



TO

INDEPENDENCE

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## Transition from School to Work TIMELINE

The Kansas transition philosophy supports “employment for all students” regardless of disability and approaches the activities with detail about supports for the students, their family, community, education, and community-based organizations.

Transition is intended to assist students in successfully moving from school to adult life, while gaining self-determination skills, building self esteem, and becoming as independent as they can be. The Transition Timeline provides basic information on activities to assist a student in obtaining a career that will support them in life. This timeline is targeted to parents/guardians but can also be used by students and educators.

The more that parents/ guardians are involved in the process of transition for students, the better the outcomes for those students. When adults have expectations of participation in the process for themselves and the students, there is a sense of empowerment that is invaluable to a student’s self-esteem and personal growth.

**Social Security:** There is some debate about whether applying for Social Security should be included in this information.

- Information on SSI: The average monthly payment is less than \$500. Federal poverty level is \$867. Trying to live on Supplemental Security Income (SSI) means living below the poverty level.
- Statistics show that once people start receiving Social Security disability benefits, very few ever get off of Social Security.
- Some advocate that using Social Security to help pay for things while in post secondary school is very helpful. This makes Social Security a transitional service, not a permanent form of income. It should be seen as a stepping stone for life.
- Some parents don’t want their children to stop receiving it because it seems a secure means of income. Parents should remember that the student/adult would be living below the poverty level if on Social Security. He/she may not want to live with you for the rest of their or your lives. Work means more opportunity to be as independent as possible and living with a higher standard of living.

**Things to Remember:**

- Work is the pathway to get the things you want and need.
- We need to culturally change our expectations of kids. Kids have chores at home, even at early ages. Poverty is not an option; go to work. After high school you go on to school or you get a job.
- Health insurance (Medicaid) is still available through Working Healthy for many with disabilities.
- Those who might face a Home and Community Based Services (HCBS) waiting list once out of school may be eligible to receive some personal services through the WORK program with Working Healthy *if* they are working.
- Parents: At school, you have the power to say “This is not appropriate for my student”.

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“Informed choice is very important. *What are **all** the choices?*

It’s not a decision between red and green Jell-O. Maybe you don’t want Jell-O. Maybe you want something else on the buffet. Maybe you don’t want buffet.”

- Mike Donnelly, Executive Director of Kansas Rehabilitation Services

**Acronyms:** Many acronyms are used in this publication. Here are the most common

IEP – Individualized Education Plan - is mandated by the [Individuals with Disabilities Education Act](#) (IDEA). The IDEA requires public schools to develop an IEP for every student with a disability who is found to meet the federal and state requirements for [special education](#). In this document, the IEP refers to the written document that describes that educational program.

CDDO – Community Developmental Disability Organization – often provide services to students with intellectual/developmental disabilities and severe physical disabilities

CIL – Center for Independent Living – services are provided to anyone with a disability and provide assistance with living on your own in the community. They include learning how to budget, manage schedules, use public transportation; manage payment to personal assistants, advocacy with landlords and Social Security, etc.

CMHC – Community Mental Health Center – services are provided to people with mental and emotional illnesses and include counseling and some employment services.

KRS – Kansas Rehabilitation Services is a state run federally funded program to provide vocational training and job placement.

Student Support Services – college office that arranges for accommodations in the classroom for college students with disabilities.

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**4<sup>th</sup> to 6<sup>th</sup> graders** Steps to engage and prepare youth to actively participate in transition include: participate in home chores; learn time management skills; problem solve; assume self-care; become involved in school and community groups and activities, such as volunteering alongside their peers and be encouraged to answer questions when developmentally ready. **If your student has a learning disability but has never been officially diagnosed, he/she will not be eligible for any services that require official documentation of a person's disability. The student's IEP is not going to be acceptable documentation that he/she has a learning disability. Request that your school have your child diagnosed by a professional and the documentation be provided to you when they start an IEP for your student, not when they are about to graduate.**

