

# Life after High School

A Handbook on Transition Planning  
for Students and Families



Loudoun County Career and Transition Services

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An electronic copy is available at [www.lcps.org/prc](http://www.lcps.org/prc).

**TRANSITION FROM SCHOOL TO ADULT LIFE  
IT IS NEVER TOO EARLY TO START PLANNING**

**Dear Parent or Guardian:**

While graduation from high school is a natural life event for many teenagers, for students with disabilities this requires more planning, negotiating, and decision making. The purpose of this handbook is to give you, a parent of a child or adolescent with disabilities, information, practical suggestions, and questions to consider as your son or daughter transitions from the world of school as a student into the world of an adult.

**Dear Student:**

While graduation from high school is an exciting time for many teenagers, for students with disabilities this may also require more planning. Your choices about where you want to live and work and whether or not you want to continue your education are a bit more challenging if you will need continued support or accommodations.

IDEA 2004, the law that directs schools about helping you plan for your adult life, states that Transition Planning must be part of the Individualized Educational Plan (IEP). That means that your IEP team will want to know what your goals are for after you leave high school. These post-secondary goals will help you and your team decide what classes you should take and what things would be helpful to teach you to prepare for the adult life that you want.

Even though the IEP doesn't start talking about life after high school until you are 12, you and your family need to start thinking about your future much earlier. Start talking and thinking **NOW** about what you want your life to be like once you no longer attend high school. Encourage your parents to have high expectations for you. Have high expectations for yourself.

Once transition starts being discussed at your IEP meetings, you will need to be invited or give input. High school is the last time you will be "entitled" to receive services. Make the most of your time in school.

*It's your Life after all!*

*Here's to your Future*

Sincerely,

*LCPS Career and Transition Services Staff*

## KEY COMPONENTS OF TRANSITION PLANNING

### WHAT IS TRANSITION?

Transition is...

...according to the dictionary, defined as a “passing from one condition, or place to another.” Examples of transition are when your son/daughter moves from junior high to high school and high school to adult life. Job changes and family moves are also examples of transition. Transition requires some advance planning in order to make the move less hectic, more efficient, and successful.

#### Transition Facts

Transition is important to you as a parent because as your son/daughter moves from high school into the adult world, a variety of needs may exist. These needs include:

- vocational needs
- social needs
- recreational needs
- living needs

Some students will not need any help meeting these needs; others will need services for a short period of time. Students with more severe disabilities may need help on an ongoing basis.

**IDEA 2004** ( <http://idea.ed.gov/> )

**The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) defines transition services as:**

A coordinated set of activities for a child with a disability that-

- Is designed to be a results-orientated process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- Is based upon the individual child’s needs, taking into account the child’s strengths, preferences and interests;
- Includes instruction, related services, community experiences, the development of employment and other post-school objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation. [Part A, Section 602(34)].

The second part of IDEA 2004 provides the requirements for transition in the IEP. Beginning no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include;

1. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate independent living skills; and
2. The transition services (including the course of study) needed to assist the child in reaching those goals. [Section 614(d)(1)(A)(Vii)]

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Beginning no later than one year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under IDEIA, if any, that will transfer to the child on reaching the age of majority under Section 615(m).

What is the Summary of Performance (SOP)?

- The SOP is required under the reauthorization of Individuals with Disabilities Education Act 2004 (IDEA 2004)
- It is not a section of the IEP, but rather a totally separate document
- The SOP provides information (NOT legal documentation) of a student's level of performance as he/she exits the public school system
- The SOP is critical for documentation of a disability in post-secondary settings
- It includes the name of the person completing the forms
- It is a tool to bridge the chasm between secondary and post-secondary education and between IDEA and 504/ADA

Once the child leaves the school system, the educational entitlements of IDEA are no longer in place. There are some laws listed below that will provide some services after the young adult leaves the educational system:

**The Rehabilitation Act** is the federal legislation that authorizes the formula grant programs of vocational rehabilitation, supported employment, independent living, and client assistance. The Act also includes a variety of provisions focused on rights, advocacy and protections for individuals with disabilities. More specifically, **Section 504** of this act is a civil rights law that protects people with disabilities from discrimination concerning services, employment, and public accommodations. **Section 504** applies to any institution that receives federal funds such as schools, public colleges, hospitals, non-profit agencies, and public housing. <http://www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf>

**The Americans with Disabilities Act (ADA)** is a federal law that prohibits discrimination against people with disabilities in employment, and mandates that these individuals have the right to public accommodations, as well as access to programs of public agencies. The ADA protects against discrimination only if the person with a disability could participate in the program or perform the job with "reasonable accommodations". Without the accommodations, the individual must be "otherwise qualified".

It is important to note that after high school, the accommodations accessed through **ADA or Section 504 are not provided automatically, but they must be requested.** <http://www.ada.gov/>

## THE PARTICIPANTS IN TRANSITION PLANNING

### WHAT IS THE STUDENT'S ROLE?

As the most important IEP team member, the student should be invited to all planning meetings, though he or she may choose not to attend. The student's desires and preferences should be at the center of all transition planning activities. The student's role includes the following activities:

- Take an active role in all decision making. Identify career and life interests and goals
- Participate in Individualized Education/Transition Plans development
- Participate in evaluations and assessments

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- Participate in filling out all necessary forms, applications, and surveys related to transition planning
- Provide feedback to the team on progress, needs, and preferences
- Learn self-advocacy skills; e.g., communication of needs for adapted curriculum or modifications in the classroom

**Self-Advocacy and self-determination** means knowing one's basic human rights; standing up for those rights; identifying one's skills, interests, and preferences; taking responsibility for positive goal setting and appropriate social behavior; and asking for help when needed. [www.imdetermined.org](http://www.imdetermined.org)

### WHAT IS THE PARENT'S ROLE?

Besides being **critical advocates** and vital **sources of information** about a student, parents can also advance the transition process by reinforcing, at home, skills being taught in school. Parent's many responsibilities in transition include the following:

- Talk to the student often about what kind of future life he or she would like to have
- Be aware of how much assistance he or she will need to achieve as independent a life as possible
- Share information with other team members about the student's strengths, needs, and preferences
- Encourage the student's attendance and participation in IEP meetings
- Assist the student in the development of self-advocacy skills
- Teach and encourage daily living skills at home
- When possible, provide supplemental support for the student, e.g., providing transportation to and from a job site
- Ensure that IEP goals are being accomplished
- For students bound for postsecondary education, ensure that academic advisement and academic curriculum are provided
- For students not bound for postsecondary education, ensure that their IEP addresses community based vocational training/mobility and travel training/ community based life skill instruction
- Help ensure that needed curriculum adaptations and environmental modifications are made

### WHAT IS THE SCHOOL'S ROLE?

According to the law, the schools have primary responsibility for providing transition services to students with special needs. Various school personnel, such as teachers, school counselors, social workers, and psychologists may participate in the effort to prepare students for adult life. To provide direction and consistency in their transition planning efforts, and to help ensure they remain in compliance with the law, schools or school districts should have written policies or guidelines addressing the development of transition services. In order to result in the most positive outcomes for their students, those guidelines should address the following activities and responsibilities:

- Provide notification to parents or guardians of the initiation of transition services

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- Assess the student's interests, preferences, current strengths, areas of need, and learning preferences. Assessment activities may include the use of formal and informal instruments such as aptitude tests, skill inventories, adaptive behavior scales, observation, conversations with the student, parents and others.
- Based on assessment activities and the development of an individualized transition plan, build a "**personal profile**" detailing the student's interests, past experiences and ambitions for the future. The profile can serve as a blueprint for future planning and decision making
- Include appropriate instruction and course selection, community experiences, and post school living and employment objectives into the student's annual IEP
- Identify needed modifications to school equipment and facilities for student use
- Provide academic advisement and adapted curriculum, as needed for students bound for postsecondary education
- Establish relationships with community businesses and employers, and provide students with a range of exploration experiences in the community
- Initiate contact and partnerships with state agencies, supported employment providers and applicable postsecondary services

### **WHAT IS THE ROLE OF THE ADULT SERVICE AGENCY?**

State agencies, such as the Department of Rehabilitation Services (DARS) [www.vadrs.org](http://www.vadrs.org) and the Department of Mental Health, Substance Abuse and Developmental Services (MHSADS) <http://www.loudoun.gov/index.aspx?NID=121> play a critical role in transition.

- Share information with schools, students, and parents/guardians concerning available services and eligibility criteria
- Monitor outcomes for individual students; become knowledgeable about individual student needs by attending an annual IEP meeting or meeting with the student during student's last two years in school
- Accept applications for services

### **HOW CAN YOU HELP YOUR STUDENT PREPARE FOR TRANSITION**

#### **Listen to Your Student's Ideas, Goals and Dreams**

Focus on your student's interests and abilities rather than disabilities. Encourage and help your student explore his or her dreams and ideas, even if yours are different.

#### **Help Your Student Learn the Skills that He or She Will Need As an Adult**

Find ways for your student to be independent from a young age. Have your student practice self-help skills, and give him or her tasks around the house.

Give your student a chance to make choices and learn to make wise decisions.

Teach your student to be his or her own advocate.

Have your student practice social and communication skills needed for work, school, and friendships.

Help your student be part of the community. Look into recreational and volunteer opportunities.

Work on IEP goals and objectives at home as well as at school.

### **Make the Most of the IEP Process**

Begin planning early – at least by age 12.

Encourage your student to be a part of the planning process as much as possible. Make sure he or she is part of team meetings and the opportunity to provide input.

### **Be Prepared for IEP Meetings**

Write down questions and ideas you have, both before and during the meeting. Have people explain anything that is not clear to you. Get answers to all your questions before the meeting ends. Or, get a date when people will get back to you.

Think about the goals and objectives in the IEP/transition plan. Will they prepare your student for adult life, such as living and working in the community?

Before you leave the meeting, make sure you know what will happen next, such as when you will get the written IEP and who the contact person is.

### **Become Involved in Your Student's School**

One of the most important things a parent can do is get to know the school staff – both the regular and special education staff.

Find out about all school services, including regular education and after-school activities (such as sports and clubs). Get to know the people involved in the activities that interest your student.

Join the Parent-Teacher Organization (PTO/PTA), the Special Education Local Advisory Committee (SEAC), or the School Improvement Team. Share ideas with other parents about creating and getting access to inclusive programs and activities.

### **Start Planning Now for Adult Services and Supports**

Learn about the different programs and services that are available for your student now and when he or she gets older which will help him or her be independent and be part of the community?

Figure out what supports your student now gets that will need to be continued in the future. Find out what agencies can provide these supports.

Invite any agencies who might offer transition or adult services to your student to the IEP/transition planning meeting.

Begin financial planning for your student's adult life. At age 17, look into applying for SSI (Supplemental Security Income). Find out about Ticket to Work plans and other Social Security programs. Find out about how adult services will be paid for. Think about estate planning and guardianship issues.

### **Keep Good Records**

Before the student leaves school, get copies of all high school transcripts, evaluations, tests, and reports.

Write down notes on each meeting and phone conversation, with the name of the agency, contact person and date. Keep a copy of all letters between you and agencies.

Keep records of any on-the-job training reports or other work experiences the student has had. Get letters of recommendation from the employers, teachers, or job coaches.

### **Become an Advocate**

Get to know the laws covering education and disability issues (ADA, IDEA, Rehabilitation Act). Also, get to know your decision-makers and law-makers. The 2010 "Parents Guide to Special Education" developed by the Virginia Department of Education (VDOE) helps families understand their rights and responsibilities and provides information regarding the special education process and appropriate educational services. [http://www.doe.virginia.gov/special\\_ed/parents/index.shtml](http://www.doe.virginia.gov/special_ed/parents/index.shtml)

## THE TRANSITION PLAN

### KEY AREAS IN TRANSITION PLANNING

At no later than age 12, statements of needed transition services must be incorporated into the IEP of each student. These statements should include **broad goals** related to identified needs, preferences, and interests of the individual student and his or her family. In addition, statements of needed transition services should specify short term objectives, persons or agencies responsible, and dates for attainment or follow up. This section will survey the general areas that should be considered in transition planning.

### THE LONG RANGE PLAN FOR STUDENTS

#### WHERE DO I WANT TO BE WHEN I LEAVE SCHOOL?

##### WHAT KIND OF **EDUCATION** DO I WANT AFTER HIGH SCHOOL?

- Adult Education
- Vocational/Technical Training Programs and/or Schools
- Community College
- Four-year College or University
- Apprenticeship Programs
- Military
- Other Programs – such as Correspondence Programs, Job Corps, On-line Programs

##### WHAT KIND OF **EMPLOYMENT** DO I WANT AFTER HIGH SCHOOL OR AFTER FURTHER TRAINING?

- Full-time Competitive Employment
- Part-time Competitive Employment
- Full-time Supported Employment
- Part-time Supported Employment
- Apprenticeship
- Sheltered Employment
- Military
- Other – such as Volunteer Work, AmeriCorps, Peace Corps, etc.

