

Transition Planning Handbook

A Checklist for Parents of
Children with Disabilities



TPAS

THE PROTECTION AND ADVOCACY SYSTEM FOR INDIANA
MEMBER NATIONAL DISABILITY RIGHTS NETWORK

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Mission Statement

To protect and promote the rights of individuals with disabilities,
through empowerment and advocacy.

IPAS was created in 1977 by state law (IC. 12-28-I-6 as amended) to
protect and advocate the rights of people with disabilities and is
Indiana's federally designated protection and advocacy
(P&A) system and Client Assistance Program.

Member, National Disability Rights Network

*While this publication is intended to provide base information, it is not
legal advice. While attempts were made to ensure its accuracy, the
readers should direct their questions concerning their specific
situations to the legal aid society or private attorney of their choice.*

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Dear Parent, Guardian, or Student,

You are receiving this handbook because you or your son or daughter has been identified as nearing the completion of educational services. You may or may not have already begun the process of identifying those transition services that your son or daughter or you will need after leaving the school setting. Specific information about graduation requirements will be added to this booklet.

Within this handbook, please find information about several services that may be of benefit as you transition from school to the work world. This transition planning handbook provides you with the contact information for the local Indiana Office of Vocational Rehabilitation Services (VR). VR is a federal agency that serves individuals with disabilities who need vocational and rehabilitation services. VR can become involved with a student as early as age 14 years, although such involvement usually begins during the junior year of high school. VR services can include anything from on-the-job training, job coaching services and assistive technology to additional schooling and training beyond high school. Services through VR are free and of no charge to the client.

The Indiana Protection and Advocacy Services Commission (IPAS) administers the Client Assistance Program (CAP), which can assist you or your son or daughter with attempting to receive and utilize services via VR. CAP can assist you in understanding your rights as you go through the VR process, from application to receipt of services. CAP can also assist you in negotiating with VR to assure that your chosen vocational services are delivered to you in an appropriate and timely manner.

You will also find important information about the Indiana Benefits Information Network (BIN), the work incentives planning and assistance agency for beneficiaries of Social Security. BIN Liaisons assist individuals who currently receive Social Security benefits by providing information to them about how working and earning income will affect their benefits. This booklet contains information about the BIN. One may obtain BIN services for free by asking his/her VR Counselor to refer him/her for a benefits analysis.

IPAS hopes this information will be helpful to you as you transition your son, daughter, or yourself from school to work. Please feel free to contact our agency, IPAS, at 1-800-622-4845 or at TTY 1-800-838-1131 should you need further information on this or other disability-related issues.

Introduction

This handbook is intended for parents and students. It has been prepared as a guide to assist you in identifying the options that are available for you or your student. It will be a valuable tool in developing your student's or your Individualized Education Plan (IEP) and the Transition IEP throughout your child's or your school years. From early childhood until the age of 18 (or 22 if appropriate), you or your student may wish to pursue some of the options and planning that are listed in this booklet to help you prepare for your student's or your adult life.

Between the ages of 18-22 years, young adults with disabilities and their families must exchange the security of the school environment for a complex system of adult service programs. The federal, state and local agencies that support adults with disabilities each have very different sets of rules and requirements and, unlike the schools, are not mandated to serve all citizens. It is important to remember that while all students are entitled to a free, appropriate education, access to adult services is based on eligibility and availability of funds.

Please note that all contact information (phone numbers, addresses, and websites) for agencies and service providers are included at the end of this booklet. For more information, please feel free to contact IPAS at 1-800-622-4845 or at TTY 1-800-838-1131.

You may contact the following people for information and assistance with transition:

- Your student's or your Teacher of Record (TOR) or Employment Training Specialist/Job Coach (ETS)
- Name; email or phone # _____
- Name; email or phone # _____

Definitions

Adequate Yearly Progress (AYP)

Since 2002, the federal No Child Left Behind Act of 2001 (NCLB) has required public schools to make Adequate Yearly Progress (AYP) for both the overall student population and any demographic group within the school that includes 30 or more students (Indiana's minimum group size). The goal of NCLB is for all students to achieve proficiency in English/language arts and math by 2014. To demonstrate Adequate Yearly Progress, schools, school corporations, and the state either must meet the annual target that ensures that 100% of students will pass state tests in both English and math by 2014 or reduce the percentage of students not passing these tests by at least 10% annually (commonly known as "safe harbor"). Additionally, schools must assess at least 95% of students and meet annual goals in attendance (elementary and middle schools) or graduation rate (high schools).