### 12 -14 Years Old

Action Steps	Detail	Notes
<p>Before the student enters 8<sup>th</sup> grade, the school should assist the student in the process to create an Individual Plan of Study (IPS). A student's IPS is developed cooperatively between the student, school staff members and family members.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Districts must identify a vendor or tool for the IPS. Many schools in Kansas use Xello. Other tools include Career Cruising and Naviance. The IPS is a process and must include these four elements:</p> <ul style="list-style-type: none"> <li>• A series of strength finders and career assessments</li> <li>• 8th through 12th grade course builder (course of study)</li> <li>• General postsecondary plan</li> <li>• Portable electronic portfolio</li> </ul> <p>The IPS is an excellent tool to guide transition planning for the student with a disability</p>	
<p>Encourage student to participate in a student mentoring program through the community or school. Mentoring programs are proven to increase student self-esteem and graduation rates for those who participate.</p>	<ul style="list-style-type: none"> <li>• Mentoring programs available in your community can be found at <a href="#">Mentor Kansas</a>. Emphasize mentoring for work and career exploration.</li> </ul>	
<p>Assist student in understanding his/her disability, how it impacts everyday living, how to advocate for him/herself.</p> <ul style="list-style-type: none"> <li>• Discuss with student his/her diagnosis for education and self-advocacy purposes.</li> <li>• Discuss medication and its effects (if applicable) for education and self-advocacy purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Student prepares questions for his/her doctor at medical and/or therapy appointments.</li> <li>• Discussion every time medications are changed.</li> <li>• May want to include this in IEP.</li> </ul>	
<ul style="list-style-type: none"> <li>• Gather resources to assist student in learning about disability history and disability rights.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Kansas Youth Empowerment Academy</a></li> </ul>	

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### 14 – 21 Years Old

Action Steps	Detail	Notes
<ul style="list-style-type: none"> <li>Transition Services (if student qualifies for an IEP) School districts are required to provide a student with a disability with transition services.</li> </ul>	<ul style="list-style-type: none"> <li>Goals for transition services become part of the student’s Individualized Education Program (IEP) the year the student turns 14. The transition planning process includes:                             <ul style="list-style-type: none"> <li>Transition assessments.</li> <li>Involvement of the family and student.</li> <li>Any interagency collaboration (i.e., Pre-Employment Transition Services, Vocational Rehabilitation, Mental Health, Working Healthy, Families Together, Community Developmental Disabilities Organization, or any local or regional agency that can provide support for the student).</li> <li>Community experiences (i.e., job shadowing, visits to postsecondary training institutions, participation in leisure/recreation activities, and/or meeting with agencies that can provide support after high school)</li> </ul> </li> </ul>	

### 14 – 16 Years Old

Action Steps	Detail	Notes
<ul style="list-style-type: none"> <li>By the time a student reaches the age of 14 the IEP must have measurable postsecondary goals and the courses of study.</li> </ul>	<ul style="list-style-type: none"> <li>IEP must include post-secondary goals specifically for employment, education/training and independent living when appropriate. An example of a postsecondary goal. :                             <ul style="list-style-type: none"> <li>After graduation, John will work as a meteorologist.</li> <li>After graduation for high schools, John will enroll in a 4 yr university to study meteorology.</li> </ul> </li> </ul> <p>By age 14, the IEP must include the courses of study needed to assist the student in reaching the</p>	

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	<p>postsecondary goals. Courses of study are defined as a multiyear description of coursework to achieve the student's desired postsecondary goals. There should be alignment between the courses of study in the Individualized Education Program (IEP) and the course selections within the Individual Plan of Study (IPS). T</p>	
<ul style="list-style-type: none"> <li>• Continue discussing with student about disability history, disability pride and Independent Living philosophy.</li> <li>• Identify independent living skills needed to manage disability/health issues at home and in the workplace.</li> <li>• <a href="#">Health Care Skills Checklist</a></li> </ul>	<ul style="list-style-type: none"> <li>• Contact staff from <a href="#">Kansas Youth Empowerment Academy (KYEA)</a> for more information on disability history and disability pride.</li> </ul> <p>Regarding independent living skills and work skills, visit a local</p> <ul style="list-style-type: none"> <li>• Center for Independent Living</li> <li>• Community Mental Health Center or</li> <li>• Community Developmental Disability Organization</li> </ul> <p>Go to <a href="#">Disability Support Maps</a> and click on the type of organization listed above to find the closest office serving your area.</p>	
<p>Discuss with student that he or she is expected to go to work and you are working to help him or her be prepared for working.</p>	<ul style="list-style-type: none"> <li>• Reach out to the Pre-ETS person who attended your student's IEP or contact your local Department for Children and Families (DCF) office for Kansas Rehabilitation Services to find out what services they can provide now to help the student prepare for work.</li> <li>• Go to the local <a href="#">workforce center</a> and see if you are eligible for the WIA youth employment services. These are available for students as young as 14 years of age.</li> </ul>	
<p>Contact service providers that provide adult services to see what is available and whether or not there is a waiting list.</p>	<p><b>Contact</b></p> <ul style="list-style-type: none"> <li>• Center for Independent Living</li> <li>• Community Mental Health Center or</li> <li>• Community Developmental Disability Organization</li> </ul> <p>Go to <a href="#">Disability Support Maps</a> and click on the type of organization listed above to find the closest location serving your area</p>	