##### WHERE DO I HOPE TO BE **LIVING** AS AN ADULT?

- I plan on living alone
- I plan on living with friends
- I plan on living with family
- I want to live in a supervised apartment
- I want to live in a supervised group home
- I will need personal or medical assistant help in my home
- I will need residential care

##### WHAT KIND OF **TRANSPORTATION** WILL I USE?

- I will ride my bike everywhere I need to go
- I will learn to drive a car, own a car and drive where I need to go
- I will learn to ride the bus/rail system and take the bus or rail where I need to go
- I will learn to take a cab where I need to go
- I will use another type of transportation

#### **Transportation Independence:**

Being able to transport yourself independently includes any one or more of the following: gaining driver's license and owning/driving a car, riding a bicycle, riding a bus or metro rail, using a taxi, or using other paid transportation services independently.

**WHAT HELP WILL I NEED FINANCIALLY?**

- Applying for SSI, SSDI, or SSA
- Applying for Medicaid
- Applying for general assistance, food stamps, housing help (section 8, etc.), food bank assistance, day care assistance, WIC support
- Getting financial aid for educational training
- Financial planning: understanding banking, investments, estate planning
- Financial Management: banking, checking, investments, insurance, retirement, savings, employment benefits, etc.
- Other unique financial needs

**WHAT HELP WILL I NEED MEDICALLY?**

- Applying for Medicaid
- Applying for other medical insurance coverage
- Getting a personal care attendant to assist with daily living needs (dressing, bathing, health needs)
- Finding a doctor, dentist or therapist that will take my insurance
- Calling and making appointments to see doctors or therapists
- Getting the medication I need
- Getting home health care to help me take my medicine or keep up my medical routines
- Meeting my self-care needs
- Understanding basic health and safety – when should I call a doctor?

**WILL I NEED HELP TO PLAN MY RECREATION OR FUN ACTIVITIES?**

- Finding out about joining clubs
- Signing up for classes for fun
- Going places with friends
- Joining recreation facilities

**WILL I NEED HELP TO LEARN ABOUT SELF-ADVOCACY (OR SPEAKING UP FOR MYSELF)?**

(Self-advocacy includes speaking up for your rights and interests as well as securing/planning for your unique individual needs.)

- Securing counseling or therapy
- Learning about advocacy
- Getting someone to help (finding an advocate)
- Finding legal assistance
- Deciding on guardianship
- Developing social/community skills

**THE TRANSITION PLAN**

In planning for transition, the team should consider the following:

**Independent Living**

Will the student live on his/her own some day and is the student ready to manage his/her own personal affairs, finances, health, safety, and health care, and be his/her own advocate?

**Employment**

Will the student work and is he/she prepared for work? What type of work will they do?

**Community Participation**

Will the student need assistance in traveling in the community, planning recreation and leisure activities, and staying connected with friends?

**College/Continuing Education**

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Will the student be going on for further education or training and are they academically ready?

**Transition Goals and Objectives** should be stated in the Individualized Education Plan (IEP)/ Transition Plan and should:

- List the student's goals and choices about living, careers, and leisure.
- Include input from the student, parents and other family members and friends.
- List places to get support services and training needed to reach those goals.
- Outline steps to take and timelines for reaching each goal.
- List who is responsible for helping the student reach each goal.

The IEP/Transition Plan should identify:

- Which agencies will be involved.
- Services each agency will provide, and
- How all of the services will be coordinated.

## LOUDOUN COUNTY CAREER AND TRANSITION SERVICES

for students with IEPs

<http://tinyurl.com/LCPStransitionservices>

### Mission Statement:

The mission of Loudoun County's Transition Team is to provide every student with special needs a solid plan for the future and a seamless transition to post-school life. The keys to successful transition include: self-advocacy, real-world experiences, appropriate tools and skills for employment, independent living skills, and connections with community businesses and resources. The ultimate goal is to empower students with disabilities to live and work as independently as possible.

### CAREER PLANNING

**Career Assessment** is the first step in the transition process. It was developed to assist students to move from the world of education into their chosen post-secondary world. This is accomplished by assessing students' interests, skills, strengths, needs, readiness, and ability to work independently.

- *Informal Assessment* (page 2 of the transition plan) is completed with the student by a transition teacher at a student's home school and looks at a student's interests and skills, and matches them with possible career choices. The student can then work with the transition teacher, case manager, or career counselor to further explore the suggested career choices.
- *Formal assessment* delves deeper. In addition to interests and skills, a formal assessment considers values, personality, ability, and work adjustment skills. Traditional paper and pencil assessments as well as computer-generated evaluations, work samples, and/or situational assessments may be utilized. All formal assessments are determined through the IEP process.
- *Vocational assessment* (page one of the IEP) is a formal assessment completed by a vocational evaluator at Monroe Technology Center or at one of the county's two PAES labs. Students are transported to the site and work with a vocational evaluator to complete hands-on work samples. A formal report is written and sent to the school for use in developing IEP goals.
- *Career Assessment* (page 2 of the transition plan) may be composed of a formal vocational assessment and /or situational assessment, depending upon the student's needs and the determination of the IEP team. It is completed through the Transition Assessment program by their vocational evaluator.

*Part 1: Vocational Assessment* evaluates the student's ability to perform entry level tasks in a simulated work setting. Students are evaluated based on interests and skill level.

*Part 2: Situational Assessment* is the practice of evaluating a student's work skills in a community business. Situational assessment allows students to see how they would like working in a real work environment. It also allows the evaluator to gather information not only on the student's work skills, but also on his/her ability to interact with customers, co-workers, and supervisors. The evaluator will observe the client's attention to task, stamina, and ability to produce quality work. These abilities are known as *work adjustment skills*.

**PAES** stands for Practical Assessment and Evaluation System and consists of 206 work samples in the areas of Business and Marketing, Industrial Technology, Home Consumer Science, and Manipulatory Processing and Production.

## CAREER TRAINING

Career training is provided through classes available through the student's home school and through training at C. S. Monroe Technical Center.

**Career Pathways** is an elective class that follows the Life Centered Career Education Curriculum to teach skills related to successful employment and independent living. The class includes presentations by guest speakers, instruction on how to obtain and maintain employment, and hands-on career evaluation and assessment based upon students' interests and aptitudes. Self-advocacy and self-determination skills will be emphasized throughout the course. Students may participate in paid/non-paid work experiences through this class. This class is taught by Transition Teachers. Work experience is supported through the services of job coaches.

**Transition Teachers** support students as they develop long-range career goals through the student's Individualized Educational Program. Students are supported in making connections to post-secondary services such as: community agencies, training facilities, area businesses, apprenticeship programs, and colleges.

**Job Coaches** – Job coaches are trained paraprofessionals who provide short-term occupational support and intervention in employment settings. They coach students at both campus and community work sites, fading services as students gain confidence, skills and site-based supports. In addition to coaching, job coaches assist with job development, the job application process, and public transportation training programs.

**School/Community-Based Work Experience** provides special education students with both paid and unpaid work positions in the school environment. Students work with professionals to learn the job responsibilities and skills necessary for future employment within the community.

**C.S. Monroe Technology Center** develops technology skills and knowledge for life-long learning. Certification and licensure programs are available. A special education resource teacher is available at the center to provide support for students with special needs. See the website for further information on programs. <http://www.lcps.org/mtc>

**Integrated Transition Services** provides students who are over 18, and meet specific criteria, the opportunity to participate in a community-based program that focuses on work and post-secondary living skills. Students who participate in the Community and Schools Together (CAST) program will work toward a seamless transition between school and post-school life.

## COLLABORATION

**DARS – Virginia Department for Rehabilitative Services** collaborates with the public and private sectors to provide and advocate for services that empower individuals with disabilities to maximize their employment, independence and full inclusion into society.

**CSB – Loudoun County Community Services Board** offers services for individuals with Intellectual Disabilities, Mental Illness, and Substance Abuse issues. These services include case management, employment, residential, and day, community, and family support.

**School Business Partnerships** provide employment opportunities, both paid and unpaid, for students to develop job skills, responsible behaviors, and self-esteem.

## LCPS VOCATIONAL ASSESSMENT

### Who must provide transition and vocational assessments?

Loudoun County Public Schools provides the assessments needed to plan transition services. Transition assessments are completed with all students with special needs beginning at age 14. The

assessment results are reviewed at least once a year and further developed as needed. Transition plans should be developed by the time the student reaches the age of 14 and incorporated into the IEP preceding his/her 14<sup>th</sup> birthday. Thereafter, the student, family, and teaching staff should include the student's interests, abilities, skills, and career goals as part of the IEP. The transition assessment should give the IEP/Transition Team the needed information to plan for the student's chosen career path.

### **What is a Transition Assessment?**

For students with special needs in Loudoun County, planning for a job or career after high school begins with a transition assessment. This assessment looks at a student's strengths and needs related to his or her job and career goals. In a transition assessment, information is gathered about a student's:

- Interests
- Skills
- Values
- Learning style
- Job and career experiences (volunteer, part-time or summer work, job shadowing, etc...)
- Accommodations

This information assists in setting education, career, employment, and independent living goals. It is a process that happens over time. This information should be gathered and reviewed yearly, and used by the IEP/Transition team for planning the student's annual goals.

### **What if more information is needed?**

Should a student need a more in-depth assessment to identify job and career interests and options, a vocational assessment may be recommended by the IEP team which may include:

- A review of school information
- Interviews with the student, family, teachers, and related agencies
- Observation of the student engaging in campus-based work activities
- Vocational evaluation using formal age-appropriate assessments
- Community-based situational assessment at a job site related to the student's field of interest

A vocational assessment is not a single test. It is a process of gathering information from many sources about a student's career-related skills, abilities and interests, as well as identifying supports and accommodations that will help him/her to locate and retain employment.

## **TRANSITION ASSESSMENT CHECKLIST**

These questions might help you decide if your student's transition assessment really reflects his or her interests, abilities, and work potential:

The Assessment Process

- Have you and your student been active members of the planning team?
- If your student already has an interest in a certain career, does the assessment explore his or her skill in this area?
- Does the assessment include a variety of ways to gather information?
  - Written tests?
  - Oral tests?
  - Interviews with student, parents and teachers?
  - Review of past school records?
  - Student's interests, hobbies and community experiences?
  - Related services reports (if related services are included in the IEP)?
  - Hands-on assessments (work samples)?
- If the assessment includes tests:
  - Are the free from cultural bias?

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Does your student speak the language in which the tests were given?  
Were accommodations identified in the IEP provided?  
Does the assessment provide the student with more than one opportunity to try a task?  
Does the assessment relate whether the student improves at a task with practice?

### Planning with the Assessment Results

- Are assessment results reported in a format you and the student can understand?
- Are your student, you, and all members of the IEP team involved in looking at, and planning with the assessment results?
- Do the assessment results provide information on:  
Your student's strengths?  
Your student's work-related skills and habits?  
Needed accommodations and/or services for successful employment?  
Areas where your student may need instruction and training?  
Learning styles and training methods?
- Does the assessment speak to what a student can do, rather than what he can't do?
- Do the results accurately describe your student?
- Does the assessment provide information for planning goals in the areas of education, career, work, and independent living?

## Loudoun County Guidance, Counseling and Career Center Services

Available to all students

<http://www.lcps.org/page/1871#>

### ACADEMIC AND CAREER PLANS

Beginning with the 2010-2011 academic year, all middle schools began development of a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year. The components of the plan include, but are not limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The Academic and Career Plan is designed to be a working document that maximizes student achievement by having the student accomplish goals in middle and high school that lead to postsecondary and career readiness. In addition, it will provide each middle and high school student a personal learning plan that aligns academic and career goals with the student's course of study.

### FURTHER EDUCATION AND CAREER POSSIBILITIES

Counselors work with middle and high school students to assist students in focusing on planning for further education and for careers. All students in Loudoun County Public Schools have access to the Virginia Education Wizard, and Career Planner from Naviance; both are on-line career and education planning websites.

Counselors have information about how students can access the website. Middle school students also use another career planning program, Virginia Career View ([www.vaview.vt.edu](http://www.vaview.vt.edu)). Teachers may also incorporate information about education and careers into the subjects they present. Academic and elective courses allow students to sample a variety of interests and explore possibilities for further study.

**Counselors** help by:

- providing information about courses and the decision making process,
- explaining and counseling about graduation requirements, including Standards of Learning requirements for standard and verified units of credit,
- assisting in developing academic and career plans,
- arranging interest inventories, aptitude tests, and college admissions tests,
- interpreting standardized tests, and
- assisting in the college application process

**Career Centers** help by scheduling speakers and providing information on:

- summer programs
- Job-for-a-Day for Juniors
- Careers
- military, career, trade, and technical schools
- colleges and universities
- financial aid

## DIPLOMA OPTIONS For Students with Disabilities

<http://www.doe.virginia.gov/instruction/graduation/index.shtml>

This link is to the Virginia Department of Education (VDOE) website and provides information on all of the diploma requirements.

### DIPLOMA CHANGES

A student must earn a Board-approved career and technical education credential to graduate with a Standard Diploma, beginning with students entering 9<sup>th</sup> grade for the first time in 2013-2014.

