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ADAMS WELLS SPECIAL SERVICES COOPERATIVE

TRANSITION AND ONGOING ADULT SERVICES POLICY AND PROCEDURES

Policy:

Adams Wells Special Services Cooperative will implement transitional activities as outlined in Article 7 511-7-43-4.

Procedure:

1. A Secondary Transition IEP will be developed and implemented by the student's 14th birthday (or earlier if determined appropriate by the case conference committee). This Secondary Transition IEP is part of the individualized education program which will guide the development of the IEP. The transition IEP is reviewed and updated annually at the case conference until the student exits the public school program.
2. Participants involved in the case conference should include the public agency representative, teacher of service, teacher of record, one of the student's general education teachers, the parents, and the **student**. In addition, support personnel such as guidance counselors, vocational teachers, job coaches, related service personnel and community service providers should be considered based upon the severity of the student's needs. If the student is unable to attend the transition conference, the student's interests and preferences will be considered with the completion of a transition survey separate of the case conference and attached to the IEP.
3. Beginning at age 14 (or earlier if determined appropriate by the case conference committee) the IEP must include a statement of the student's transition service needs, based on age appropriate assessments including Educational/Training, Employment/career and if appropriate, Independent Living. It must include a course of study focused on improving the academic and functional achievement of the student to facilitate their movement from school to post-school.
 - a. Academic honors
 - b. Advanced placement courses
 - c. Core 40
 - d. Technical preparation courses
 - e. Vocational education courses
 - f. Functional Academics
 - g. Functional Skills
 - h. Others, as appropriate
4. The case conference committee must determine from the student's abilities and performances if he/she will pursue a high school diploma (and which type) or a certificate of completion.
5. Upon obtaining written consent from parents or students of legal age to disclose confidential educational records, the public agency and the vocational rehabilitation

counselor must confer at least one (1) time per year to review the student's transition needs. If the public agency and the vocational rehabilitation counselor believe a student may be eligible for and benefit from vocational rehabilitation services, the public agency must do the following:

- a. Obtain written consent from the parent or the student of legal age to invite the vocational rehabilitation counselor to the CCC meeting that will take place during the school year before the student's projected final year of school, or earlier, if appropriate.
 - b. Provide adequate notice to the vocational rehabilitation counselor regarding the CCC meeting. This notice must include the name, address, age; and identified disability of the student for whom the CCC meeting is being conducted.
 - c. At the CCC meeting, orally advise and provide written materials to the student and the parent that describe the array of vocational rehabilitation services that may be available and process to access those services.
6. The CCC must develop a transition IEP that will be in effect when the student enters into grade 9; or becomes fourteen (14) years of age; whichever occurs first, or earlier if determined appropriate by the CCC.
7. The transition individualized education program must contain the following:
- a. A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum and information from age appropriate transition assessments of strengths, preferences; and interests. Age appropriate transition assessments are updated annually with copies provided to parent/student, local building level files and AWSSC office. Copies are available upon request.
 - b. Appropriate **measurable postsecondary goals**, based upon age appropriate transition assessments that are related to training/education, **and** employment, and where appropriate, independent living skills.
 - c. Coordinated set of transition activities to facilitate movement from the school to the post-school activities/goals.
 - d. Appropriate **measurable annual goals**, based upon age appropriate transition assessments, that are related to training/education **and** employment, and where appropriate, independent living skills.
 - e. Documentation regarding whether the student will pursue a high school diploma (and diploma type), certificate of completion, or GED.
 - f. Documentation of Diploma Decision Form (obtain through corporation guidance department).
 - g. Documentation of Course of Study: 4-year plan and/or both current and projected schedule of classes.
 - h. The transition coordinated set of activities needed to assist the student in reaching postsecondary goals, including the individuals and agencies identified for implementing the transition services.
 - i. Adult services may include, but are not limited to, services provided by a Vocational Rehabilitation Services program, the Department of Workforce Development, the Social Security Administration, the Bureau of Developmental Disabilities Services, a community mental health center, a community rehabilitation program, or an area agency on aging.