BDDS – Bureau of Developmental Disabilities Services

BDDS assists eligible individuals of all ages with developmental disabilities to receive funding for support services needed at home and in the community to be successful, safe, and meaningfully engaged (e.g., Medicaid waivers, group home living, supported employment follow-along, etc.). An individual can receive services during school years as well as in adulthood. This is the primary source of funding for adult services. Contact your local BDDS office for eligibility requirements. There is a long waiting list for these services, so it is highly recommended that you contact your local BDDS office when your child is young.

Case Conference Committee (CCC)

The group of persons, including the student, parents, and school personnel, who determine students' eligibility for special education services. The CCC develops and reviews the IEP/Transition IEP goals and objectives and the special education services needed by the student. The CCC determines educational placement of the student and ensures that services are provided in accordance to the IEP as well as state and federal laws. The committee works together with students and parents to determine whether the student should pursue a high school diploma or certificate of completion.

Certificate of Completion

- Certificate of Completion is not a credential or a diploma.
- Proves that the student met all IEP goals that were set by CCC throughout high school years.
- Students receiving Certificates of Completion are eligible to participate in graduation ceremonies.

Definitions (cont.)

ECA – End of Course Assessment

Beginning with the graduating class of 2012, students are no longer required to pass the Graduation Qualification Exam (GQE). Instead, students must pass an assessment after completing algebra 1, biology, and English 10. Students must pass the End of Course Assessments in order to receive a diploma. If you or your student cannot pass these exams, you should ask the Case Conference Committee or TOR about a GQE or ECA waiver. Graduation options should be discussed annually at the Case Conference Committee meeting.

Educational Representative

Any student eligible for special education and related services who has become 18 years of age and has not had a guardian appointed under Indiana Code (IC) 29-3 may have an Educational Representative appointed to make educational decisions on the student's behalf. There must be a written request for appointment of an Educational Representative. The student must be certified as unable to provide informed consent.

FAFSA – Free Application for Federal Student Aid

This application is for federal financial aid for students who are pursuing college or other post-secondary education. The FAFSA may be obtained from high schools, postsecondary institutions' financial aid offices, or online at: www.fafsa.ed.gov. The student must complete and submit the form to a designated federal processing agent contracted by the U.S. Department of Education, who analyzes the information and determines the student's eligibility for federal financial aid. This is done in the student's senior (final) year of high school; the application is typically due in March.

GQE – Graduation Qualification Exam

The GQE is required by the State of Indiana prior to the class of 2012 to ensure students have basic high school level skills in reading, writing and math. The GQE is taken in the student's sophomore year and may be retaken four more times during junior and senior years. Students may continue taking the GQE one time/year even after their senior year, up to age 22. The CCC must discuss GQE or equivalent waivers as part of Transition Planning.

Guardianship

At the age of 18, a student becomes his/her own legal guardian as an emancipated adult, unless the parent makes a legal petition through a court of law. There are different levels of guardianship, depending on the student's needs. Please seek expert or legal advice about the advantages and disadvantages of guardianship.

Definitions (cont.)

IEP – Individualized Education Plan

Developed each year in a Case Conference Committee (CCC) meeting with the student, parents, and teachers, this plan outlines your student’s or your goals and objectives and related services for the upcoming school year.

Long-Term or Estate Planning

This is planing that takes place to provide for the needs of your child in the future, when you are no longer able to care for him/her. Such planning may include setting up Special Needs Trusts, residential services, employment, health care and financial arrangements.

Medicaid

Medicaid is the health insurance program for persons with limited income and resources jointly funded by the state and federal government and managed by the state.

Medicaid Waivers

Medicaid Waivers makes Medicaid funds and services available to allow members to live in a community setting and avoid institutional placement. To be eligible for any waiver program, you must meet Medicaid guidelines and waiver eligibility guidelines.

Intellectual Disability (ICF-ID) level of care waivers: Community Integration and Habilitation Waiver (formerly Developmental Disabilities Waiver and Autism Waiver) and Family Supports Waiver (formerly Support Services Waiver)

These waivers are for children and adults with an intellectual disability and assist a person to: become involved in the community where he/she lives and works, develop social relationships in the person’s home and work communities, develop skills to make decisions about how and where the person wants to live, and be as independent as possible. It is helpful to apply as soon as you identify a need for waiver services. To apply, go to your local Bureau of Developmental Disabilities Services (BDDS) District Office. There are eight BDDS District Offices throughout the state. Contact information can be found by contacting the Division of Disability and Rehabilitative Services, 1-800-545-7763, or at the following site: <http://www.in.gov/fssa/files/BDDS.pdf>

Nursing Facility level of care waivers: Aged and Disabled Waiver and Traumatic Brain Injury Waiver

These waivers are for children and adults whose needs are primarily medical and assist a person to be as independent as possible and live in the least restrictive environment possible while maintaining safety in the home. To apply for these “medical model” waivers, go to your local Area Agency on Aging (AAA). There are 16 Area Agencies on Aging throughout the state. Call toll-free 1-800-986-3505.