A student must successfully complete one virtual course, which may be non-credit bearing, to graduate with either a Standard or Advanced Studies diploma, beginning with students entering the 9<sup>th</sup> grade for the first time in 2013-2014.

### SOL TESTS

SOL tests at the end of certain courses determine whether the student receives a “verified credit,” a certain number of which are required for graduation. The Virginia Board of Education has approved substitute tests and required scores as alternate assessments for certain SOL tests. Detailed information is available from a counselor or by going to <http://www.pen.k12.va.us/testing/index.shtml>

### STANDARD DIPLOMA

	Standard Units of Credit	Verified Units of Credit
Total Required	22	6

### ADVANCED STUDIES DIPLOMA

	Standard Units of Credit	Verified Units of Credit
Total Required	26	9

### MODIFIED STANDARD DIPLOMA

This diploma is intended for certain students at the secondary level who have a disability and are unlikely to meet the verified credit requirements for a Standard Diploma. The student’s Individualized Education Plan (IEP) team and the student’s parents determine eligibility and participation at any point after the student’s 8<sup>th</sup> grade year. This diploma option is **only** available to students entering high school before the 2013-14 school year. The Modified Standard diploma has been eliminated and is folded into the Standard Diploma and applies to students entering 9<sup>th</sup> grade for the first time in the 2013-2014 school year. Credit accommodations will be provided for students with disabilities. Guidelines for credit accommodations will be issued by the Board of Education. For more information go to: [http://www.doe.virginia.gov/instruction/graduation/credit\\_accommodations.shtml](http://www.doe.virginia.gov/instruction/graduation/credit_accommodations.shtml)

Students may choose to pursue the Standard or Advanced Studies Diploma at any time throughout their high school careers.

Students must earn 20 units of credit and pass literacy and numeracy competency assessments. The following assessments may be used: 8<sup>th</sup> grade English (Reading) and mathematics Standards of Learning tests to meet the literacy and numeracy requirements:

- 8<sup>th</sup> grade English
- Reading/Literature and Research (administered near the end of English 11) may be

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- substituted for the 8<sup>th</sup> grade Reading test
- 8<sup>th</sup> grade Mathematics
- Algebra I, Geometry, or Algebra II may be substituted for the 8<sup>th</sup> grade Math test

<b>Discipline Area</b>	<b>Standard Units of Credit</b>
English	4
Mathematics <sup>i</sup>	3
Laboratory Science <sup>ii</sup>	2
Social Science <sup>iii</sup>	2
Health and Physical Education	2
Fine Arts or Career & Technical Education	1
Electives <sup>iv</sup>	6
<b>Total</b>	<b>20</b>

<sup>1</sup>Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and statistics in courses that have been approved by the Board.

<sup>2</sup>Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.

<sup>3</sup>Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.

<sup>4</sup>Courses to satisfy this requirement shall include at least two sequential electives in the same manner required for the Standard Diploma.

### OTHER GRADUATION CERTIFICATES AND DIPLOMAS

**I.E.P. Diploma** – awarded to students receiving special education services who meet the requirements specified in their Individualized Education Plan (IEP).

**Certified Program Completion**-awarded to those regular education students who meet all state requirements for graduation except passing the necessary Standards of Learning tests.

### TRANSITION TIMELINE

#### Elementary School

- Begin inviting School Counselors to your IEP meetings
- Become Self-Determined. Self Determination is knowing and believing in yourself, knowing what you want your future to be like and how to make plans to achieve this future, and knowing the supports you will need to take control. [www.imdetermined.org](http://www.imdetermined.org).

#### Middle School

- Explore interests through elective courses, clubs, and extracurricular activities
- Develop study skills and strategies that you know work for you
- Evaluate basic skills in reading, mathematics, oral and written language, plan for remediation if necessary
- Participate in developing your transition plan to include in your IEP starting in 7<sup>th</sup> grade or age 12
- Discuss the need for a vocational assessment at Monroe Technology Center
- Identify tentative post-secondary career and personal goals
- Attend your IEP meeting
- Review high school diploma options
- List activities necessary to achieve the goals in your IEP transition plan
- Begin to collect information to help plan your future

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- Attend high school orientation
- Investigate which high school courses will prepare you for your post-secondary goals

### 9-12 Grade

- Attend the Diversity in Education Fair
- Attend the LCPS College Fair
- Attend College Bound and other programs presented by Transition Services
- Prepare for PSAT and SAT

### Freshman Year

- Learn the specific nature of your disability and how to explain it so others understand your needs
- Identify and advocate for your accommodations so that you may be successful in your coursework
- Utilize strategies and accommodations in your classes
- Continue to improve basic reading, writing, and math skills
- Ask the career center specialist or transition teacher about college/ career planning resources
- Continue to explore interests through elective courses, clubs and extracurricular activities
- Start developing your career portfolio
- Discuss diploma options and revise as necessary
- If necessary, consider extending your graduation date to meet your postsecondary goals
- Meet with your case manager to plan your IEP and discuss your role in the meeting
- Formulate a transition plan with your case manager that reflects your goals and interests
- Attend and participate in your IEP meeting
- Prepare for and pass required end of course SOL tests
- Complete DO WHAT YOU ARE in NAVIANCE/ FAMILY CONNECTION

### Sophomore Year

- Continue to develop and use learning strategies for success in course work
- Continue to improve basic reading, writing, and math skills
- Continue to request accommodations from your classroom teachers
- Update your career portfolio
- Meet with your case manager to discuss available career assessment options such as Career Pathways, Work Experience, and/or PERT
- Continue to explore your interests through involvement in school or community-based extra-curricular activities and/or work experiences
- Consider and select career related courses for your junior year
- Continue to actively participate in your transition planning with your case manager
- Participate actively in your IEP meeting
- Complete CAREER PROFILER & create list of careers in NAVIANCE/FAMILY CONNECTION

### Junior Year

- Continue to remediate any basic skill deficits
- Continue to explore your interests through involvement in school or community-based extra-curricular activities and/or work experiences
- Meet with your transition teacher to match interests and abilities to your post-secondary goals
- Research post-secondary options (e.g., colleges, trade schools, training, employment)
- Apply for post-secondary services (Department of Rehabilitative Services or Community Services Board)
- Take necessary entrance exams (e.g., SAT, ASVAB)
- Apply for early college admission
- Identify teachers for recommendations

## Senior Year

- Identify accommodations on your IEP that would apply to post-secondary education and employment settings
- Continue to develop your advocacy skills and study skills
- Meet with your teachers to explain your disability and request accommodations
- Continue to remediate any skill deficits
- Review diploma options and post-secondary plans
- Update your career Portfolio
- Match your interests and abilities to post-secondary goals
- Continue to explore your interests through involvement in school or community-based work experience and extra-curricular activities
- Visit schools, colleges, and/or training programs in which you are interested
- Evaluate these schools in terms of disability services, counseling, and program staff
- Obtain copies of school records required for obtaining disability services at the post-secondary schools you choose
- Take the SAT, ACT, or ASVAB
- Invite representatives of adult service agencies (as appropriate) to your IEP meeting
- Work with your transition teacher to develop your transition plan and transition goals
- Lead your IEP meeting
- Create College Application Deadlines list
- Request letters of Recommendation
- Submit Applications
- Submit FAFSA
- Apply for scholarships and/or financial aid

## TIPS FOR TRANSITION PLANNING FOR CHILDREN AND YOUTH IN A VARIETY OF SETTINGS AND PROGRAMS

Some students require **more intensive transition planning** to ensure success. The following suggestions and strategies may be helpful when moving from grade to grade, school to school, or program to program, especially the transition from elementary to middle and middle to high school and on to life after high school.

### What is a Personal Dictionary?

One of the most critical components of a transition plan should be a child's ***Personal Dictionary***. A *Personal Dictionary* can best be described as a set of statements or descriptors about a child/student that is to be shared among all team members prior to the transition. It is important that the *Personal Dictionary* be a separate entity that is created by the sending educator and/or family (along with student input when applicable) and that it not become embedded in the student's file.

The following is a list of possible information that you might want to include when you are developing a *Personal Dictionary* for a student.

### This Book Is All About Me

- \* Here is a picture of me! I am... (name)
- \* My reaction to change is...
- \* My sensory needs are...
- \* My play/leisure preferences are...
- \* My play/leisure dislikes are...
- \* I calm down best when...
- \* I get nervous or anxious when...
- \* My behavior is redirected best when...

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- \* My food preferences are...
- \* My food dislikes are...
- \* Allergies and other health issues for me include...
- \* I can play/work independently for...
- \* I play/work best when toys/jobs are presented...
- \* When I am getting frustrated or overloaded, I....
- \* Sometimes when I say/do, I mean...
- \* I communicate using...
- \* My toileting needs are...
- \* The therapists/teachers in my life are...their focus has been on...
- \* Other special "tidbits" that are unique to me include...
- \* I can sometimes exhibit challenging behaviors. These behaviors are.... Triggers for escalating these behaviors are.... Supports that help me to calm down/de-escalate these behaviors are...
- \* I have a Behavior Intervention Plan (BIP) in my file

### **TRANSITION TO THE NEXT ENVIRONMENT - individualize these ideas for a student**

- \* Learn about important differences between environments (i.e. elementary to middle school, middle to high school) and about new expectations
- \* Obtain information about school policy, traditions, etc. for new environment
- \* Educators and or families visit next environment (i.e., classroom, playground, vocational setting, etc.) as soon as possible
- \* Share information with all appropriate personnel (including educators, therapists, administrators, community workers, bus drivers, etc.)
- \* Identify and practice routines/expectations of next setting
- \* Identify areas where child may experience difficulty in next setting
- \* Identify accommodations/modifications/strategies that might address specific areas of difficulty
- \* Create a *Personal Dictionary* that goes with child (NOT IMBEDDED IN FILE).
- \* Develop a transition plan and make sure it is shared with all
- \* Spend time in next environment during less distracting times (during breaks, summer months, etc.). Have student visit new environment and/or allow student to practice walking the route to their classes while building is not crowded. Identify important areas, including bus stop, homeroom, bathrooms, cafeteria, gym, etc. Practice opening a locker and trying on a PE uniform.
- \* Help the student to understand the school rules for the new environment. Prepare the student that each teacher may have different rules and procedures.
- \* Address time lines as early as possible (some student's may require that the plan begin as early as 6 months in advance)
- \* Include student in the development of transition plan when appropriate
- \* Identify Functional Behavioral Assessment and Behavior Intervention Plan (if applicable)
- \* Have student participate in transition activities offered to all students such as joining their class on a visit to the receiving school and participating in presentations and information sessions for students and families as appropriate
- \* Continue to review materials for preparation of next setting (i.e., video, books, social stories/scripts, etc.)
- \* Send copies of Social Stories that have been used/proven effective
- \* Send communication board/book with the child
- \* Send *Personal Dictionary* (NOT EMBEDDED IN FILE)
- \* Videotape student so that new team members can "see" how student communicates (e.g., following directions, requesting preferred items, expressing himself/herself, etc.

## Transition Toolkit

### A Transition Planning Checklist for Students and Parents

We value your input regarding your son's or daughter's transition needs. The following checklist of transition skills are considered important for success as adults. Please check the items you have mastered.