### ***16 years old – Employment***

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Action Steps	Detail	Notes
<ul style="list-style-type: none"> <li>By 16, the IEP must have a statement of needed transition services and any interagency linkages that are appropriate to meet the post secondary goal.</li> </ul>	<ul style="list-style-type: none"> <li>Transition services and agency contacts listed on IEP</li> </ul> <p>Examples of transition services could include various tasks from learning to do laundry, to budgeting, to career exploration. This document has additional examples throughout the pages.</p>	
<ul style="list-style-type: none"> <li>Continue to work through IPS process and tools to help with planning for transition.</li> <li>Discuss assessments with school counselors.</li> <li>Reach out to a benefits specialist who can assess your students financial support (Supplemental Security Income (SSI)) to see how they can transition without losing health and other benefits</li> </ul>	<ul style="list-style-type: none"> <li>Begin working in areas of interest.</li> <li>Look at high demand jobs in the career clusters that the student has an interest in.</li> <li>Seek out job shadow opportunities in those areas.</li> <li>Use <a href="#">Disability Mentoring Day</a>: Click on "Events" on the left hand side to see what's happening in Kansas</li> <li>Use other mentoring/job shadowing opportunities provided by school or local agencies.</li> <li>Find a <a href="#">Benefits Specialist</a>. Click on the link for the most current map to find out near you.</li> </ul>	
<ul style="list-style-type: none"> <li>Career training options for high school students are available like Career Tech Ed and Project Search.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Career Tech Ed</a> is a program that pays a student's tuition at a Technical College and can be used as credits toward graduation from high school. This starts when the student is a junior.</li> <li><a href="#">Project Search</a> is a program for students with intellectual/developmental disabilities during their senior year.</li> </ul>	

### ***16 years old – Accommodations***

Action Steps	Detail	Notes
<ul style="list-style-type: none"> <li>What is an accommodation? Reasonable accommodation is any change or adjustment to a job or work environment that permits a qualified applicant or employee with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities.</li> <li>An employer is required to provide a reasonable accommodation</li> </ul>	<p>Use the IEP to figure out what accommodations may be needed. This needs to be examined through the IEP and put into the IEP as a recommendation.</p> <p>For example, reasonable accommodation may include:</p> <ul style="list-style-type: none"> <li>providing or modifying equipment or devices,</li> <li>job restructuring,</li> </ul>	



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<p>to a qualified applicant or employee with a disability unless the employer can show that the accommodation would be an undue hardship -- that is, that it would require significant difficulty or expense.</p>	<ul style="list-style-type: none"> <li>• part-time or modified work schedules,</li> <li>• reassignment to a vacant position,</li> <li>• adjusting or modifying examinations, training materials, or policies,</li> <li>• providing readers and interpreters, and</li> <li>• making the workplace readily accessible to and usable by people with disabilities.</li> <li>• <a href="#">Web site</a> for more information.</li> </ul>	
<ul style="list-style-type: none"> <li>• Student and parent/guardian discuss what an accommodation is.</li> <li>• Student and parent/guardian discuss accommodations needed and currently using at school, work, and home. Understand who provides each accommodation.</li> <li>• Student and parent/guardian discuss how those accommodations will be provided after high school in work and/or post-secondary education situations.</li> <li>• Before graduation from high school, the school is responsible for determining and providing accommodations. After graduation, the secondary training is responsible for providing the accommodation, but it must be requested. Employment accommodations are provided on request and may or may not be exactly what is requested if another accommodation will as well.</li> </ul>	<p>Based on what accommodations work at school, capture in writing accommodations the student will need to learn, work and live.</p> <ul style="list-style-type: none"> <li>• Discuss with parent/ guardian.</li> <li>• Discuss with counselor/teacher.</li> <li>• Student helps with request of any new/additional accommodations going forward.</li> <li>• Have the school put in writing the accommodations that will be needed for work and post secondary situations.</li> <li>• Secure documentation from previous teachers, schools to be able to show or articulate the accommodation need when making a post-secondary or work accommodation request.</li> </ul>	
<p>How to ask for an accommodation... Do's and Don'ts</p>	<p>Prepare the request with the help of advocacy organization, trusted teacher, or parent. Put your request in writing.</p> <p>Do's</p> <ul style="list-style-type: none"> <li>• Know in advance what you are going to ask for.</li> <li>• Script the request carefully and practice the request until you have it word perfect.</li> <li>• Be willing to compromise as long as your needs are still met.</li> <li>• Make the request in a positive and assertive manner.</li> </ul> <p>Don'ts</p> <ul style="list-style-type: none"> <li>• Apologize for your disability or asking for the accommodation.</li> </ul>	