Definitions (cont.)

SSDI – Social Security Disability Insurance

This is a payroll tax-funded, federal insurance program of the United States government that provides income to people who are unable to work because of a disability. It is a monthly benefit for people who have worked in the past and paid Social Security taxes. A child or adult with disabilities may be entitled to the SSDI “child” benefit when one of his/her parents is receiving Social Security retirement or disability benefits or has died and worked long enough under Social Security.

SSI – Supplemental Security Income

This is a monthly stipend paid by the United States government to individuals who are disabled, blind, or 65 and older based upon financial need (i.e., low income and limited resources). A child under age 18 can qualify if s/he meets Social Security’s definition of disability for children and if his/her income and resources fall within the eligibility limits.

TOR – Teacher of Record

TOR is the teacher to whom the student with a disability is assigned, responsible for completing the student’s IEP/Transition IEP document and monitoring its implementation.

Transition IEP

The IEP that is developed annually beginning when the student turns age 14 or enters the ninth grade, whichever comes first. It defines the student’s post-secondary goals in the areas of employment, training, and independent living skills, which then guides the development of the annual educational goals and objectives, transition services/activities, special education, and related services and states whether the student will pursue a high school diploma or certificate of completion.

Transition

The design and pursuit of desired adult lifestyles for youth with disabilities. The goal of transition planning is the uninterrupted movement of students with disabilities from public school to post-secondary education, employment, community living, and an integrated adult life.

VR – Vocational Rehabilitation Services

VR is a short-term service that works with eligible individuals with disabilities to achieve their employment goals. Applicants must have a mental or physical impairment that substantially interferes with their ability to work. Students should apply to VR during their final two years of high school. Your high school staff can help you arrange and complete an intake meeting with a VR Counselor.

Transition Planning Timeline

Items of extra importance may be listed several times throughout these timelines.

Early Childhood:

- Determine if child is eligible for First Steps program (0-3 years).
- Contact BDDS to apply for and get your child's name on Medicaid waiver waiting lists. Early application is important, because it can take up to 10 years to receive waiver services.
- Help develop your child's first IEP (3 years +).
- Investigate and apply as appropriate for SSDI, SSI, Medicaid, and Respite programs.
- Consider estate planning options.
- Develop behavior management strategies if needed.
- Create a file for educational and medical information to provide ready access to important records.
- Attend informational workshops or seminars on IEP development and parent-school collaboration.

Elementary School Years:

- Continue above list as appropriate.
- Attend, plan for, and participate in every IEP meeting. This is where you will plan for your student's future.
- Make sure your student takes ISTEP or alternative assessments, with appropriate accommodations, as recommended by the CCC.
- Explore residential options for now or your student's future.
- Introduce the concept of work and responsibility into everyday activities at home. Make your child a productive part of the household by introducing chores.
- Use routines at home for self-care and daily living skills. Increase expectations for your student as s/he gets older.
- Help student develop friendships and social skills at home and in the community.
- Work on age-appropriate social and communication skills.
- Provide child with many opportunities and experiences to learn and practice new skills.
- Call BDDS to apply for Medicaid waivers. Early application is important, because it can take up to 10 years to receive waiver services. If your student is already on waiver wait lists, call BDDS to confirm it has your current contact information. Even if you have not moved or changed your info, it is a good idea to confirm that your student is still on the waiver wait lists.

Transition Planning Timeline (cont.)

Elementary School Years (Cont.):

- The CCC, student, and parent need to explore what educational options are available, including general education classes (with or without support), special education classes, or a combination of both.
- Explore and access assistive technology for your student.
- Support the introduction of in-class jobs at school.
- Get involved in after-school leisure and recreational activities within the community (such as scouts, sports, etc.).
- Attend informational meetings regarding services available to your child.
- Maintain organized records, including copies of birth certificate, medical and school records, Social Security documents and completed Medicaid waiver applications.