#### Self-Advocacy

- Makes informed choices
- Identifies emotions and outlets for emotions
- Uses a daily planner to organize school work and outside activities
- Sets goals
- Cope with stress
- Problem solves
- Identifies learning strengths and weaknesses
- Expresses desires appropriately
- Communicates appropriately with peers and adults
- Communicates learning strengths and weaknesses
- Participates in IEP meeting
- Knows rights and responsibilities
- Knows and can advocate for accommodations
- Understands diploma options and requirements
- Participate in developing Individual Transition Plan (ITP)

#### Independent Living

- Earns an allowance
- Earns money from job such as babysitting or paper route
- Independently cares for hygiene
- Independently completes assigned household chores
- Recognizes and responds to danger
- Follows safety rules
- Responds to emergencies
- Purchases needed personal items
- Demonstrates different levels of personal relationships (e.g. close friends, acquaintances)
- Resolves conflicts effectively
- Uses time effectively
- Counts change
- Budgets money
- Calculates wages
- Demonstrates banking skills
- Uses a telephone, including leaving and taking messages
- Respects authority figures, rules and laws
- Participates in electoral process
- Identifies community resources (e.g. library, bank, bus stops, ATM...)
- Aware of current events
- Demonstrates computer literacy
- Identifies housing options (rent, own, house, apartment, efficiency, etc...)
- Pays bills
- Can use public transportation options
- Has a driver's license
- Uses map or GPS system to navigate to a specific location
- Knowledge of basic health care and first aid
- Participates in recreation and leisure activities
- Responsible for care of personal quarters and clothing
- Plans healthy meals

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- \_\_\_\_\_ Shops for needed grocery items
- \_\_\_\_\_ Follows a recipe
- \_\_\_\_\_ Cooks meals
- \_\_\_\_\_ Uses kitchen appliances/utensils safely
- \_\_\_\_\_ Orders from a menu
- \_\_\_\_\_ Plans and executes an outing with a friend
- \_\_\_\_\_ Participates in community volunteer programs

### Career and Employment Skills

- \_\_\_\_\_ Punctual to appointments or school
- \_\_\_\_\_ Follows rules and directions
- \_\_\_\_\_ Gets along with others
- \_\_\_\_\_ Completes tasks
- \_\_\_\_\_ Attends to details
- \_\_\_\_\_ Checks work for errors and quality
- \_\_\_\_\_ Accepts criticism
- \_\_\_\_\_ Dresses appropriately for school/work/social activity
- \_\_\_\_\_ Uses time management skills
- \_\_\_\_\_ Organizes and cares for materials
- \_\_\_\_\_ Works independently
- \_\_\_\_\_ Seeks assistance when needed
- \_\_\_\_\_ Meets deadlines
- \_\_\_\_\_ Demonstrates creativity and flexibility
- \_\_\_\_\_ Demonstrates initiative when appropriate
- \_\_\_\_\_ Identifies and explores career interests
- \_\_\_\_\_ Participates in career assessments
- \_\_\_\_\_ Has work experience
- \_\_\_\_\_ Develops specific work skills
- \_\_\_\_\_ Researches transition options
- \_\_\_\_\_ Mastered computer keyboarding
- \_\_\_\_\_ Participates in career-related activities such as classes or clubs
- \_\_\_\_\_ Maintains an updated resume
- \_\_\_\_\_ Has work experience
- \_\_\_\_\_ Maintains employment
- \_\_\_\_\_ Identifies post-secondary and adult service options

## COLLEGE AND CONTINUING EDUCATION

College, continuing education and other training programs after high school are possible for many students with disabilities. The ADA and Section 504 of the Rehabilitation Act protect the rights of students with disabilities in these settings. If a student meets the academic and technical requirements to get into a particular college, then the college must make sure that the student gets an “equal educational opportunity.”

### WHAT STUDENTS SHOULD KNOW ABOUT RECEIVING ACCOMMODATIONS

- Disclosing (telling the school about) a disability is a personal choice. To obtain accommodations the students will have to disclose their disability and provide proof (documentation).
- Take the step to inform instructors of special needs. No one will do this for them.
- Be knowledgeable about certain rights under Section 504 of the Rehabilitation Act of 1973 and under the Americans with Disabilities Act (ADA). The ADA and Section 504 offer equal access to existing programs and services through nondiscrimination and reasonable accommodations. Nondiscrimination on the basis of disability is similar to not discriminating based on race or gender, which means making decisions (e.g., admissions, grading, advising, etc.) based on facts instead of on assumptions about a student’s disability. Reasonable accommodations are modifications to policy, practice, instructional delivery, and the environment. These modifications include the provision of auxiliary aids such as assistive computer software or books on tape. **Modifications that fundamentally alter the nature of the program, course or evaluation of a student’s performance are not considered reasonable and are not required.**

The US Department of Education Office for Civil Rights: “Students with Disabilities Preparing for Postsecondary Education: Know Your Rights & Responsibilities” [www.ed.gov/ocr/transition.html](http://www.ed.gov/ocr/transition.html) & “Auxiliary Aids and Services for Students with Disabilities” [www.ed.gov/ocr/docs/auxaids.html](http://www.ed.gov/ocr/docs/auxaids.html) have more information regarding nondiscrimination and accommodations.

- Locate the Office for Disability Services, or identify the need to obtain support services provided by the college.
- Create a plan of support that will afford the same chance as other students to benefit from all of the courses and programs offered.
- The kind of supports or accommodations will depend on the nature of the student’s disability. Some examples might be: taking fewer classes during the semester, remediation and tutoring, use of calculators or other assistive technology, books on tape, oral rather than written tests, interpreters, etc.

Students should make plans as early as the freshman year in high school in order to have the most and best choices for continuing education. Students will also need to know the requirements that different schools consider essential. Each college establishes its own procedures based on its interpretation of the ADA and Section 504, which means that it is important to check with each college about its policies and expectations. As part of the planning process, guidance can be sought from a high school counselor or other school personnel on how to gather and understand this information from colleges. This activity can be incorporated into a student’s transition plan under IDEA.

## ASK COLLEGE REPRESENTATIVES OR SCHOOL COUNSELORS

### Which courses should be chosen in high school?

Talk with the student about his/her future goals and interests and encourage them to take the courses that will best help attain his/her goals. The school guidance counselors will discuss course options available to each student.

### What are the different types of colleges?

Four-year colleges and universities provide students the opportunity to earn a Bachelor Degree after studying a certain area, like English or Science. In community colleges, trade schools, and technical schools students can usually earn an Associate Degree (two years) or certificate of proficiency (one year). The Associate Degree can often count toward the first two years of a four-year degree. Go to the Northern Virginia Community College Disability Services for details about disability documentation requirements and services. <http://www.nvcc.edu/current-students/disability-services/index.html>

### What are the entrance requirements for college?

Ask the student's high school counselor about what each college requires for admission. Students can also write to the school's admissions office, or use a computer database or the Internet. Find out if the high school or library has access to these resources.

### What support services does the college offer?

Some colleges provide the minimum supports while others have more full-fledged support programs. The student should speak with the Office of Disability Services for the college that he/she is interested in to see if their supports will meet his/her needs. Find out what proof or "documentation" of disability they will require for the student to qualify for services.

### When should students take college entrance exams?

Students should speak with the high school case manager or school counselors early (several months before testing date). Special education students' may qualify to take the ACT or SAT College entrance tests under special testing conditions. Because special testing is reported to the colleges, talk first with the student's school counselor or college consultant about whether his/her scores can and/or should be kept out of the application process.

### Where else can I get information?

The *Virginia Wizard* [www.vawizard.org](http://www.vawizard.org) is a comprehensive website that allows students to:

- Explore careers by taking **interest and values assessments** or browse careers by name or cluster
- Search for key information about **programs** across Virginia Community Colleges as well as **course listings and descriptions**
- Figure out how to pay for college by utilizing the **cost calculator** and **award estimator** as well as apply for financial aid and scholarships
- Access **academic calendars** for all Virginia Community Colleges
- Search **transfer agreements** to find the best pathway to a four-year degree
- Browse **guaranteed admission agreements** to more than 20 colleges and universities in Virginia

Students can also view an extensive **FAQ** list, use a **transfer planner** tool to map out their goals and find out if they're eligible for a college **transfer grant**. There's even a **Virginia Community College Online Application** which allows them to create and submit an application for the school of their choice.

## What tests should college bound students consider taking?

### PSAT-Preliminary Scholastic Assessment Test

Students in the **ninth and tenth grade** can get a “jump on college.” The test shows firsthand the kinds of reading, math, and writing skills needed to succeed in college. It also provides practice for college admissions tests.

PSAT measures verbal and math reasoning skills and writing skills.

This test will be administered at all high schools on the national test date. The PSAT includes a writing component but does not include an essay.

### SAT Reasoning Test

Eleventh and twelfth grade students should take the SAT Reasoning Test which measures critical reading, mathematics, and writing skills. A student should begin taking the test by the spring of the eleventh grade and may repeat the test several times.

Most colleges use the highest critical reading, math, and writing scores obtained, even if the three sub-scores were earned on separate days. Many colleges have indicated that they plan to require applicants to present writing scores.

The SAT tests are given several times each year at high schools in Loudoun County. Students must register about six weeks in advance of the test. Students may register on-line at [www.collegeboard.com](http://www.collegeboard.com). On-line registration allows students to learn whether space exists for testing at their preferred test center.

Registration bulletins for the test are available in the counseling office, and registration forms must be mailed, along with payment, to the College Board.

Free study and preparation materials are available at [www.collegeboard.com](http://www.collegeboard.com) and from the high school counseling office.

<http://www.collegeboard.com/ssd/student/index.html>

This is College Board's site for Services for Students with Disabilities (SSD) outlining requirements and protocol for testing accommodations.

### ACT – American College Test

The ACT measures academic achievement in English, mathematics, reading, and science reasoning. A writing test is optional. Check with specific colleges to see whether they prefer ACT or SAT, and be sure to check whether a writing test is required. Registration materials and study guides are available on line at [www.act.org](http://www.act.org) and in the counseling office.

**The ASVAB (Armed Services Vocational Aptitude Battery) Career Exploration Program** is a comprehensive career exploration and planning program that includes a multiple aptitude test battery, an interest inventory, and various career planning tools designed to help students explore the world of work.

The program is intended for use with students in the 10th, 11th, and 12th grades, as well as students in post-secondary schools. It provides tools, including the test battery and interest inventory, developed by the Department of Defense to help high school and post-secondary students across the nation learn more about career exploration and planning. Results of the aptitude test and the interest inventory enable students to evaluate their skills, estimate performance in academic and vocational endeavors, and identify potentially satisfying careers. These results are integrated with work values to help students identify and prioritize possible career choices. Students are encouraged to consider their

own work-related values and other important personal preferences as they explore the world of work and learn career exploration skills that will benefit them throughout their work life.

A junior or senior can also use their scores from the ASVAB to enlist in the Military after graduation. The scores are good for two years. However, no one is under any obligation to the Military as a result of taking the ASVAB. Many students take the ASVAB for career exploration and have no interest in military occupations. For more information go to: <http://www.asvabprogram.com/>

### **When should students apply to colleges?**

Some special needs support programs in the colleges may require students to apply for them early. Talk to the school counselor during the student's sophomore year.

### **How do students find out about financial aid?**

The high school counseling department can tell the student about state and federal financial aid loans, and scholarships given by private groups. Also, the student should call the financial aid offices of the colleges he/she is interested in, to find out about other financial aid available. If the student will be getting service from Department of Rehabilitation Services (DRS), he/she should inquire about their financial aid resources as well.

For more information and resources go to the LCPS Guidance website link at:

<http://www.lcps.org/page/1871#>

## **PLANNING FOR COLLEGE AND CONTINUING EDUCATION**

The student and parents should be able to identify the following:

### **Know the student's strengths**

- What goal(s) do they hope to reach in college?
- Are they motivated even when things become difficult?
- What are the ways they cope with their frustration?
- If needed, are they willing to put in long hours studying?
- What class (es) are they best at in high school?
- Do they seek help when having trouble learning something new?
- Do they manage their own time so they can finish schoolwork?

### **Know the student's challenges**

- Is reading hard for them? What is their reading grade level? Do they do better when the material is read to them?
- Is math hard for them? Do they need a calculator to do math assignments?
- Do they have difficulty writing their ideas? Are there errors when they proofread their papers? Have they ever used a tape recorder to dictate work? Have they had? experience using word processing?
- Do they have problems in understanding what others say? Do they tape classroom presentations when needed? Do they sit near the front of the room so they can watch the teacher's face and lips? Do they review notes to be sure they understand the important ideas expressed in the lecture?
- How are their study skills? Do they have trouble organizing time? How about

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their note taking and outlining skills? Do they have difficulty using reference materials? Do they have trouble keeping their attention on studying?

- What types of accommodations, including rehabilitation technology, will they need?

### **Know about the school**

- What's the address and contact person at the school's admissions office and special program's office?
- Which courses of study are offered?
- What are the admission requirements? These might include ACT and SAT scores, high school transcripts, grade point average, and any special considerations for students with disabilities.
- What are the costs? The student and their parents should think about tuition, disability services, room and board, and textbooks and supplies. Also, what financial aid can they apply for?
- Accessibility: Are the buildings, classrooms, dorms, doorways, walkways, restrooms, cafeterias, etc., accessible to student?
- Living accommodations: Are there single rooms: How many roommates?
- Are health and medical services available on campus or nearby?
- Library: Is it adequate: Within walking distance: When is it open? Does it have alternate formats (audiocassette, large print, Braille, etc.)?
- How many students with special needs are on campus? How many graduates?
- Is this college a good match for the student based on all of this information?

Once your young adult had been accepted into an educational institution, he or she needs to start relying on his or her own self-advocacy skills. Most institutions do not have a way for parents to advocate for their young adult. This leaves the responsibility in the hands of the students.

Leaving high school and participating in new educational opportunities may be challenging, partially because the mandatory supports that were in place are no longer there. In addition, as a parent you may have advocated for your young adult throughout his or her school years, and will no longer be able to do so. Young adults in college become solely responsible for themselves. It is now up to them to ask for what they need in all situations, both academic and social. It may be a good idea to review the types of services that were helpful in high school to prepare your young adult for what will be helpful in college. This transition is most likely a major change for both you and your young adult, so it's important to develop self-advocacy skills while still in high school.

Aside from the necessary services, there will be other areas in which young adults may need to communicate and advocate for themselves. These areas can include: knowing how and when to disclose their diagnosis, understanding their rights, and asking for assistance when necessary.