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- Demand the most expensive accommodation when a less costly one will meet the need.
- Make the accommodation sound more complicated than it is.

### ***16 years old - Independent living and Leadership***

Action Steps	Detail	Notes
<ul style="list-style-type: none"> <li>• Discuss what services will be needed after high school to live independently. Services might include case management, personal care attendants, transitional living services, etc.</li> <li>• Look at students' preferences, needs, options available (including residential, employment, and post-secondary education options).</li> </ul>	<p>Parents need to think about and discuss with the student how they may live independently as an adult. Organizations that may be able to help with this process can be found in the <a href="#">KCDC Disability Service Maps</a>. Click on the name of an organization on that page and you'll find one near you.</p> <ul style="list-style-type: none"> <li>• Community Developmental Disability Organization (CDDO):</li> <li>• Mental Health Center (MHC):</li> <li>• Center for Independent Living (CIL):</li> </ul>	
<p>If student is considering further education after high school, begin looking at post-secondary education options and the programs they have in the areas of the student's interest.</p>	<p>Visit different post-secondary schools, including the Student Support Services Office. Find out what services the school provides students with disabilities. Go to the <a href="#">School</a> section of the KCDC website and click on Student Resources. The universities and other schools are listed. Most websites list disabled student services or student support office.</p> <p>Find out what support groups are available in the community the student is considering attending (i.e. peer support, community support, church, etc.)</p>	
<p>Student works on leadership skills. Why is student leadership important?</p> <ul style="list-style-type: none"> <li>• Student leadership provides opportunities for students to get involved and to learn skills that can be transferable to the workplace and community. It also deepens each student's commitment to adult literacy and increases the chances that the student will continue to learn.</li> </ul>	<p>Student can apply to attend the <a href="#">Kansas Youth Leadership Forum</a>.</p> <ul style="list-style-type: none"> <li>• This program develops self-esteem, advocacy skills, communication skills, leadership and provides a broader understanding of the student's role in their school and community.</li> </ul>	
<ul style="list-style-type: none"> <li>• Continue to look at Assistive Technology for help with school, independent living, and post-secondary education.</li> </ul>	<ul style="list-style-type: none"> <li>• Is there any new technology available that might make some aspect of education or independent living possible or easier that wasn't available 1-2 years ago?</li> </ul>	

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### *18 months prior to exiting school – General Transition*

Action Steps	Detail	Notes
<p>. It is important to understand how services may change as a student turns 18.</p> <ul style="list-style-type: none"> <li>• If he/she is a client of a community-based organization (i.e. MHC, CDDO or CIL) the student needs to meet with that organization to see if eligibility changes when he/she turns 18 and what (if anything) needs to be done.</li> <li>• If a client of Kansas Rehabilitation Services Pre-ETS program, meet with Pre-ETS representative.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for a review of services, when they will start, how they will continue, or how those services may change when student turns 18 years of age. Advocacy organizations that can help with getting services after high school if you're having trouble (i.e. Keys for Networking (mental health), Disability Rights Center, Kansas Legal Aid, etc., community based organizations mentioned in previous box.)</li> </ul>	
<p>For students on an IEP, discuss anticipated exit date from high school.</p>	<ul style="list-style-type: none"> <li>• Some students are ready to leave high school and begin work or further education. Some students may benefit by extending his/her time for job preparation or independent living. It should be a staffing team decision that student and parents participate in.</li> <li>• Parents and youth should discuss with school personnel and community-based organization advocates when is a good time to graduate – to make sure student is ready before graduating.</li> </ul>	
<p>Complete transition planning:</p> <ul style="list-style-type: none"> <li>• Discuss projected budget for post-high school (income and expenses)</li> <li>• Ensure applications for services are submitted to chosen agencies before graduation so your student will not have to wait for services.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and put on calendar key dates for completion for activities for transition from school to employment and independent living.</li> </ul>	
<ul style="list-style-type: none"> <li>• Reassess that the classes being taken meet the requirements needed for graduation and post-secondary education.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange school and extra-curricular schedule for student to succeed (i.e. best time for classes, build in supports, etc.)</li> </ul>	

