

Maypearl Independent School District

**SPECIAL
EDUCATION:
18+ Program**

309 Main Street, Maypearl, TX 76064 (972) 435-1080 Fax (972) 435-1077

ASSURANCE OF NONDISCRIMINATION

Maypearl ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex:
Enid Johnson
Director of Special Programs
309 Main Street, Maypearl, TX 76064
(972) 435-1000
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:
Enid Johnson
Director of Special Programs
309 Main Street, Maypearl, TX 76064
(972) 435-1080:
- Ritchie Bowling
Superintendent
309 Main Street, Maypearl, TX 76064
(972) 435-1000

All complaints shall be handled through established channels and procedures beginning with the building principal, followed by appeal to the appropriate central administration contact, and finally the board of trustees, in accordance with Policy FNG.

If you need the assistance of the Office for Civil Rights (OCR) of the Department of Education, the address of the OCR Regional Office that covers Texas is:

*Dallas Office
Office for Civil Rights, U.S. Department of Education
1999 Bryan Street, Suite 1620
Dallas, TX 75201-6810
Telephone: (214) 661-9600
Facsimile: (214) 661-9587
Email: OCR.Dallas@ed.gov*

This document supplements the Maypearl ISD Special Education Operating Guidelines. It is arranged in a question and answer format to address information that is requested most often. For specific questions not included in this material, parents are encouraged to contact the campus administrator or the Special Education Department at (972) 435-1080 for further assistance.

Special Education Guidelines – 18+ Program

Q. Who is eligible to participate in the MISD 18+ Program?

A. The target population identified to participate in the 18+ Program meet the following criteria:

- Current eligibility for special education services under IDEA.
- Current goals and objectives reflecting educational needs in a functional area of performance related to postsecondary goals and/or employability skills that have not been mastered.
- Completion of all high school credit requirements
- Eligible to participate in commencement exercises with their peers
- Does not meet graduation requirements as outlined by the TEA:

The student has satisfactorily completed the state's or district's (whichever is greater) required standards in Chapters 110-128 and Chapter 130 of this title through courses, one or more of which contain modified content that is aligned to the standards required under the minimum high school program in Chapter 74 of this title as well as the credit requirements under the foundation high school program, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.

The student graduating under this subsection must also successfully complete the individualized education program (IEP) and meet one of the following conditions, consistent with the IEP:

(A) full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;

(B) demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or

(C) access to services which are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

Q. How is the 18+ Program different from high school?

A. Transition activities are designed to promote independence and opportunities for employment in the community. These activities represent a significant change from the high school experience.

- **Schedule** - In high school, students follow predictable schedules all day every day. Transition activities vary, and may not last an entire day. Each student's transition schedule is individualized to his or her specific post-secondary goals. High school, by design, is very structured. In the Transition program, a student's schedule will be more flexible. Learning to manage time productively is an important skill that will be emphasized.
- **Instruction** - In high school, instructional activities are classroom-based, while transition students learn skills and then practice their independence in a community setting. Due to the nature of transition activities, there may be times that students work without direct supervision. In high school, instruction is focused on earning academic credits. Transition instruction focuses on skills necessary to achieve employment and increase daily living skills necessary to become more independent.

Q. How are postsecondary goals addressed in the IEP?

A. Postsecondary goals are related to the student's individualized transition plan as part of the IEP. Areas of instruction may include self-advocacy, self-help skills, personal and social skills, vocational skills:

- **Self-Advocacy Skills**
 - ❖ Learn how to ask for the supports needed.
 - ❖ Understand rights and responsibilities as an adult.
 - ❖ Follow through with and be responsible, it is very important to be accountable.
 - ❖ Learn the value of natural consequences, learning from mistakes.
- **Self-Help Skills**
 - ❖ Learn/improve self-help tasks such as clothing selection, grooming and personal appearance.
 - ❖ learn functional money management skills.
 - ❖ Understand time concepts. Know individual daily activities and when they occur.
- **Personal and Social Skills**
 - ❖ Develop safe and appropriate relationships across all domains (work, school, community)
 - ❖ Explore the different types of community activities available in their area. Focus on activities that are of personal interest or value to the individual.
- **Vocational Skills**
 - ❖ Have a desire to work.
 - ❖ Identify the type of work envisioned by the individual.
 - ❖ Talk to others about job interests and the types of supports that might be needed to work in an occupational field of choice.
 - ❖ Develop a resume.
 - ❖ Connect with local agencies to help with individual job search.
 - ❖ Actively participate in the job search process
 - ❖ Determine accommodations needed on the job.