<b>High School (IDEA)</b>	<b>College (ADA)</b>
An IEP drives all accommodations and services, involves the teachers and counselors, and always requires a parent’s signature for students under age 18.	There is no educational plan, and instructors are not contacted except by the student. Parents often may not receive a student’s grades without written permission from the student.
A student qualifies for public education because he/she is the appropriate age and has a disability.	<i>Otherwise qualified</i> means that a student must meet all entrance and academic requirements, whether or not they receive accommodations.
Under IDEA, children with disabilities are entitled to a “free and appropriate public education.”	Students have civil rights for which they must advocate to ensure equal access to higher education. No one is entitled to anything.
Public schools are responsible for appropriate assessment of a student’s disabilities.	Colleges are not required to assess students, but can expect students to provide proof of disabilities with accepted guidelines.
Student placement is determined by the student’s IEP team. Placement must be in the least restrictive environment that is appropriate for the student.	Students are integrated in the college community, and the environment may be adjusted through accommodations. Colleges do not deliberate to select an environment in advance.
A student’s disability and needs are documented in his/her IEP. This information is available for staff involved with the student.	Need to Know: Students must give express permission for college professors to be notified of their disabilities. Students must initiate all actions toward receiving accommodations with each individual professor, for each course, for each semester. Students have the civil right to refuse accommodations they do not want or need.
Assessment, physical or occupational therapy, speech and language services, personal care and/or any other therapy is provided by the school, as outlined in the student’s educational plan.	College students are responsible for any and all personal services, such as personal or medical care, just as if they were living independently and not attending college.
A student may receive untimed tests if the need is documented in his/her educational plan.	Untimed tests are not considered reasonable. Time extensions may be reasonable (typically time and one-half, but no more than double time).

**THE HIGHER EDUCATION OPPORTUNITY ACT**  
**Funding opportunities provided to students with ID to attend college.**  
[www.thinkcollege.net](http://www.thinkcollege.net)

In 2008, the Federal Higher Education Opportunities Act Reauthorization (HEOA) recognizes the importance of higher education for students with intellectual disabilities by allowing them to have access to Pell Grants, Supplemental Educational Opportunity Grants, and Federal Work-Study Program at a postsecondary institution. The Federal Regulations for HEOA 2008 became final in November 2009. Students with ID are eligible for financial aid beginning in the 2010-2011 school year. However, students must qualify as having an intellectual disability first before accessing financial aid funds for higher education. Students and families can only use this money toward a comprehensive transition and postsecondary program as defined by the federal government outlined in the HEOA as mentioned above.

**WHAT IS A “COMPREHENSIVE TRANSITION AND POSTSECONDARY PROGRAM FOR STUDENTS WITH INTELLECTUAL DISABILITIES”?**

The HEOA defines a comprehensive transition and postsecondary program for students intellectual disabilities to mean a degree, certificate, or non-degree program that

- Is offered by an institution of higher education
- Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction in order to prepare for gainful employment
- Includes an advising and curriculum structure; and
- Requires students with intellectual disabilities to participate on not less than half-time basis with nondisabled students in (1) regular enrollment in credit-bearing courses, (2) auditing and participating in courses for which the student receive regular academic credit, (3) enrollment in noncredit-bearing, nondegree courses, or (4) participation in internships or work-based training. (Office of Postsecondary Education, 2008)

**WHAT ARE THE TYPES OF FINANCIAL AID FOR STUDENTS WITH ID?**

Students with ID for the first time, with the support of the federal government will able to have an opportunity, if accepted into postsecondary institution to receive:

**Pell Grants:** a grant that is need-based that does not need to be repaid, available mostly to undergraduates with an annual maximum amount of \$5,500

**Supplemental Educational Opportunity Grants (SEOG):** a grant that is need-based that does not need to be repaid. It is for undergraduates with demonstrated financial need. Recipients of the Pell Grant take priority in accessing the SEOG funds. However, funds are dependent on the availability of the school.

**Federal Work-Study:** University employment that assists students in paying toward a portion of their schools costs during or between periods of enrollment. The money students earn during Federal Work-Study does not need to be repaid.

## THE WORLD OF WORK

There are thousands of different jobs and careers. The challenge is to find a job where the skills and interests of the employee (the student) match the needs of the employer. People with disabilities have several options for working:

- A job in the community
- Supported employment (a job in the community with supports)
- Segregated options (the group model)

Full-time work may not be the goal of some students; creating a variety of meaningful paid and unpaid experiences may help students reach satisfying personal goals.

Help your student set a job or career goal, and aim high. Your student will then need a plan. He or she should think about assistance, schooling or training that may be needed. Many people can help with a job search: family and friends, and members of the transition team. You don't need to have all the answers yourself.

### I'M GOING TO WORK

**Competitive Employment** – A full-time or part-time job with market wages and responsibilities is considered competitive. Usually, no long-term support is provided to the employee to help him learn the job or continue to perform the job.

**Supported employment** is needed by people who either have a hard time learning new skills, have significant disabilities which affect their work speed or learning ability, or who have significant employability barriers (i.e., impaired social skills, difficulty handling changes, troublesome behaviors).

People working in a **supported work site** get paid on an hourly or piecework basis (the more you produce the more you get paid). Generally, anyone requiring supported employment must either **pay for the support services** or **qualify for these services from an adult service agency**.

Levels of supported employment include:

**Job Coach Model** – individuals with work in competitive jobs but receive ongoing support services while on the job. The support is provided as long as the person holds the job, although the amount of supervision may be reduced over time as the person learns to do the job more independently.

**Enclave or Group Model** – individuals with disabilities work in self-contained units either at a separate facility or in an enclave or group at the employment site and are typically not integrated with workers without disabilities.

**Self-Employment** – involves matching an individual's interest and strengths to a product or service that could provide an income. For some this can increase the opportunity to tailor the work environment to the needs of the individual, and to tailor the job, or a portion of the job to the strengths of an individual.

### ALL THROUGH HIGH SCHOOL

- Plan on how long it will take to get a Standard, Modified Standard or IEP Diploma
- Find out about jobs you might like: complete interest inventories, have a formal career assessment completed through your school or DRS, use the Virginia View [www.vaview.vt.edu](http://www.vaview.vt.edu), and evaluate your work or volunteer experiences
- Take technical classes that complement your interests and abilities
- Understand your rights under IDEA and the ADA Americans with Disabilities Act
- Try different types of work experiences, volunteering, job shadowing
- Have as many community experiences as possible – shopping, restaurants, banks
- Learn what kind of accommodations you might need at a workplace

## LCPS Handbook on Transition Planning for Students and Families

- Learn to ask for what you need
- Learn about how to use reliable transportation – cab, bike, bus, rail
- Learn what your likes and dislikes are in the world of work
  - Do you like to work with others or by yourself?
  - Do you like to work inside or outside?
  - Do you like to move around or sit in one place for work?
  - Do you like lots of different things to do or just a few?
  - Do you want a job helping others?
  - What specific things are you good at? Do you like to do?
- Build employability behaviors of:
  - Good grooming skills
  - Travel skills
  - Good communication skills
  - Honesty
  - Good social behaviors with co-workers (other students) and supervisors (teachers)
  - Good attendance
  - Good use of time
  - Follow safety rules
  - Work independently
  - Responsibility for work area, supplies and assignments
  - Work stamina (being able to work for long(er) periods of time)
  - Be prepared for work (all of your materials ready when work/class starts)
  - Stay on task during work/class time
  - Follow directions carefully
  - Show respect for others and the work/class space
  - Complete work on time independently
  - Take pride in work well done
  - Ask for help when needed
- Identify potential barriers to employment
  - I have physical limitations or a medical condition preventing me from performing certain work duties
  - I have difficulty sitting or standing for long periods or walking long distances
  - I have difficulty with balance and unable to work around dangerous/hazardous conditions
  - I have visual problems
  - I have allergies that prevent me from working in certain locations
  - I have chemical sensitivities limiting me from performing certain tasks
  - I am not able to work around certain smells or textures
  - I have difficulty handling stress and anxiety or working under pressure
  - I have difficulty meeting deadlines
  - I have difficulty adapting to change
  - I find it stressful to work with a group of people and prefer to work alone
  - I have trouble reading body language or facial expressions
  - I find it upsetting when things are out of order
  - I have difficulty making good choices
  - I have difficulty with complex problem solving
  - I have difficulty remembering information for work
  - I have difficulty expressing my thoughts or finding the right words
  - I have trouble understanding what is said in conversation
  - I have trouble following directions with more than one or two steps
  - I have difficulty reading or writing
  - I have difficulty with money skills
  - I have difficulty adding, subtracting, multiplying, dividing
  - I have trouble telling time
  - I am easily distracted
  - I have difficulty organizing

- I make careless mistakes
- I have problems listening
- I lose things
- I am often late or in a hurry

## **INTERVIEW GUIDE**

### **To Use with Adult Services Providers**

- What services do you provide?
- Who is eligible for your services?
- At what age can I apply for services?
- Who initiates the application?
- Can I custom tailor my services if what I need or want isn't exactly what you provide?
- Are your services time-limited?
- Are there waiting lists for your services? If yes, how long is the average wait?
- How do you move up on the list (by date of application, level of need, etc.)?
- Are there other ways (besides waiting for an opening) to access your services?
- Will you provide the services to me or do you contract with local providers?
- If you contract with local providers, who are the providers in my area?
- How do I choose the provider I want?
- Can I change services or providers down the road if I choose?
- Can a provider say that they don't want to serve me?

## The Virginia Department for Aging and Rehabilitative Services

[www.vadars.org](http://www.vadars.org)

The **Virginia Department for Aging and Rehabilitative Services (DARS)** is a state-run vocational rehabilitation program established to assist eligible individuals with disabilities to find, obtain, and maintain employment. Vocational Rehabilitation is federally-mandated to be a state program in all 50 states and receive federal and state money to be a resource to help people with disabilities who are preparing to enter or re-enter the world of work.

DRS counselors assist with the Transition process by working with you, your family, and your teachers to develop an individualized plan for when you graduate from high school.

Each high school has an assigned **DARS** counselor. Referrals for **DARS** services are typically recommended for students who are 2-3 years away from the school exit year, although referrals can be made at any time based upon the individual needs of the student. **DARS** receives referrals for vocational rehabilitation services from your high school transition teacher or case manager, however you may also call us directly to apply for services at 703-771-4775.

DRS can provide no-cost services to eligible individuals with disabilities, including:

- Information and referral services
- Guidance and counseling
- Vocational and career path counseling
- Job seeking and job retention counseling
- Job placement assistance
- Driving evaluations
- Access to Employment Resource Centers for job searching and finding job leads

DARS can also refer for cost services, which may require financial participation on the consumer's behalf. Your DRS counselor will work with you to develop a plan that works best with your financial situation:

- Training
  - College
  - Vocational Training
  - Supportive Employment/Job Coaching Services
- Transportation
- Rehabilitation Technology and Accommodations
- Personal Assistance Services
- And other supportive services to help individuals obtain/maintain employment

**Wilson Workforce and Rehabilitation Center and Center for Employment** ([www.wwrc.net](http://www.wwrc.net))

- Provides integrated medical and vocational rehabilitation services to improve independence and employability.
- One week, hands-on Vocational Evaluations
- Vocational Training programs
  - Training in various occupations, including Automotive Mechanic, Food Service, Material Handling, Computer Support Systems, Life Skills, and much more
- Medical Rehabilitation programs, such as
  - Wheelchair evaluation and seating clinic
  - Communication Services
  - Occupational Therapy Services
- Post-Secondary Rehabilitation Transition Program (PERT)
  - 10 day Vocational Evaluation and life skills evaluation program designed for high school students with disabilities

## **Mental Health, Substance Abuse and Developmental Services**

<http://www.loudoun.gov/index.aspx?NID=121>

The Loudoun County Developmental Services division of **Mental Health, Substance Abuse and Developmental Services (MHSADS)**, which is also called the **Community Services Board (CSB)**, seeks to identify all students with an intellectual disability. The Developmental Services division would like referrals of all intellectually disabled within a minimum of two years of the anticipated completion of educational services with the Loudoun Public School system. It would be beneficial to both the Developmental Services division and the individual to be referred earlier than this two year period if it is anticipated that the individual will require significant supports upon exiting the school system. This is defined as the individual being anticipated to need supports at a level greater than competitive employment. Given the scarcity of adult services, individuals must exhaust school system eligibility to be eligible to be sponsored by the Developmental Services division in its adult contract programs.

The Developmental Services division employs a transition service coordinator to serve as a resource guide for individuals and their families and to apprise families what benefits/programs their family member may be eligible for. The transition service coordinator can provide information on residential options, Social Security benefit programs, Medicaid and Medicaid Waiver programs, recreational programs supporting individuals with intellectual disabilities and day support, sheltered employment, enclave and supported competitive employment. Once the individual leaves school they will either be assigned an adult services coordinator or placed on a waiting list as resources permit.

The Developmental Services division conducts the eligibility screenings for the Intellectually Disabled Waiver (ID Waiver). This is a local/federal match program funded by Medicaid that can provide an array of services ranging from residential support to vocational/day support programs. To be eligible for this program, an individual must have an intellectual disability defined as a full scale IQ score of 69 or below and accompanying life skill deficits. There is a long waiting list for this program so individuals are encouraged to apply early. There is no minimum age requirement.