### *18 months prior to exiting school – Pursuing Education*

Action Steps	Detail	Notes
<p><b>Kansas Rehabilitation Services:</b> Counselors work in partnership with people with disabilities to help them assess their skills and interests, to develop individualized plans for</p>	<ul style="list-style-type: none"> <li>• <a href="#">Kansas Rehabilitation Services</a></li> </ul>	

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<p>employment or education to become employed and to purchase or arrange for the services they need to become employed. Services are individualized according to each person's disability, strengths, interests, skills, goals, and informed choice.</p> <ul style="list-style-type: none"> <li>• Explore with student the purpose of KRS and what services may be available if he/she is eligible.</li> <li>• Notify Kansas Vocational Rehabilitation Services (KRS) of need to use their services. Will need to have these documents available:             <ul style="list-style-type: none"> <li>• Social Security card</li> <li>• Birth Certificate</li> <li>• Kansas ID and/or Driver's License</li> </ul> </li> <li>• Complete Kansas Rehabilitation Service Application. If eligible, prepare an individual plan for employment with the KRS counselor.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Social Security</a></li> <li>• <a href="#">Vital Statistics</a></li> <li>• <a href="#">Division of Vehicles (drivers licenses/non-driver ID)</a> the non-driver ID information is in the second paragraph on this page.</li> <li>• Kansas Rehabilitation Services <a href="#">Application</a></li> </ul>	
<p>Determine what post-secondary education the student will need after reviewing career assessments.</p> <ul style="list-style-type: none"> <li>• Be sure to contact the Student Support Services office of the school to see what supports are available to the student and what timelines for information they have.</li> <li>• To get an accommodation at a post-secondary school requires paperwork and time, so it must be discussed and processed early.</li> </ul>	<p>Visit different post-secondary schools, including the Student Support Services Office. Find out what services the school provides students with disabilities. Go to the <a href="#">School</a> section of the KCDC website and click on Student Resources. To get an accommodation at a post-secondary school requires paperwork and time, so it must be discussed and processed early. The universities and other schools are listed. Most university websites list disabled student services or student support office.</p> <ul style="list-style-type: none"> <li>• Find out what support groups are available in the community the student is considering attending (i.e., peer support, community support, church, etc.)</li> <li>• Meet with students (and parents) who attend these schools to find out pros and cons of the schools. Check with advocacy groups for contacts.</li> </ul>	
<p><b><i>18 months prior to exiting school – Pursuing Education (continued)</i></b></p> <p>Look at financial aid, grants, and other funding sources for post-</p>	<ul style="list-style-type: none"> <li>• <a href="#">Kansas Rehabilitation Services</a></li> <li>• Review the Free Application for Student Aid (FAFSA). Must be filled out for most school financial aid. Check with the school for deadlines. <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></li> <li>• Google "scholarships" or "financial aid" on the internet for</li> </ul>	

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secondary education.	additional funding sources. Some advocacy organizations will help with this (i.e., case workers, Keys for Networking, etc.)	
What is an accommodation for training or post-secondary education?	Use what is developed in the IEP and have written documentation. (Note: Should be able to use documentation or GED testing.) <ul style="list-style-type: none"> <li>• Modification or adjustment to the <b>class environment</b> or to the in the way class information is customarily provided.</li> <li>• Modification or adjustment to the <b>testing process</b>.</li> <li>• Modification or adjustment in physical or program access to allow <b>equal access</b> to education and/or training.</li> </ul>	

