting.
- Praise and encourage your child's ability to express opinions, goals, and needs.
- Take time to evaluate provided services and home expectations.

### During the IEP meeting:

- Make sure that the ARD decision committee and transition team members talk directly to your son or daughter, not *about* him or her.
- Keep the meeting focused on your son's or daughter's **future** goals.
- Model for your son or daughter effective communication, courtesy, and cooperation.
- Make sure you identify the following:Your son/daughter's goals
    - His/her present level of academic achievement and functional performance.
    - Measurable goals, based on age-appropriate assessments in the areas of:
        - Education
        - Employment
        - Independent living (if appropriate)

### After the IEP meeting:

- Follow up on the activities, services, and supports that were agreed upon.
    - Periodically check with your son or daughter's teacher
    - Communicate with school staff regularly.
- Network with other parents to learn about possible additional supports and resources to consider.
- Communicate with potential service providers to establish services when the student leaves school.

# Transition Checklist for Parents and Students

Parents can support their son or daughter through the transition activities listed in the checklist below. This list offers a variety of activities for a student to consider when preparing his or her individual transition plan section of the IEP. The student's skills and interests will determine which items on the checklist are relevant.

## When child meets eligibility for special education services:

- **Learn as much as you can about your child's disability**. Learning about and understanding how your child's disability impacts learning can help you develop strategies to help.
- **Find out about your child's and your rights**.
- **Create a line of communication between you and your child's teachers**.
  It is important for you to keep up with your child's progress and be able to intervene and find solutions as soon as you see your child struggling. This is much easier when there is an established communication schedule between you and your child's teacher.
- **Find out how you can best help your child at home**.
- **Accentuate your child's strengths**.
  During the first few months after learning your child has a disability, you might focus on the problem areas. Don't forget to remind your child what he or she does well. All children have strengths and your child is no exception. Find ways to help develop those strengths. Find outside activities your child might be interested in. It can be clubs, classes, sports or group activities. These types of activities can help increase your child's self-esteem.

## At the elementary age levels

- **Create daily routines**.
  Structure is important for all children and helps them know what to expect and what is expected of them. Providing a daily routine, such as a time for homework, a time to watch television, a time to play video games can help them stay focused.
- **Reach out to other parents**.
  Talk to your child's school to find out if there are any support groups for parents of children with disabilities in your area.
- **Encourage independence in your child**.
  For example, help your child learn daily care skills, such as dressing, feeding him or herself, using the bathroom, and grooming.

- **Give your child chores**.
  Keep their age, attention span, and abilities in mind. Break down jobs into smaller steps. For example, if your child's job is to set the table, first ask them to get the right number of napkins. Then have him/her put one at each family member's place at the table. Do the same with the utensils, going one at a time. Tell him/her what to do, step by step, until the job is done. Demonstrate how to do the job. Help him/her when they need assistance. Give your child frequent feedback. Praise your child when he or she does well. Build your child's abilities.
- **Find out what skills your child is learning at school**.
  Find ways for your child to apply those skills at home. For example, if the teacher is going over a lesson about money, take your child to the supermarket with you. Help him/her count out the money to pay for your groceries. Help him/her count the change.
- **Find opportunities in your community for social activities**
  Such as scouts, recreation center activities, sports, and so on. These will help your child build social skills as well as to have fun.
- **Meet with the school and develop an educational plan to address your child's needs**.
  Keep in touch with your child's teachers. Offer support. Find out how you can support your child's school learning at home.

## Four to five years before leaving the school district

- Identify personal learning styles and the accommodations necessary to becoming a successful learner and worker.
- Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for post-secondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate your interests, preferences, and needs effectively.
- Be able to explain your disability and the accommodations you need.
- Learn and practice informed decision-making skills.
- Investigate assistive technology tools that can increase your community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Pursue and use local transportation options outside of the family.
- Investigate money management and identify necessary skills.
- Acquire an identification card and practice your skills in communicating personal information.

- Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.

## Two to three years before leaving the school district:

- Identify community support services and programs (vocational rehabilitation, county services, centers for independent living, etc.)
- Invite adult service providers, peers, and others to IEP meetings.
- Match career interests and skills with vocational course work and community work experiences.
- Gather more information on post-secondary programs and the support services offered.
- Make arrangements for accommodations to take college entrance exams, if appropriate.
- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare, etc.).
- Learn and practice appropriate interpersonal communication and social skills for different settings (employment, school, recreation, etc.).
- Explore legal status with regard to decision making prior to age of majority.
- Begin a resume and update it as needed.
- Practice independent living skills (budgeting, shopping, cooking, housekeeping)
- Pursue and use local transportation options outside of the family.
- Learn about money management and identify necessary skills.
- Identify needed personal assistant services; and, if appropriate, learn to direct and manage these services.
- Learn and understand the laws that impact post-secondary opportunities, and develop and practice self-advocacy skills.
- Participate in work experience.

## One year before leaving the school district:

- Apply for financial support programs (Supplemental Security Income, independent living services, vocational rehabilitation, and personal assistance services).
- Identify the post-secondary school you plan to attend and arrange for accommodations.
- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at postsecondary educational and work environments.
- Specify desired jobs and obtain paid employment with supports, as needed.
- Take responsibility for arriving to work, appointments, and social activities.
- Parents and teachers:  Inform students of their rights one year before they reach the age of majority (18).

# Connecting with agencies

The transition of students with a disability from school to adult life is a complex process involving multiple personnel, agencies, programs, and services. The IDEA strongly encourages inter-agency and interdisciplinary collaboration between schools, community transition service agencies, and adult service agencies in the design and delivery of transition services to students. The very definition of transition in the IDEA is a coordinated set of activities, which necessitates collaboration and coordination between the student and family, the school and district, community-based organizations and services, and county and state agencies.

**Decisions must be made concerning:**

→ Who will provide what?

→ When will it be provided?

→ How will it be provided?

→ Who will pay for the service?

Adult service agencies are not mandated to provide services while students are still in school; so planning and coordination between agencies must start early. Collaboration can reduce duplication of procedures and services and thus ensure one comprehensive plan for the student's future. Effective inter-agency collaboration can also ensure that the most appropriate services are identified and accessed. Finally, and most importantly, inter-agency collaboration can increase a student's ability to achieve post- school success.