The Developmental Services division operates some programs directly, others are provided by private not-for-profit agencies on a contractual. Board operated programs include group home services, Job Link (supported employment services), In-Home support services through the Medicaid Waiver program and the CAP (Community Access Program) program which provides 1:1 or 1:2 staffing support to individuals who have not been successful in other programs. The Developmental Services division also provides a Family Support Program which reimburses families for respite services, adaptive equipment and other supports associated with maintaining a family member with a disability at home. Developmental Services also sponsors individuals with community agencies such as ECHO and St. John's Community Services which provide vocational and residential services.

The Department of Mental Health, Substance Abuse and Developmental Services also provides Mental Health Services which can include crisis intervention, psychiatric and psychological consultation and evaluation, medication case management, psychiatric hospital discharge planning and aftercare services, substance abuse treatment and mental health outpatient services. Fees for service are based on a number of factors including income, number of dependents and insurance coverage.

For information on Intellectual Disability programs please contact **Developmental Services:**  
906 Trailview Blvd. SE, Suite A, Leesburg, VA 20175  
703-777-0377

For information on **Mental Health Services** please contact Mental health Services:  
102 Heritage Way NE, Suite 302, Leesburg, VA 20176  
703-771-5100

## PREPARING FOR EMPLOYMENT: ON THE HOMEFRONT

Young people looking for their first jobs may be overwhelmed by the process and seek help from others. Individualized Education Program (IEP) teams can help young people with disabilities develop a plan that includes employment goals. Schools can also help youth develop specific career skills by guiding students to courses needed to enter a particular field, helping students practice interviewing and asking for employment accommodations, or offering work-based learning opportunities.

Many practical strategies for preparing a young adult with disabilities for employment are not difficult. These include such things as assigning chores at home, encouraging youth to volunteer in their community, or keeping an eye open for employment opportunities. Families can adopt these or other approaches within their own communities or share their ideas with the IEP team. The insights of family members can serve as the basis for strategies and services identified in a student's IEP transition goals. Youth can also learn to be self-advocates in seeking a good job.

### Self-Determination: Youth Can Take Control

[www.imdetermined.org](http://www.imdetermined.org)

Ultimately, to be successful in the workplace, youth must develop skills that allow them to become as independent as possible. Parents can help their children develop self-determination skills by creating a supportive environment, which allows youth to take risks, test their abilities and limitations, develop their problem-solving skills, and practice positive work habits and behaviors. Although parents can do much to launch their sons and daughters into the work force, their children's future is their own. An understanding of oneself, including how one's disability will impact work, is key to becoming an effective self-advocate and essential to post-secondary education and employment success.

Starting a journey toward successful employment may seem more difficult than the journey itself. Often young people blossom once they are given a chance to prove themselves, and a career path is more easily identified using the new knowledge of their skills and interests.

### Learning About Themselves

Parents can help organize and clarify a young persons' strengths, needs and interests. Keep in mind a student's skills and preferences:

- **Perceptual skills:** ability to judge where, how, and if things fit together.
- **Interpersonal skills:** attitude, cooperation, teamwork, and communication skills. Look at how a student gets along with family, people in the community, peers, teachers and employers.
- **Work aptitudes:** ability to remember and follow instructions and procedures; ability to plan, organize, and improve with practice.
- **Work behaviors:** ability to concentrate and stay on a task and ability to remain motivated.
- **Interests:** personal goals and interests, hobbies, leisure-time activities, academics, and favorite and least-favorite subjects.
- **Cognitive skills:** reading and math skills, concept formation, thinking style, and problem-solving abilities.
- **Motor skills:** using one's hands, eye/hand coordination, fine motor skills, and mobility. (PACER, 2003)

### Using Your Personal Network

Most people have a circle of contacts within a community. Relatives, friends, co-workers, and people who own or work at the grocery stores, restaurants, or other businesses regularly patronized by a family can have potential job leads. Think outside of your close friends and acquaintances. The personal contacts of IEP team members may also lead to independent job opportunities. The vast majority of jobs are gained not by responding to an advertisement in the newspaper, but by using contacts. Using this method can also help identify safe and familiar work site locations. Don't despair if this method does not yield results right away. Sometimes notifying friends and acquaintances will prompt them to think of you when a job opportunity arises in the future.

## COMMUNITY LIVING AND COMMUNITY MEMBERSHIP

Community living is about more than just where we live. It is about:

- Choosing how, where, and with whom we live
- Having the supports to live as independently as possible
- Being connected to others in our homes, neighborhoods, and communities
- Feeling safe and comfortable in our homes and neighborhoods
- Enjoying life, including recreation and how we spend our spare time.

So many students' hopes and dreams (and their parents' hopes and dreams for them) revolve around being as independent as possible, while also being a connected and valued member of the community. Here is where much of your creative thinking will come in, as well as the willingness to take some risks, and look beyond traditional options.

If you feel that existing services will not meet the needs of your student, or does not give your student a full range of choices, you have other options.

Connect with other parents and see what they have done. For example:

- Did any of them buy a house for their son or daughter?
- Go in on a condominium with a roommate?
- How have they provided for estate planning?
- How do they find, develop and keep support staff?
- How do they pay for support staff (agency vouchers, their own money, etc.)?
- Have they built upon the "natural supports" of family, friends or neighbors?
- Have they found different or creative options for jobs or activities?

If your student will someday live on his or her own without the support of others, has the transition plan addressed the skills he or she will need to do this. Has your student learned these skills?

### HAVE YOU THOUGHT ABOUT THIS? COMMUNITY LIVING

#### Choosing Housing Options

- What kind of housing does the student want? (such as a unit in an apartment complex, a multi-family or single-family house, an apartment in a house)
- How will the student pay for the living option he or she chooses? What kind of financial assistance will the student need?

#### Choosing Living Arrangements

- What does your son or daughter want in his or her home?
  - Stay in his or her present home or having his or her own place.
  - Live near friends and/or family.
  - Live near public transportation or have accessible parking.
  - Live near stores, community services, places of worship.
  - Live near work or school.
  - Have privacy or companionship; Private space and/or shared space.
  - Keep his or her own pets, furnishings and other personal items.
  - Feeling safe in his or her home and neighborhood.
  - Living along, with one roommate, or several roommates.
  - Having many activities to do.
  - Having health care services close by.

#### Will Your Student Need Assistance with Any of these Things?

- Getting around the house.
- Preparing meals, and/or sticking to dietary guidelines.
- Transportation.
- Housekeeping, home maintenance and lawn care.
- Medical care.
- Personal care.

## LCPS Handbook on Transition Planning for Students and Families

- Meeting people and/or overcoming loneliness.
- Taking care of money matters.
- Help in the community.

### Living with Others

- What is your son or daughter looking for in a housemate (such as age, gender, non-smoker, with pets or no pets)?
- What household chores does he or she want to share (housework, cooking, shopping, driving, errands, trash removal, laundry, etc.)?
- Is he or she very neat, or more "loose" when it comes to housekeeping?
- How do the personal habits and lifestyles of potential roommates match?
- How would rent and living expenses be shared and paid for?

## HAVE YOU THOUGHT ABOUT THIS? COMMUNITY MEMBERSHIP

### Activities and Relationships

- Has your student tried many different activities, such as classes, "hanging out" with friends at the movies or mall, independent activities (such as music lessons), or hobbies such as gardening or computer graphics?
- Which types of activities does your student like?
- How much money does your student have to spend on activities?
- Does he or she need transportation to activities?
- Will your student need any accommodations to take part?
- Does your student need to buy sports equipment or hobby supplies?
- Does he or she need assistance with finding and signing up for activities?
- If your student communicates in a way other than speaking, is he or she able to explain it to others?
- Does he or she need assistance in meeting people or developing relationships?
- Does your student know what he or she needs to know about dating and sex?

### Volunteering

- Would your student rather do volunteer work with other people or alone?
- What kind of volunteer work does your student like? Does he or she like working with children or elderly people; office activities; outdoor activities?
- Is your student interested in a social issue that he or she could work on?

### Voting & Citizenship

- Has your student registered to vote if he or she is 18 or older?
- Does he or she know where and how to vote, and how to ask for assistance, if needed?
- Does your student know the laws he or she will need to follow as an adult?
- Does your student know where and how to get assistance when needed?
- Has your son signed up for selective service?

## HAVE YOU THOUGHT ABOUT THIS? TRANSPORTATION

- What type of transportation will the student need? Where will your student be going (work, college, recreation)?
- Does he or she need to live where there is public transportation?
- What type of assistance will the student need on public transportation (Life assistance in and out of vehicle? People to meet him/her at either end? Door-to-door service?)
- Will he or she be using the Para transit service?
- Does the student need to practice using public transportation?
- Is the student eligible for financial assistance?
- Will the student drive his or her own car? How will the student get a car? What type of car will the student need? Will he or she need to get a car loan?

- Will the student be able to transfer into the car seat or will he or she need it removed or modified? What other special equipment will the student need for the car?
- Does the student know how to maintain a car?
- Who will teach the student to drive?

### **HAVE YOU THOUGHT ABOUT THIS? ACCOMMODATIONS AND ASSISTIVE TECHNOLOGY**

- Does the student know his or her strengths and challenges? Is the student able to describe his or her needs?
- Does the student know what to ask for in accommodations?
- Does the student understand and know how to use any assistive devices he or she needs?
- Does the student know where to have assistive devices repaired?
- Does the student have a back-up to assistive devices in case they break and are in the repair shop for a long time?
- Does the student understand his or her access needs for work? home? recreation?
- Does the student know about laws covering reasonable accommodations?
- Does the student know where to go for help if he or she is not getting reasonable accommodations?

### **Examples of Assistive Technology and Accommodations**

Here are just a few examples of assistive technology and accommodations, to give you an idea of the range of possibilities. Of course, each student's needs depend on his or her abilities and challenges.

#### **Mobility**

- Wheelchairs
- Ramps, paving and curb cuts
- Barrier-free pathways/halls and handrails
- Electronic doors

#### **Grasping**

- Lever doorknobs
- Mouth and wrist switches
- Velcro, straps, and gripping gloves

#### **Vision**

- Contrasting colors
- Large print, Braille, audio cassette
- Sighted guides
- Electronic reading devices
- Voice output software

#### **Hearing**

- Telecommunication Devices for the Deaf (TDDs or TTYs)
- Assistive listening devices (e.g., FM/Loop/Infrared Systems)
- Sign-language interpreters and oral interpreters
- Computer-Assisted Real-Time Transcribing (CART)
- Captioned video and TV

#### **Cognition (Learning and Understanding)**

- Verbal instructions and demonstration
- Using pictures in signs and books
- Computer-aided learning
- Adapted rules
- Natural supports (peer mentor, co-worker)

#### **Communication**

- Picture symbols
- Communication boards
- TDDs
- Electronic communication devices

## HAVE YOU THOUGHT ABOUT THIS? HEALTH CARE AND SAFETY

### Health Care

- Has your student chosen and met with adult health care providers?
- Has your student figured out which health care procedures he or she can do alone and which he or she will need assistance with?
- Does your student have health insurance? Does he or she need Medicaid or Medicare?
- Has your student contacted the student health care office if going to college?
- How will your student get to and from medical appointments?
- Is he or she able to get prescriptions filled?
- Is your student able to tell teachers, employers and friends of his or her health needs and possible emergency plans?

### Emergencies

- Have the local fire and rescue departments been told of any special medical equipment or possible emergency needs?
- Does your student know basic medical safety, such as having and using a first aid kit, and keeping doctors' phone numbers near the phone?
- Does your student know how to call 911? Does the student know his or her address and phone number?
- Does he or she need medic alert identification (bracelet/necklace)?
- Does he or she know what to do in case of fire at home, work and school? In case of an accident? If he or she is approached by strangers or feels unsafe?

**Safety** is a very real concern for all parents, but especially parents of children and adolescents with disabilities. Your adolescent may be seeking more independence and as a parent, you would like to foster this growth. But you may also be concerned about the many risks associated with your adolescent being out in the world. It is important that safety is taught to adolescents as part of the skills that they will need to enhance their independence. Some skills to consider:

- Identifying strangers
- Identifying community members that can offer assistance
- Knowing what to do when he or she gets lost
- The ability to communicate name, address, phone number and emergency contact person. This should be either verbal or the adolescent should be taught to provide a card with this information to community helpers.
- The ability to use a cell phone. For those with limited verbal skills text messaging may be an alternative means of communication in an emergency
- Ability to identify public versus private spaces.

### Additional Skills to Build

1. Recognize and respond to law enforcement officers, their uniforms, badges and vehicles
2. Stay with or "go to" (do not run from) police officers or other uniformed first responders
3. Keep an appropriate distance when interacting with a law enforcement officer—or anyone else
4. Avoid making sudden movements, i.e. putting hands into pockets
5. Disclose your disability, carry and safely show a disability information card and ID card
6. Recognize inappropriate touching or sexual come-ons directed at them
7. Effectively report bullying or other incidents

## FINANCIAL & LEGAL MATTERS

There are changes when a person with a disability becomes an adult. Parents no longer have the legal rights that they were entitled to throughout their child's youth. This can include accessing confidential health and school records. **Legal issues** can become complex. It is not always easy for families to plan for how their son or daughter will be cared for if they should become very ill or are no longer here. If families begin to think about issues such as estate planning and guardianship during the transition years, then they will feel assured that a plan is in place in case these things need to be decided quickly. Before your child reaches the age of majority, consult attorneys, financial planners, and others who can help you make critical decisions about your child's future.

