

Community supports

The Arc of King County

<https://arcokingcounty.org/>

The Arc provides a wide variety of services to individuals & families navigating all areas of disability. English & Spanish services.

Open Doors for Multicultural Families

<https://www.multiculturalfamilies.org/>

ODMF provides culturally & linguistically relevant information and supports to individuals & families with disabilities. Services in several languages available.

Informing Families

<https://tinyurl.com/2afe5s3b>

Supports, resources, and information for families of and people with intellectual and developmental disabilities.

DDA: Developmental Disabilities Administration

<https://www.dshs.wa.gov/dda>

WA State administers programs for people with developmental disabilities through DDA.

DVR: Department of Vocational Rehabilitation

<https://www.dshs.wa.gov/dvr>

A WA State program that provides people with disabilities the supports and services needed to achieve successful employment.

S2W: School-to-Work King County

<https://tinyurl.com/5dyyy2pv>

A King County program that works to connect students to employment services early.

Seattle University: Center for Change in Transition Services, Resources

<https://www.seattleu.edu/ccts/resources/>

CCTS provides supports and materials to educators and administrators, but also have a wealth of resources for youth and their families.

Legal Considerations

Depending on your child's ability, you might consider legal options to support with decision making. Be sure to consult with local supports (organizations, attorneys, etc) to get details about all of your options. Here are a few:

Conservatorship: appointed for property or financial decisions

Guardianship: appointed for health, safety, and welfare decisions

Power of Attorney: assigned by the person needing assistance to act on their behalf

Protective Arrangement: similar to guardianship, but more individualized to person's needs

Supported Decision Making Agreement: new to WA in 2020, SDM is for those needing help making decisions about daily living; supporter does not have legal authority, only provides assistance or guidance

Assistive Technology: can support the person in communicating their own decisions

Additional resources for more information and support:

- [WashingtonLawHelp.org](https://www.washingtonlawhelp.org/)
- [KCBA Neighborhood Legal Clinic](https://www.kcbanet.org/neighborhood-legal-clinic/)
- [ELAP Eastside Legal Assistance Program](https://www.elap.org/eastside-legal-assistance-program/)
- [Washington Courts Guardian Portal](https://www.washingtoncourts.gov/guardian-portal/)

For access to all resources & links cited in this brochure, scan this QR code to view a shared document



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Transition Planning

Resources about the transition to adulthood, and post-secondary plans, for families and students within Special Education



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Looking Ahead: Life after High School

In Special Education, “**transition**” is often used to refer to preparing for life after high school. You, your student, and their IEP team will be talking and planning for transition as early as middle school.

There are many areas of transition to adulthood to consider. This short brochure is not intended to be a complete guide; instead we hope it will give you a basic starting place for your journey.

Areas to consider & discuss with your student & IEP team

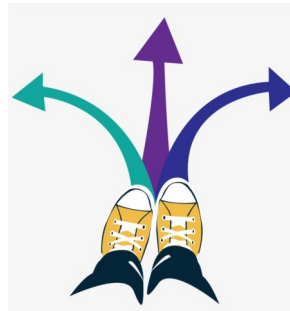
- **Special Education**
- **Medical Coverage**
- **Financial**
- **Employment**
- **Housing & Transportation**
- **Social & Recreation**
- **Post-Secondary Education**
- **Legal Considerations** (see back page)
- **Advocacy & Community**

Centering Student Voice

Your student’s voice has always been important in their life and education, and is vital when it comes to transition planning. They will be afforded decision making power when they turn 18 and should be prepared for & excited about what’s next.

Their dreams for their life do not have to be attainable today. **See their vision as a start of an exploration** and collaborate with others to support them in getting there!

High School & Beyond Plans & IEP Transition Plans



HSBP: High School & Beyond Plans: are a graduation requirement for all students in WA State to prepare them for post high school goals that are meaningful to them. HSBPs begin in middle school.

IEP Transition Plans: are a requirement for students with IEPs and should align with the HSBP. These plans more specifically consider a student’s disability and relevant supports. Outside organizations may be consulted by the IEP team to explore supportive options.

Programs offered through Highline Public Schools

If your student is not ready for graduation at the end of four years of high school, HPS offers a variety of programs to students aged 18-21:

Realistic Transition Program: RTP offers personalized, small group, half-day instruction for students with IEPs who need extra time preparing for transition & completing graduation requirements.

Community Based Services: CBS is for students with IEPs with more intensive instruction and supervision needs. Students engage in classroom learning as well as vocational & recreational activities in the community.

Alternative Education: There are more programs available through HPS that do not only serve students with IEPs and may be a good fit. Talk to the IEP team about a *referral to the Connection Center* to find out more.

FAQs

What happens to my student’s IEP when they graduate high school?

Your student’s IEP will expire when they graduate from high school. It does not follow them to college, work, or other outside program in the same way it has throughout their school career. However, it is a valuable guide.

If your student does not graduate and they choose to participate in 18-21 transition programs within HPS, their IEP will remain active and continue to be updated until graduation or until they turn 22.

How does my child receive accommodations in their post-secondary plans?

No matter where your student is transitioning to, you will want to discuss this with the IEP team. Together you can create an advocacy plan for communicating with the new program, employer, school, organization, etc.

For college or post-secondary education, you will likely connect with Campus Disability Services. For the workplace, you may connect with HR or the community resource that helped to arrange the work opportunity.

Self-Advocacy

It’s critical that your student learns to advocate for themselves and their needs as accommodations will not be automatic or predicted.

Disability Disclosure is choosing to share information about a disability to achieve a specific purpose and is an important part of self-advocacy that will require practice. You can ask that any transition supports address these skills.