8. The transition IEP is reviewed and revised annually.
9. A Summary of Performance will be completed prior to a student leaving school. A copy is provided to parent/student and will be sent to AWSSC.

GENERAL INFORMATION

- The Transition Plan Coordinator is the teacher responsible for the services.
- Program placement is the special education program in which the student is receiving services.
- The student and parent will be informed at the annual case review the year the student is age 16 that the transfer of rights will pass to the student at the age of 18.

TRANSITION IEP PROCEDURES

Teacher Responsibilities:

1. Teacher holds Transition IEP.
2. If IEP is in draft form at conference, the teacher has 10 days to make changes and finalize the IEP.
3. A copy of the transition IEP needs to be at AWSSC.

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SUMMARY OF PERFORMANCE POLICY

Policy:

LEA must provide a student with a summary of the student's academic achievement and the functional performance, which must include recommendations on how to assist the student in meeting the student's postsecondary goals when:

1. Student graduates with a regular diploma
2. Student leaves high school with a certificate of completion
3. Student ages out

Effective practice would include completing the Summary of Performance with a student who withdraws.

The Summary of Performance provides a summative evaluation that leads to increased family, school and community dialogue that will provide greater continuity in obtaining transition services.

The Summary of Performance will:

1. Serve as a "bridge" that addresses the "next steps" necessary to complete the transition process that has been ongoing for several years.
2. Clearly state to the student, "This is what YOU need to do to continue to work toward realizing your goals."
3. Lead educators to get better at preparing students with disabilities to become self-advocates.
4. Serve as a means of transferring the responsibilities of securing employment, training or education, living arrangements, and support services to the student at the secondary transition IEP case conference.
5. Be completed at the secondary transition IEP during the student's senior year.

Leaving high school with a **certificate of completion** or **withdrawal** from high school **does not** extinguish a student's eligibility for special education services and related services. They can return to school and continue services prior to their 22nd birthday.

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VOCATIONAL REHABILITATION SERVICES

Vocational Rehabilitation Services (VRS) is a state agency that works with individuals with disabilities to achieve their employment goals. Goals are based on your interests, strengths and priorities. VRS may be able to help with services such as:

- Training for a job, including vocational school, university/college, and on the job;
- Job placement assistance and follow-up support, including supported employment;
- Vocational counseling and guidance;
- Medical treatment to correct or modify a physical or mental impairment; and/or
- Rehabilitation technology such as assistive devices and services.

Contact VRS during your final two years of high school! You can refer yourself to VRS by calling, writing, or visiting your local office. Your teacher, guidance counselor, or family members may help you contact VRS. You can also invite a VRS Counselor to your school IEP case conferences.

ELIGIBILITY REQUIREMENTS FOR VRS:

A person may be eligible if he or she has a physical or mental impairment that substantially interferes with the ability to work and vocational rehabilitation services are required for this person to become employable.

You must fill out a VRS application to find out if you are eligible for services.

Additional information available at: <http://www.in.gov/fssa/ddrs/2636.htm>

Phone: Toll Free 1-800-545-7763

Local VRS Office: Area 11 (Adams & Wells Counties)

Vocational Rehabilitation Services
201 E. Charles Street, Suite 130
Muncie, IN 47305-2435
Toll Free (877) 847-9890
Fax: (765) 282-1714

State Office:

Vocational Rehabilitation Services
402 West Washington St., Rm. W451
P. O. Box 7083, MS26
Indianapolis, IN 47207-7083

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GUARDIANSHIP

Guardianship, the legal power to care for another person to manage his or her affairs, is an important consideration when young adults approach age 18.

At age 18, young adults become legally emancipated. That is, their parents are no longer their legal guardians, and they are free to make their own decisions without having to consult with or obtain approval from family members. It may be important for some individuals with disabilities to have someone who is legally responsible to assist the individual with financial, medical, educational, or other important decisions.