### Age of Majority

An individual becomes his/her own guardian upon turning 18. At that time, the student is able to sign legal documents, vote, and sign agreement or disagreement to his/her Individual Education Program.

### Selective Service

Male U.S. citizens and male aliens living in the U.S. are required to register with the Selective Service within 30 days of their 18<sup>th</sup> birthday. Men with disabilities disqualifying them from military service still must register. <https://www.sss.gov>

### What is guardianship?

Guardianship is the legal power to care for another person and manage his/her affairs. It takes away some of the person's rights (such as making health care decisions or managing money) and gives those rights to someone else.

Parents are not automatically their adult child's guardians. When people with intellectual and other disabilities become 18 – they get all the legal rights and responsibilities of any adult.

Only the courts can appoint a guardian. A court makes this decision based on the person's abilities to handle personal decisions, money, property and similar matters. The incapacity (or legal inability) to handle these matters is grounds for a guardianship, not a disability.

Families should investigate guardianship approximately 6 months prior to age 18. Information is available on these topics at **The ARC** websites: [www.thearcofnova.org](http://www.thearcofnova.org) (local), [www.thearc.org](http://www.thearc.org) (national). Legal Services of Northern Virginia assists income eligible families seeking guardianship. Go to [www.lsnv.org](http://www.lsnv.org).

### How does a family decide if their son/daughter needs a guardian?

Appointing a guardian for someone is a serious matter. Doing this takes away some of the person's rights and independence. It also has the potential for abuse because of the power it gives one person over another.

However, there may be different reasons why the student might need a guardian. Some common reasons are:

- A person needs medical care or other services that a provider will not give unless the person's legal capacity to consent to (agree to) treatment or services are made clear.
- Parents or siblings cannot get important records or provide other help without guardianship, and the person is unable to give consent for the release of health and other records.
- The person cannot manage his/her money or other assets. Guardianship is sometimes needed to ensure the assets are safe and used for the intended purposes.

There are many different types of guardianship:

**Guardianship** is a court-ordered arrangement in which one person is given the legal authority to make decisions on behalf of another person whom a court has deemed to be "incapacitated." The guardian's decision-making authority extends to all areas specified by the court.

**Limited Guardian:** A limited guardian makes decisions in only some specific areas, such as medical care. Limited guardianship may be appropriate if the person with a disability can make some decisions on his or her own.

**Conservator:** A conservator manages the finances (income and assets) of a person with a disability. A conservator has no authority to make personal decisions (medical, educational, etc.) for the person whose funds he or she is managing.

**Financial and estate planning** for students should be started early. This often involves families setting up trust funds, estate planning, and other ways to save money for their son/daughter's future. However, if parents are not careful, the money and assets they leave to their son/daughter could cause him/her to lose benefits such as Supplemental Security Income (SSI), Medicaid, or subsidized housing. There are a number of ways to do estate planning, including **Special Needs Trusts** that are designed especially for people with disabilities. Speak with a lawyer who has experience in estate planning for adult children with disabilities.

The families' financial planner and attorney must have a thorough understanding of the nature and extent of their son/daughter's disabilities, including the future course. They should determine needed future services/resources, the cost of these and what family assets will be required to meet such costs.

In drafting a plan, it is necessary to **avoid jeopardizing their son/daughter's government benefits**. This requires knowledge of county and state reimbursement statutes and county, state and federal entitlements. Locally, help or referrals for financial planning specialists may be obtained through **The ARC** websites: [www.thearcofnova.org](http://www.thearcofnova.org) (local), [www.thearc.org](http://www.thearc.org) (national).

### Health Insurance

If your child has been covered under your private health insurance policy, it is important to review private insurance policies carefully, in order to make effective decisions. Policies are now required to continued coverage for dependents up to age 26. Some will allow indefinite continued coverage for adult children if they are disabled, and if the parent continues to provide 50% or more of that adult child's support and maintenance. This needs to be considered carefully if the child will be receiving Supplemental Security Income (SSI), because some aspects of SSI payments are based on whether or not the young adult is claimed as a dependent by his or her parents. Medicaid health benefits are available for individuals who qualify for Supplemental Security Income (SSI). Medicaid provides government-funded health insurance for children and adults with disabilities who have limited financial resources.

### Social Security

**The Social Security Administration (SSA)** has two kinds of benefits for people with disabilities over the age of 18: *Supplemental Security Income (SSI)* and *Social Security Disability Insurance/Disabled Adult Child Benefits (SSDI)*. <https://www.ssa.gov/>

To obtain Supplemental Security Income (SSI), students must meet both disability and financial eligibility:

- **Disability Eligibility**

Not all children that receive special education services may be considered disabled under the SSA definition. The *SSA definition of disability* is "the inability to engage in any substantial gainful activity by reason of medically determinable physical or mental impairment which can

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be expected to result in death or has lasted or can be expected to last for a continuous period of not less than 12 months.”

SSA will review if the applicant’s disability is considered “severe” and that the disability would prevent a person from working for a year or more.

Even if a family is receiving SSI for a child under the age of 18, they will need to go through a re-determination process to maintain SSI benefits as an adult.

To determine if an applicant meets the criteria the parents must submit the child’s detailed medical records, along with a list of all current medications as well as all doctors, hospitals, clinics and specialists that the child has visited. In addition, the child may be asked to go through an examination paid for by the Social Security. This process can take several months.

The amount of benefits is determined by a number of factors including where the person lives and what other income he or she may have.

- **Financial Eligibility** – Two types of financial assets are looked at

**Income** – They must either be not working or earning less than a certain amount. Disability work-related expenses are deducted when figuring this amount.

**Resources** – The student’s assets must be less than \$2,000.00.

**Work Incentives** may allow the student to earn money and still keep part of his/her Supplemental Security Income (SSI) payments and Medicaid benefits.

The **Work Incentives Planning Assistance (WIPA)** agencies can help families with Social Security questions and protecting wages. The WIPA projects have Benefits Specialists/Community Work Incentive Coordinators (CWICs) who will provide all SSA disability beneficiaries (including transition-to-work aged youth) with access to benefits planning and assistance services. There is no charge for Benefit Specialist services to SSDI/SSI beneficiaries. <http://www.vaaccses.org/wipa/>

### **Disabled Adult Child Benefits/Social Security Disability Insurance**

Anyone whose disability developed prior to age 22, and whose parent or guardian is either deceased or getting Social Security retirement or disability benefits, may qualify for a form of insurance called Disabled Adult Child Benefits. This benefit is available regardless of the individual’s income and resources.

**Social Security Disability Insurance (SSDI)** is a social insurance and hence there are no financial needs test associated with eligibility. To be eligible for SSDI, the student must:

- Have paid in enough years for coverage or be an eligible dependent of a worker who is disabled, retired or deceased.
- Be medically disabled as determined by the disability determination services (or by an appeals process entity).
- Not be working or working but earning less than the substantial gainful activity level.

### **Representative - Payee**

The SSA appoints an administrator called a representative-payee (rep-payee), for all beneficiaries who are incapable of managing their own SSI or SSDI benefits. Parents seeking to become the re-payee for their disabled child’s benefits must file an application in person with SSA. A parent can be established as a rep-payee without gaining guardianship over the child. It is important that careful records be kept of the disabled child’s monthly income, and that it is reported on time to the SSA. A copy of everything sent to the SSA should be kept.

## Medicaid Benefits

Individuals who qualify for SSI are eligible to receive Medicaid. Virginia requires a separate application to receive benefits. Call the Loudoun Department of Family Services at 703-777-0353 and ask for the short Medicaid application used by those already receiving SSI. Medicaid pays for a wide array of services for people with disabilities such as doctors' appointments, therapy, medications and other expenses and provides government funded health insurance for children and adults with disabilities who have limited financial resources. Medicaid also provides government funding for long-term services and supports, including institutional care in nursing facilities and, in some cases, in non-specialized placements for people with disabilities. For more information call DMAS (Virginia Department of Medical Assistance Services) at 804-786-1465 or go to [www.dmas.virginia.gov](http://www.dmas.virginia.gov).

## Virginia Medicaid Home and Community-Based Waiver Services

The programs "waive" some of the rules of Medicaid to serve children and adults otherwise requiring an institutional level of care who can; instead, be served at home or in the community.

### Services may include

- Personal and companion services
- Respite
- Residential and Employment
- Assistive Technology and environmental modifications
- Skilled Nursing

Waivers are funded "per slot" and funding is limited. There are long waiting lists for most waivers. Contact the Loudoun County Public Schools Parent Resource Center for more information about eligibility criteria and the application process at 571-252-2185 or [www.lcps.org/prc](http://www.lcps.org/prc).

## Other Legal Considerations

- Obtain a state I.D. card or driver's license from the Bureau of Motor Vehicles
- Register for Selective Service: all males, regardless of disability, must register for Selective Service at age 18. They may register at the post office or online at <https://www.sss.gov>
- Register to vote

## The Letter of Intent

A Letter of Intent is a document written by you (the parent or guardian) or other family member that describes your son or daughter's history, his or her current status, and what you hope for him or her in the future. It would be wise to write this letter today and add to it as the years go by, updating it when information about your son or daughter changes. To the maximum extent possible, it is also a good idea to involve your child in the writing of this Letter, so that the Letter truly "presents" and represents your child. The Letter is then ready at any moment to be used by all the individuals who will be involved in caring for your son or daughter, should you become ill or disabled yourself, or when you should pass away. Even though the Letter of Intent is not a legal document, the courts and others can rely upon the Letter for guidance in understanding your son or daughter, as well as your wishes. In this way, you can continue to "speak out" on behalf of your son or daughter, providing insight and knowledge about his or her own best possible care. Copies should be kept with your will.

## Timeline Age Birth Through Age 22

Step to Take by Age	Financial / Legal	Post-HS Education	Job/ Day Support	Leisure	Transportation	Housing
ASAP						
Have a will drawn up for parents	X					
Get a Special Needs Trust drawn up for the person with disability.	X					
Determine if <b>child</b> with disability qualifies for Supplementary Security Income	X					
Determine eligibility for adult services through DRS; fill out application and release of information forms			X			X
With support determine person's eligibility for Medicaid waivers: <b>ID, DD, Day Support, EDCD.</b> Get on wait list(s).	Eligibility and services vary with disability and age. THERE MAY BE A LONG WAIT LIST.					
<b>Ages 12-14</b>						
Keep record of child's aptitudes, vocational & leisure interests			X	X		
Discuss child's needs with local therapeutic recreation dept.				X		
<b>Age 14-16</b>						
Begin including transition goals in IEP, as well as transportation & vocational ones		X	X	X	X	
If using public transit, obtain reduced-fare ID					X	
If not done previously, determine eligibility for adult services through DARS; fill out application and release of information forms			X			X
With support coordination determine person's eligibility for Medicaid waivers: ID, DD, Day Support, EDCD. Get on wait list(s).			X			X
<b>Age 16-18</b>						
If college-bound, visit campuses and meet w/disability support services.		X	X			X
Gather information on vocational and day support programs			X			
Determine eligibility for adult services thru local Dept. of Human Services.			X			X

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Step to Take by Age	Financial/ Legal	Post-HS Education	Job/ Day Support	Leisure	Transportation	Housing
<b>Age 17 (or 12-18 mo. before leaving school)</b>						
For college-bound, take required tests. Arrange interviews, visits. Make sure to meet with disability support services.		X				
Visit vocational/day support providers			X			
<b>Fall of senior year</b>						
Apply to post-secondary schools		X				
<b>No earlier than 17 yrs., 6 months</b>						
Decide on power of attorney, guardianship or other options. Contact attorney.	X					
<b>Upon 18th birthday</b>						
Apply for SSI as an <b>Adult</b> if appropriate	X					
Have attorney prepare final documents for new legal relationship	X					
Apply to post-secondary schools if not staying in public school to age 22		X				
<b>Age 18-22</b>						
Update will. Inform family about wills, trusts, guardianship, etc.	X					
Explore adult recreational programs.				X		
Once accepted for SSI, apply for Medicaid.	X					
Check that job income doesn't jeopardize Social Security benefits	X					
Determine eligibility status for Medicaid waivers	X					
If not yet done, obtain reduced-rate transit					X	
Investigate housing options; visit residences, get on publicly funded housing waiting list						X

## **PARENT STRATEGIES for Managing the System**

### **GETTING ORGANIZED**

The transition process can be more manageable when you have a system in place to keep yourself organized. For some that may seem easier said than done, but if you start at the beginning of the transition process, you will minimize your stress and maximize your time.