Middle School Years:

- Continue above list as appropriate.
- Attend, plan for, and participate in every IEP meeting.
- Encourage and support your student to participate and contribute in his/her own CCC meetings and IEP planning.
- Make sure your student takes ISTEP or alternative assessments, with appropriate accommodations, as recommended by CCC.
- Contact BDDS to apply for and get your student's name on Medicaid waiver waiting lists. Early application is important, because it can take up to 10 years to receive waiver services. If your student is already on waiver wait lists, call BDDS to confirm it has your current contact information. Even if you have not moved or changed your info, it is a good idea to confirm that your student is still on the waiver wait lists.
- Parent and student should begin to think about and create a vision for the student's life after high school. Consider and explore options regarding jobs or careers, continuing education, recreation, and independent living.
- Begin career exploration in school and in the community: job shadow, volunteer, and participate in community service projects.
- Support teachers' efforts to provide vocational exploration and training as part of the school program, including jobs at school.
- The CCC, student, and parent need to explore what educational options are available, including general education classes (with or without support), special education classes, or a combination of both.
- Attend transition fairs and information meetings regarding services after your child exits school to begin to learn about them.

Transition Planning Timeline (cont.)

Middle School Years (Cont.):

- Maintain organized records, including copies of birth certificate, medical and school records, Social Security documents, and completed Medicaid waiver applications.
- Transition planning begins at age 14. The student's IEP should now be referred to as the Transition IEP.
- If your student has a Medicaid waiver or lives in a group home, request and participate in communication and collaboration between the student's school team and waiver/group home team.

First Year of High School:

- Continue above list as appropriate.
- Transition planning begins at age 14 or upon entering ninth grade, whichever comes first. The student's IEP should now be referred to as the Transition IEP.
- Attend, plan for, and participate in every Transition IEP meeting.
- Encourage and support your student to participate and contribute in his/her own CCC meetings and IEP planning.
- Explore and discuss with CCC graduation requirements and possible date of exit. Students may remain in school until they turn 22 years of age.
- Discuss and determine whether diploma track vs. certificate of completion is appropriate for your student. Ensure that CCC evaluates and documents the track selected.
- Request and participate in Person-Centered Plan (PCP) for transition planning purposes.
- Make sure your student takes ISTEP or alternative assessments, with appropriate accommodations, as recommended by CCC.
- Contact BDDS to apply for and get your student's name on Medicaid waiver waiting lists. Early application is important, because it can take up to 10 years to receive waiver services. If your student is already on wait lists, call BDDS to confirm it has your current contact information. Even if you have not moved or changed your info, it is a good idea to confirm that your student is still on the waiver wait lists.
- Investigate and apply to funding sources that benefit your student (SSI, Medicaid, etc.).
- Expand career exploration. Begin job shadowing and learn about types of jobs people have in the community. Seek volunteer and community work that allows student to gain valuable work experience and good references.

Transition Planning Timeline (cont.)

First Year of High School (Cont.):

- Working students ages 14-17 must have a work permit.
- Gather or obtain the following pieces of personal identification:
 - Birth certificate (county health dept.)
 - State ID (local Bureau of Motor Vehicles (BMV) branch)
 - Social Security card (local Social Security office)
- Maintain organized records, including copies of birth certificate, medical and school records, Social Security documents and completed waiver applications.
- Attend transition fairs with student.
- If your student has a Medicaid waiver or lives in a group home, request and participate in communication and collaboration between the student's school team and waiver/group home team.

Second and Third Year of High School:

- Continue above lists.
- Obtain Indiana state ID card or driver's license (age 16) at local Bureau of Motor Vehicles (BMV) branch.
- Attend, plan for, and participate in every Transition IEP meeting.
- Encourage and support your student to participate and contribute in his/her own CCC meetings and IEP planning.
- Be sure class choices and annual goals support the post-secondary goals that are stated under the outcomes section of the Transition IEP.
- Review high school transcript with CCC to monitor progress toward earning high school diploma and determine whether earning a diploma is a realistic goal. Note progress in IEP. Establish graduation or completion date.
- Take End of Course Assessments and/or access remediation for ECA/GQE if not passed. CCC needs to explore requirements and procedures for GQE/ECA waiver and begin to prepare if necessary.
- Participate in Person-Centered Plan (PCP) for transition planning purposes.
- Contact BDDS to apply for or monitor your student's status on Medicaid waiver waiting lists. If your student is already on wait lists, call BDDS to confirm it has your current contact information. Even if you have not moved or changed your info, it is a good idea to confirm that your student is still on the waiver wait lists.
- Obtain information on adult services such as residential planning, guardianship, financial/estate planning, supported employment, and day programming.