Alternatives to pursuing full guardianship include:

1. **Health Care Representative** – A person who can make decisions regarding health care for a person who is unable to do so;
2. **Representative Payee** – A person who is authorized by the Social Security office to receive and manage money from a federal program for a person who is unable to do so;
3. **Specific Power of Attorney** – A person who is given the right to manage a specific asset for the owner;
4. **Durable Power of Attorney** – A person appointed to make decisions for an individual. These decisions may include handling bank accounts, buying and selling property, and making health care decisions, among others;
5. **Special Needs Trust** – Money or property is held for the beneficiary without jeopardizing benefits from Social Security, medical benefits, or funding for community living supports. The trust is administered by a trustee, and can provide assistance to the person with a disability after the death of the parents.

There are three types of guardianship: regular, limited, and temporary. The general process for obtaining guardianship is as follows:

1. Initiate a petition for guardianship with an attorney. It is helpful to use an attorney with expertise and previous experience in guardianship cases to keep costs reasonable.
2. Attend and participate in a hearing held at the probate court of the county where the individual resides. The purpose of the hearing is to prove to the judge that the individual is incapacitated and in need of a legal guardian.
3. The judge makes the ruling.

It is critical that each person with a disability have someone to play the role of an advocate. This may be a sibling, relative, or family friend. It should be someone who knows the person well, including his or her likes and dislikes, needs, and capabilities. Additionally, an advocate should communicate with others who may be serving in a support role.

For additional information:

1. Read the book *Planning for the Future: Providing a Meaningful Life for a Child with a Disability After Your Death* by L. Mark Russell, et.al.

ADAMS WELLS SPECIAL SERVICES COOPERATIVE APPOINTMENT OF EDUCATIONAL REPRESENTATIVE POLICY

In Article 7, Rule 7-43-6 states that:

1. Any student who has turned 18 and has not had a guardian appointed may have an educational representative appointed. (pertains to education)
2. A student's parent must be appointed to act as the educational representative under this section. If the parent is unavailable, a person trained as an educational surrogate can serve as the educational representative. (A parent cannot be an educational surrogate, but can be an educational representative.)
3. An appointment of an educational representative may be made as early as 60 calendar days prior to the student's 18th birthday.
4. The public agency is not responsible for the cost of appointing an educational representative. (family responsible)
5. For an educational representative to be appointed, TWO persons must, based on personal exam or interview, certify in writing that the student is "incapable" of providing informed consent and that the student has been informed of this decision.
Incapable of informed consent means that the student is unable to:
 - a. Understand on a continuing or consistent basis the nature, extent, and probable consequences of a proposed educational program or option.
 - b. Make rational evaluation of a continuing or consistent basis of the benefits or disadvantages of a proposed educational decision.
 - c. Communicate such understanding in a meaningful way.
6. Persons who verify in writing that a student is incapable of providing informed consent must be one of the following:
 - a. A physician
 - b. Nurse
 - c. Clinical psychologist
 - d. School psychologist
 - e. Social Worker
7. The above named person cannot be related to the student.
8. At least one of the people cannot be employed by the school.

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SUMMARY OF PERFORMANCE REPORT PROCEDURES

Section I: Background Information

This section should be completed with information that is included within the STN database. It is recommended that this information should be basic demographic information about the student and that it should not include confidential and/or disability specific information.

Section II: Perception of My Disability

It is recognized that some of the accommodations, modifications, or technology that were appropriate in the school setting may not be available or appropriate in a place of employment or in post-secondary training or educational settings. However, having the student recognize and record those that were particularly helpful in school will provide discussion points for similar types of support systems that may be available in post-school opportunities. (Examples include: books on tape, organization skills, interpreters)

Section III: My Post-School Goals

Transition activities are an on-going set of activities for students, families, educators, and community resource people. Students indicate throughout their high school years, their interests and preferences about their post-school years, as part of the transition planning process. Post-secondary goals should be realistic and reflect these interests and preferences as well as the student's strengths. They should be a culmination of the activities that the student has been participating in as part of his/her educational program. Student goals should be written from the student perspective as "I will ..." statements. Post secondary goals are written for the student's life **AFTER** high school as part of the transition planning process.