### ***18 months prior to exiting school – Pursuing Employment***

Action Steps	Detail	Notes
<ul style="list-style-type: none"> <li>• Visit the Workforce Center in your area to find out what services are available to help with finding employment (i.e., resume writing, interviewing skills, BEST classes, Work Keys Certificates, training programs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Kansas Workforce Centers</a></li> <li>• Determine if the student can participate in or is eligible for any of the core or intensive services available at the Workforce Center.</li> </ul>	
<ul style="list-style-type: none"> <li>• Know how and where to look for a job</li> <li>• Develop resume and cover letter (if applicable)</li> <li>• Know how to complete job applications</li> <li>• Develop interview skills</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Kansas Workforce Center</a></li> <li>• <a href="#">Kansas Rehabilitation Service</a> Counselors: Job Placement Specialists</li> <li>• <a href="#">Centers for Independent Living</a> (employment specialists):</li> <li>• <a href="#">CDDO</a> (employment specialists) scroll down:</li> <li>• <a href="#">Mental Health Center</a> (employment specialists):</li> </ul>	

### ***1 Year prior to exiting school***

Action Steps	Detail	Notes
<ul style="list-style-type: none"> <li>• Meet with Working Healthy Benefits Specialist to discuss transition process and options available with Medicaid and Working Healthy eligibility requirements. (Possible eligibility at 16 years of age.)</li> <li>• Continue to identify independent living skills needed to manage disability/health issues at home and in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Working Healthy</a></li> <li>• <a href="#">Centers for Independent Living</a></li> <li>• <a href="#">CDDO</a></li> <li>• <a href="#">Mental Health Centers</a></li> </ul>	

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### ***1 Year prior to 18***

Action Steps	Detail	Notes
<ul style="list-style-type: none"> <li>Schools are required to notify the parent and student of the rights that transfer to them at 18 years of age.</li> </ul>		
<ul style="list-style-type: none"> <li>Parents should start assessing decision making skills of student to determine abilities and assistance needed after they turn 18.</li> <li>Parents should work in concert with teachers and community providers to make the assessment about student's decision-making skills. Talk to independent living and advocacy organizations for assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Parents may use the IEP to substantiate their decisions.</li> <li>If student is not able to make decisions independently, review options available which include but are not limited to supported decision-making, <a href="#">guardianship</a>, conservatorship, durable power of attorney (medical, financial).</li> </ul>	
<ul style="list-style-type: none"> <li>Parents need to obtain certification from school officials that their student is still in high school if they will turn 18 prior to graduation.</li> </ul>	<ul style="list-style-type: none"> <li>Students receiving Social Security benefits who will still be in high school when they turn 18 must provide Social Security certification from school officials that they student is still in high school in order for benefits to continue.</li> </ul>	

### ***18 year old males***

Action Steps	Detail	Notes
<ul style="list-style-type: none"> <li>All 18-year-old males must register for selective services.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Selective Service Website</a></li> <li>Meet with recruiters to discuss military careers.</li> </ul>	

### ***Semester before exiting school***

Action Steps	Detail	Notes
<ul style="list-style-type: none"> <li>If continuing education, fill out the Free Application for Student Aid (FAFSA).</li> </ul>	<ul style="list-style-type: none"> <li>Must be filled out for most school financial aid. Check with the school for deadlines. <a href="#">FAFSA</a></li> </ul>	
<ul style="list-style-type: none"> <li>Make sure the IPS is current and up to date, and available electronically.</li> <li>Obtain a copy of last evaluation or IEP. . Obtain a copy of the Summary of Performance (SOP). Keep for potential need in higher education.</li> <li>Obtain copy of high school transcript.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>Request copies from Transition Coordinator or Counselor at school.</li> </ul>	

# PASSPORT TO INDEPENDENCE

## Transition from School to Work TIMELINE

<ul style="list-style-type: none"> <li>Obtain copy of special education evaluation reports.. To receive student support services in post-secondary education, documentation of disability is required.</li> </ul>		
<ul style="list-style-type: none"> <li>If student plans to attend a post secondary school, invite the student support service coordinator from their college of choice to the last IEP before the exit IEP.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the Summary of Performance information has what the higher education team needs.</li> <li>.</li> </ul>	
<ul style="list-style-type: none"> <li>If student is planning to attend postsecondary and wished to receive accommodations, student must visit the Student Support Services office at least two months before school starts to ensure paperwork is completed and support services can be discussed and worked out.</li> </ul>	<ul style="list-style-type: none"> <li>Talk to Student Support Services office at least 2 months prior to the beginning of the semester.</li> <li>Postsecondary does not provide an IEP. Student must self-identify and make a request for services</li> </ul>	
<ul style="list-style-type: none"> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> </ul>	