Transition Planning Timeline (cont.)

Second and Third Year of High School (Cont.):

- If considering college, begin to investigate which colleges will provide the support and services the student may need.
- Utilize online post-secondary resources. (See resource listing in the back of this booklet.)
- Explore and participate in vocational training programs and transition services offered by Indianapolis Public Schools (IPS).
- Expand career exploration by job shadowing, volunteering, and/or working in a paid job to gain valuable work experience and good references. A work permit is required for workers aged 14-17.
- Maintain organized records, including copies of birth certificate, medical and school records, Social Security documents and completed waiver applications.
- Take driver's education. If needed, access assessments to determine ability to drive and accommodations needed.
- Explore student's community recreation interests. Get involved.
- Investigate guardianship or power of attorney options and procedures. Determine student's best interest.
- Support your student's use of IndyGo to access community activities. Apply for Open Door or Half Fare.
- Attend transition fairs, college fairs, and/or career fairs with student to gather needed information and contacts.
- If your student has a Medicaid waiver or lives in a group home, request and participate in communication and collaboration between the student's school team and waiver/group home team.

The Year Before High School Graduation/Completion:

- Continue above list as appropriate.
- Obtain Indiana state ID card or driver's license at local Bureau of Motor Vehicles (BMV) branch.
- Attend, plan for, and participate in every Transition IEP meeting.
- Encourage and support your student to participate and contribute in his/her own CCC meetings and IEP planning.
- Be sure class choices and/or annual goals support the post-secondary goals that are stated under the outcomes section of the Transition IEP.

Transition Planning Timeline (cont.)

The Year Before High School Graduation/Completion (Cont.):

- Review the student's high school transcript with CCC to monitor progress toward earning a high school diploma and determine whether earning a diploma is a realistic goal. Note progress in IEP.
- Confirm high school graduation or completion date.
- Take End of Course Assessments and/or access remediation for ECA/GQE if not passed. CCC needs to prepare portfolio for ECA/GQE waiver, if necessary for the student to earn a diploma.
- Discuss age of majority and transfer of rights to the student at age 18. Determine if some type of guardianship option is in the student's best interest, and plan a course of action.
- Continue to participate in Person-Centered Plan (PCP) for transition planning purposes.
- Find and maintain a part-time paid or volunteer job in the community.
- Participate in vocational training programs offered by IPS.
- Explore and apply for off-high school campus transition services offered by IPS. Ask the student's TOR about available options.
- Define and explore adult services the student will need, such as residential planning, guardianship, financial/estate planning, supported employment, and day programming.
- Contact BDDS to apply for or monitor your student's status on Medicaid waiver waiting lists. If your student is already on wait lists, call BDDS to confirm it has your current contact information. Even if you have not moved or changed your info, it is a good idea to confirm that your student is still on the waiver wait lists.
- Complete VR application if appropriate. This meeting is typically scheduled by IPS staff with the VR counselor, student, and parents for the purpose of assisting the student through the eligibility process. The parents or student may arrange the meeting with VR on their own if preferred.
- Access the Benefits Information Network (BIN) to learn how working and wages actually affect the student's benefits. VR can provide this service for VR clients.
- Utilize online post-secondary resources. (See resource listing in the back of this booklet.)
- Take college entrance tests (ACT or SAT tests).
- Apply for financial aid for college or post-secondary education (i.e., submit FAFSA), if applicable.

Transition Planning Timeline (cont.)

The Year Before High School Graduation/Completion (Cont.):

- Make necessary applications to colleges and other post-secondary institutions.
- Student should use public transportation to access the community (e.g., work and recreation). Apply for Open Door or Half Fare.
- Maintain organized records, including copies of birth certificate, medical and school records, Social Security documents and completed waiver applications.
- Attend transition fairs, college fairs, and/or career fairs with student.
- Review health insurance coverage; inform insurance carrier of student's disability and investigate rider of continued eligibility.
- Consider estate planning options, such as Special Needs Trusts and other life planning.
- If your student has a Medicaid waiver or lives in a group home, request and participate in communication and collaboration between the student's school team and waiver/group home team.

At Age 18:

- Re-apply for SSI and Medicaid when student turns 18 for the continuation of benefits.
- Register to vote (at Bureau of Motor Vehicles or other government locations).
- Men register for selective service (online or at the local post office).
- Automatic transfer of rights to the student takes place. Upon the 18th birthday, the student is an emancipated adult, unless legal guardianship/parental rights have been established through a court of law.