Section IV: Summary of My Present Level of Academic Achievement and Functional Performance

The student's present levels of performance have been summarized in every case conference committee meeting in which an IEP has been developed. The final case conference committee meeting prior to the student exiting the program should summarize the student's academic achievement and functional performance. This data should be captured in Section III of the Summary of Performance report and should be reported in a manner that is meaningful and easily understood by the student and/or parent.

- a. Academic achievement may be obtained from a variety of sources including the student's academic transcript, achievement testing, results of End of Course Assessments testing, performance reported on ISTAR, etc.
- b. Functional performance should summarize the student's ability to live, work, and access the community.

Summary of My Performance

Section I: Background Information	
Name:	
Date of Birth:	Year of Graduation/Exit: Date:
Street Address:	
City/State/Zip:	
Home Telephone:	
Primary disability:	
Cell Phone:	
Secondary disability, if applicable:	
Section II: Perception Of My Disability	
Strengths:	
Interests/ Preferences:	
Challenges:	
My Disability Impact on Learning and/or Mobility:	
Supports and Accommodations <i>What Works:</i>	Setting: <input type="checkbox"/> Distraction-free <input type="checkbox"/> Adaptive furniture <input type="checkbox"/> Special lighting <input type="checkbox"/> Other:
	Timing/Scheduling: <input type="checkbox"/> Extra time to complete assignments <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Flexible schedule <input type="checkbox"/> Other:
	Response: <input type="checkbox"/> Assistive technology <input type="checkbox"/> Braille <input type="checkbox"/> Colored Overlays <input type="checkbox"/> Dictate words to scribe <input type="checkbox"/> Word processor/computer <input type="checkbox"/> Tape responses <input type="checkbox"/> Other:
	Presentation: <input type="checkbox"/> Large print <input type="checkbox"/> Braille <input type="checkbox"/> Assistive devices <input type="checkbox"/> Magnifier <input type="checkbox"/> Read or sign items <input type="checkbox"/> Use of calculator <input type="checkbox"/> Shortened instructions <input type="checkbox"/> Re-read directions <input type="checkbox"/> Visual schedule <input type="checkbox"/> Use of assignment/notebook/organizer <input type="checkbox"/> Other:
What Doesn't Work:	



Section III: My Post-School Goals

Living	My Goal: _____
	Accommodations and/or Supports, including Adult Agencies That May Help in Achieving Goal: _____
Learning	My Goal: _____
	Accommodations and/or Supports, including Adult Agencies That May Help in Achieving Goal: _____
Working	My Goal: _____
	Accommodations and/or Supports, including Adult Agencies That May Help in Achieving Goal: _____

Section IV: Summary of My Present Level of Academic Achievement and Functional Performance (consider transcripts, attach IEP, and other appropriate assessments)

I have accomplished the following academic achievements:

I have accomplished the following in the area of functional achievements:

There are numerous assessment reports that help identify my achievements and support the documentation of my disability and assist in planning for my post-school education or work. Please attach the most recent WAIS, Woodcock-Johnson (if conducted) or appropriate assessments.

- | | | |
|-------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Psychological/cognitive | <input type="checkbox"/> Response to Intervention (RTI) | <input type="checkbox"/> Reading assessments |
| <input type="checkbox"/> Neuropsychological | <input type="checkbox"/> Language proficiency assessments | <input type="checkbox"/> Medical/physical |
| <input type="checkbox"/> Achievement/academics | <input type="checkbox"/> Communication | <input type="checkbox"/> Adaptive behavior |
| <input type="checkbox"/> Behavioral analysis | <input type="checkbox"/> Social/interpersonal skills | <input type="checkbox"/> Assistive technology |
| <input type="checkbox"/> Self-determination | <input type="checkbox"/> Community-based assessment | |
| <input type="checkbox"/> Career/vocational/transition assessments | <input type="checkbox"/> Other: _____ | |

Section V: Important People or Agencies Who May Help Me Achieve My Post-school Goals

- Vocational Rehabilitation Services (phone number): _____
- College/University Support Services (phone number): _____
- Bureau of Developmental Disabilities: (phone number): _____
- Adult agency provider (name/number): _____
- Other: _____

Student Signature: _____

Teacher of Record Signature: _____