Q. What is the parent's role in the 18+ Program?

A. Parents play a vital role in the 18+ Program by assisting their student to accomplish their postsecondary goals by:

- Helping him/her connect with community agencies for further assistance (Ex. TWS-VR(formerly DARS), MHMR, CLASS, HCS)
- Actively exploring possible employment /Day Habilitation/Sheltered Workshop options with my son/daughter.
- Actively exploring living options with my son/daughter based on post-secondary goals.
- Actively supporting transition to community settings.
- Assisting with exit from the 18+ Program when ONE of the graduation requirements is met.

Q. What are the behavioral expectations at the 18+ Program?

A. Students participating in the 18+ Program are expected to demonstrate prerequisite skills toward workplace independence, including willingness to work, proper work attire, and compliance with adult directives.

These prerequisite skills must be consistently demonstrated in the simulated work environment on campus before community-based training can occur. Prerequisite behavior skills are necessary in order to promote student safety and the safety of others in the workplace.

If a student demonstrates inappropriate workplace behaviors, the parents/guardians will be responsible for picking up their son/daughter from the 18+ Program site. When a pattern of inappropriate workplace behaviors has been identified, the ARD committee will convene to address the behaviors. Chronic inappropriate workplace behaviors may indicate the need for the ARD committee to convene to consider other graduation options for the student.

Q. How does the 18+ Program develop a student's post-secondary goals employability skills?

A. The MISD 18+ Program offers a continuum of vocational training opportunities designed to meet the individual post-secondary and employability goals of students:

- **Training Lab**
 - ❖ Job sampling with MISD
 - ❖ Group job training in the community
 - ❖ Individual job training in the community
 - ❖ Job development skills instruction
 - ❖ Contract work/work boxes
- **Living Lab**
 - ❖ Communication
 - ❖ Self-advocacy
 - ❖ Emotional development/social skills
 - ❖ Community access and participation
 - ❖ Domestic activities
 - ❖ Personal care
 - ❖ Meal preparation
 - ❖ Money management

Q. What are the employment options for the ARD committee to consider when determining employability goals?

A. An array of employment options are relevant for the ARD committee to consider:

- **Competitive Employment**

The majority of students with IEPs who graduate from school can learn to get and keep a job without the need of any special support services. Competitive jobs are found within public or private businesses or industries. Employees are paid and receive the same benefits as all workers. Employees are expected to be able to receive instruction from a supervisor/co-worker and perform the job independently without requiring the direct support of a job coach.

- **Supported Employment**

Supported employment is a service for individuals with significant disabilities, which provides support to individuals seeking competitive employment. A job coach will assist with job placement and on-the-job training and coordinate ongoing supports needed to sustain paid employment.

- **Sheltered Workshop or Work Activity Centers**

Sheltered workshops or work activity centers are facilities that serve people with disabilities by providing supervised work and other habilitation activities. The goal of these facilities is to help individuals develop skills so they can be employed in the community and to employ people who are viewed as incapable of competitive employment.

Q. When does a student exit the 18+ Program and graduate from high school?

A. Upon completion of the IEP, when the student meets one of the graduation requirements of the foundation graduation plan **at any time** during the academic year the ARD committee will convene an ARD, or when the adult student revokes their consent for services, the services will end.

The student will also exit the 18+ Program at the end of the academic year at such time they no longer meet eligibility requirements due to age.

****The adult student is one who has reached the age of majority and for whom guardianship has not been obtained by parent or other person acting as a parent or guardian.***