The importance of a **HOME FILE** is critical in planning for and obtaining resources for work and community living for students. It involves telephoning, writing, and meeting with many organizations and service providers throughout the years. Parents will need many documents, records and other information about their son/daughter as they seek future programs and opportunities. A properly maintained home file will provide accurate, up-to-date documents and information which can be used in decision-making, completing applications/admission forms, or in interviewing. In addition, a home file can provide continuity in their absence and will help other care providers. All young adults need a personal file available for their use.

The home file should be assembled so that any other person can review it and have all information needed to assist the student in transition or in time of crisis. **Up-to-date information** that is **pertinent to the student** will greatly enhance his/her potential for independence.

In many cases, parents have kept and will continue to keep important records for their son/daughter. It will be extremely helpful to use a checklist to keep track of this information. Completing an **Important Records Checklist** will help you determine which records may be needed and also keep track of their location.

**LOGGING of Telephone Conversations/Meetings** throughout the student's transitional years is most important. Dates of meetings, conversations, names of individuals spoken with, and the information received from them are important. **Do not trust your memory.**

### **Getting Started**

As you begin the transition process, you may want to pick up some office supplies; three-ring binders, paper, dividers, several 3 hole punched pockets that fit into binders for loose papers, and a flash drive or memory stick to file electronic documents. You may want to set up one binder with Medical Information and Legal Matters. What's important is to choose a system that works best for you and your family!

The Medical section may include:

- A copy of a contact list with medical professionals
- Diagnosis
- Medications log
- Other medical paperwork

Legal Matters section may include:

- Special Needs Trust – if appropriate
- Guardianship – if appropriate
- Conservatorship – if appropriate
- Social Security Information
- Medicaid Information
- Home and Community Based Waivers Information
- Letter of Intent

You may want to consider another binder for Transition with sections such as:

- Contact log people that support your adolescent or young adult
- Postsecondary Goals from
- IEP Goals
- Transition Plan
- Community Living
- Employment – if applicable
- Day Programs – if applicable

- Postsecondary Education – if applicable
- Housing

Utilizing **SUPPORT GROUPS** has long been a comfort for parents of children with disabilities and their advocates. These groups fill basic emotional needs, are a network for “information sharing,” and provide the basis for the development of services. A list can be found at the Parent Resource Center website at <http://www.lcps.org/page/1426> .

Interested parents, aware of the need for organized advocacy efforts, have created support groups. These provide opportunities for parent training, friendship, and meaningful relationships. They are one of the best ways to gain information, to learn “how it really is”, and to learn how to best utilize systems and supports.

*We wish you all the best as you fit your transition puzzle pieces together. When you finish, may you find the picture of a rich, rewarding, meaningful life in the community where you choose to live...a life that includes education, employment, housing, recreational activities, community involvement, social connections, and the supports you need to do all the things you want and need to do.*

**Director of Special Education**  
**Mary M. Kearney**

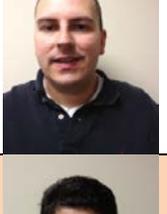
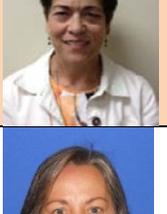
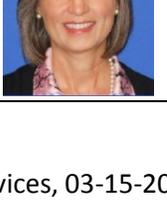
[Mary.Kearney@lcps.org](mailto:Mary.Kearney@lcps.org)

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 571-252-1011

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## WEB RESOURCES

### Self-Determination

I'm Determined Website-Department of Education

[www.imdetermined.org](http://www.imdetermined.org)

[www.alife4me.com](http://www.alife4me.com)

### Transition

US Department of Labor for Youth

[www.dol.gov/dol/audience/aud-kidsyouth.htm](http://www.dol.gov/dol/audience/aud-kidsyouth.htm)

Consumer Jungle

[www.consumerjungle.org](http://www.consumerjungle.org)

Virtual Job Shadow

[www.virtualjobshadow.com](http://www.virtualjobshadow.com)

National Youth Employment Coalition

[www.nyec.org/page.cfm?PageID=1](http://www.nyec.org/page.cfm?PageID=1)

Virginia Wizard

<https://www.vawizard.org/vccs/Main.action>

Virginia View

[www.vaview.vt.edu](http://www.vaview.vt.edu)

Transition Coalition

[www.transitioncoalition.org](http://www.transitioncoalition.org)

National Center on Secondary Education and Transition

[www.ncset.org](http://www.ncset.org)

Research Autism

[www.researchautism.org/resources/reading/index.asp](http://www.researchautism.org/resources/reading/index.asp)

Life Journey Through Autism: A Guide for Transition to Adulthood

The 411 on Disability Disclosure: A Workbook for Youth with Disabilities

[www.ncwd-youth.info/resources\\_&\\_Publications/411.html](http://www.ncwd-youth.info/resources_&_Publications/411.html)

Career One Stop: Career Exploration

[www.acinet.org/acinet/explore/View.aspx](http://www.acinet.org/acinet/explore/View.aspx)

My Future

[www.myfuture.com](http://www.myfuture.com)

My Future provides advice and information on careers, college and the military.

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The Armed Services Vocational Aptitude Battery

[www.asvabprogram.com](http://www.asvabprogram.com)

Information on the Armed Services Vocational Aptitude Battery & related career exploration

### Youth Leadership and Development

National Youth Leadership Network

[www.nyln.org](http://www.nyln.org)

The Youthhood

[www.youthhood.org](http://www.youthhood.org)

Youth Leadership Forum

[www.vaboard.org/yf.htm](http://www.vaboard.org/yf.htm)

### Post Secondary Education and Training

<http://www.collegeboard.com/ssd/student/index.html>

This is College Board's site for Services for Students with Disabilities (SSD) outlining requirements and protocol for testing accommodations.

Going to College

[www.going-to-college.org](http://www.going-to-college.org)

College and Career Education

[www.collegeboard.com](http://www.collegeboard.com)

SAT testing information

American College Testing

[www.act.org](http://www.act.org)

American College Testing (ACT)

Petersons College Search

[www.petersons.com](http://www.petersons.com)

The Princeton Review

[www.review.com](http://www.review.com)

College View

[www.collegeview.com](http://www.collegeview.com)

Heath Resource Center

[www.heath.gwu.edu](http://www.heath.gwu.edu)

Heath Resource Center: National Clearinghouse on Postsecondary Education for Individuals with Disabilities

RWM Vocational School Database

[www.rwm.org/rwm](http://www.rwm.org/rwm)

Think College: For students with Intellectual Disabilities

[www.thinkcollege.net](http://www.thinkcollege.net)

### Financial Aid

Fast Web

[www.fastweb.com](http://www.fastweb.com)

Free Application for Federal Student Aid (FAFSA)

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Fast Aid

[www.fastaid.com](http://www.fastaid.com)

### Employment

Monster

[www.monster.com](http://www.monster.com)

Career Builder

[www.careerbuilder.com](http://www.careerbuilder.com)

Employment Guide

[www.employmentguide.com](http://www.employmentguide.com)

Riley Guide

[www.rileyguide.com](http://www.rileyguide.com)

The Job Accommodation Network

[www.jan.wvu.edu](http://www.jan.wvu.edu)

Job Accommodation Network: Online consulting service designed to increase the employability of people with disabilities through accommodation suggestions, legislative technical assistance, and self-employment options

The National Technical Institute for the Deaf Center on Employment

[www.ntid.rit.edu](http://www.ntid.rit.edu)

### Recreation

[www.ymca.net](http://www.ymca.net)

Special Olympics-Loudoun

<http://www.loudoun.gov/index.aspx?NID=1188>

Adapted Recreation-Loudoun County Parks and Rec

<http://www.loudoun.gov/index.aspx?NID=1185>

### Federal Government

U.S. Department of Education homepage

[www.ed.gov](http://www.ed.gov)

Social Security Administration

[www.ssa.gov](http://www.ssa.gov)

## LCPS Handbook on Transition Planning for Students and Families

Social Security Administration Disability

[www.ssa.gov/disability](http://www.ssa.gov/disability)

U.S. Department of Education, Office of Special Education and Rehabilitative Services

[www.ed.gov/about/offices/list/osers/index.html](http://www.ed.gov/about/offices/list/osers/index.html)

U.S. Department of Labor

[www.dol.gov](http://www.dol.gov)

ADA Information Center

[www.adainfo.org](http://www.adainfo.org)

### Virginia Government

Virginia Department of Rehabilitative Services

[www.vadrs.org](http://www.vadrs.org)

Virginia Department for the Blind and Vision Impaired

[www.vdbvi.org](http://www.vdbvi.org)

Northern Virginia Workforce Investment Board Skill Source – One Stop Job Center

[www.myskillsource.org](http://www.myskillsource.org)

Virginia Department of Education

[www.doe.virginia.gov](http://www.doe.virginia.gov)

<http://www.doe.virginia.gov/instruction/graduation/index.shtml>

This link is to the VDOE website and provides information on all of the diploma requirements.

### Loudoun County Government

Department of Mental Health, Substance Abuse and Developmental Services

<http://www.loudoun.gov/index.aspx?NID=121>

Loudoun County Workforce Center

<http://www.loudoun.gov/index.aspx?nid=1592>

### Loudoun County Public Schools

LCPS Parent Resource Center

[www.lcps.org/prc](http://www.lcps.org/prc)

571-252-2185

LCPS Career and Transition Services

571-252-1011

<http://tinyurl.com/LCPSTransitionservices>

LCPS Guidance and Career Center Services

<http://www.lcps.org/page/1871#>

## ADDITIONAL RESOURCES

Guardbook: Guardianship and Conservatorship in Virginia

<http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/guardbook.pdf>

Estate Planning: A Will is Not Enough

<http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/a Will is Not Enough.pdf>

SSI: Adult Starter Kit (to begin the application process for SSI Benefits upon turning 18)

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/adult\\_starterkit.pdf](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/adult_starterkit.pdf)

Virginia Medicaid Waiver Guidebook: An overview of waiver criteria, the application procedures and services the waiver provides.

<http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/Medicaid Waivers Guidebook.pdf>

Future Planning Family Handbook

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/Future\\_Planning\\_Family\\_Handbook\\_2003.pdf](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/Future_Planning_Family_Handbook_2003.pdf)

Autism Speaks on Transition: a Transition Toolkit to assist families on the Journey from Adolescents to Adulthood

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/Autism\\_Speaks\\_on\\_Transition.pdf](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/Autism_Speaks_on_Transition.pdf)

So You're 18: a Handbook on Your Legal Rights & Responsibilities

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/So\\_You're\\_18.pdf](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/So_You're_18.pdf)

A Parent's Guide to Special Education in Virginia 2010

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/parents\\_guide.pdf](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/parents_guide.pdf)

Securing a Future for Your Child with a Disability

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/Securing\\_A\\_Future\\_2010.doc](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/Securing_A_Future_2010.doc)

Template for Student IEP Participation

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/Template\\_for\\_Student\\_IEP\\_Participation.pptm](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/Template_for_Student_IEP_Participation.pptm)

Adapted Sports, Recreation and Travel Resources

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/sports\\_and\\_rec\\_list\\_2009.rtf](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/sports_and_rec_list_2009.rtf)

Post-Secondary Education for Students with Intellectual Disabilities

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/ID\\_and\\_College.pdf](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/ID_and_College.pdf)

Choosing Self Employment

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/RI\\_Choosing\\_Self\\_Employment.pdf](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/RI_Choosing_Self_Employment.pdf)

Life Skills Transition Program at Woodrow Wilson Rehab Center

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/WWRC\\_Life\\_Skills\\_Transition\\_Program.docx](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/97/WWRC_Life_Skills_Transition_Program.docx)

## ACKNOWLEDGEMENTS

Information for this book was taken in part from the following resources:

**Securing a Future for Your Child with a Disability**

A Parent's Guide to Adult Services in Arlington City and Arlington and Fairfax Counties  
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**The Transition Book**

Your Guide to Planning Life After High School  
Arlington Public Schools Department of Student Services

**A Transition Planning Guide for Success in Adult Life for Students with Special Needs and Their Families**

The Parent Information Center of Delaware

**Key Components of Transition Planning**

The Delaware Department of Education

**Here's to Your Student's Future!**

A Parent's Guide to Transition Planning  
Produced by: Rhode Island Parent Information Network and the Rhode Island Department of Education Office for Diverse Learners

**Preparing for Employment: On the Homefront**

National Center on Secondary Education and Transition (NCSET) and PACER Center

**Transition to College: Strategic Planning to Ensure Success for Students with Learning Disability**

National Center for Learning Disability

**Post-Secondary Education for Students with ID**

Donna Martinez, ED. D. and Jessica Queene, M.A.  
Heath Resource Center

**Autism Speaks -Family Services Transition Tool Kit:** A Guide to Assist Families on the Journey from Adolescents to Adulthood.

**Transition Planning for Children and Youth on the Autism Spectrum Guidebook**

Charlotte Crane, LCPS Autism Consulting Teacher

This handbook was developed by Mary Young, Transition Consulting Teacher;  
Pam Spiering of the Parent Resource Center; and Sandy Pierce, LCPS support staff.

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