Final Year of High School – Ages 18-22:

- Continue above list as appropriate.
- Apply for VR services as early as possible during the first semester, if not already completed. This meeting is typically scheduled by IPS staff with the VR counselor, student, and parents for the purpose of assisting the student through the eligibility process. The parents or student may arrange the meeting with VR on their own if preferred.
- Attend, plan for, and participate in every Transition IEP meeting.
- Encourage and support your student to participate and contribute in his/her own CCC meetings and IEP planning.

Transition Planning Timeline (cont.)

Final Year of High School – Ages 18-22 (Cont.):

- Continue to participate in Person-Centered Plan (PCP) for transition planning purposes.
- Retake college entrance exams (ACT, SAT) if needed or desired.
- Make necessary applications to colleges and other post-secondary institutions.
- Contact BDDS to apply for or monitor your student’s status on Medicaid waiver waiting lists. If your student is already on wait lists, call BDDS to confirm it has your current contact information. Even if you have not moved or changed your info, it is a good idea to confirm that your student is still on the waiver wait lists.
- Contact BDDS in the fall to begin the process for your student to access (“be targeted for”) the priority Support Service waiver upon school completion. All eligible individuals ages 18-24 are to receive Support Service waiver services once they complete high school, regardless of waiting lists.
- Student should use public transportation to access community (e.g., work and recreation). Apply for Open Door or Half Fare.
- Facilitate and participate in communication between school personnel and all adult service providers for the purpose of a smooth, seamless transition.
- Complete student exit questionnaire with high school staff.
- Ensure all necessary support services are ready to be provided immediately after graduation.
- Request a copy of the most recent educational evaluation completed by IPS for your records. (The schools are not required by law to provide testing for post-secondary needs. If the student is a VR consumer, VR may obtain additional testing as needed.)
- Apply for financial aid for college or post-secondary education (e.g., submit FAFSA), if applicable.
- Utilize online post-secondary resources. (See resource listing in the back of this booklet.)
- Meet with post-secondary educational representatives, and confirm their support services for the student. Students attending college or vocational school are responsible for disclosing their disability and requesting services, if needed. Apply for and confirm access to educational and housing supports.

Transition Planning Timeline (cont.)

Education law that affects you:

There are several federal and state laws that define the rights of students with disabilities, as well as the obligations of school systems in providing educational services to those students. Those laws include the IDEIA, No Child Left Behind, Section 504 of the Federal Rehabilitation Act, and Indiana's special education law, often called Article 7. The information provided below is not intended to be legal advice, nor does it begin to disclose or address all of the laws, rights, and protections that can be afforded to students with disabilities.

While you are in high school, you may be entitled to many accommodations due to your disability/diagnosis. These accommodations can help you succeed if you choose to take advantage of them, including resource teachers who assist in areas in which you need help and provide other tools to ensure you receive the best education possible. The accommodations are designed to even the playing field, making students equal in academic opportunities. After graduation from high school, you leave entitlement to services behind. As an adult, if you continue to need assistance or accommodations, you must apply for and be found eligible (meet a certain set of requirements) to receive similar services that were automatic before you graduated.

A “highly qualified” teacher must have:

- Full state licensure as a special education teacher and a current special education teacher's license and licensure cannot be waived on any basis.
- At least a Bachelor's degree.

A paraprofessional must:

- Complete two years of study at a college or university or obtain an Associate's (or higher) degree.
- Pass a formal state/local academic assessment to demonstrate knowledge or ability to assist in teaching reading, writing, and mathematics.

Transition Planning Timeline (cont.)

Transition Plan:

- Must include appropriate measurable post-secondary goals based on age-appropriate transition assessment related to training, education, employment, and independent living skills.
- Identifies the transition services needed to assist the student in meeting the student's post-secondary goals.
- Begins at the age of 14 or upon entry into the ninth grade, whichever occurs first.

Federal Law: Individuals with Disabilities Education Improvement Act (IDEIA)

- The Individuals with Disabilities Education Improvement Act (IDEIA) is the nation's special education law. IDEIA provides billions of dollars in federal funding to help states and local communities provide special education.
- IDEIA requires states to provide a free, appropriate public education (FAPE) in the least restrictive environment (LRE). The statute also outlines a detailed due process procedure to ensure that all students receive FAPE.

Federal Law: No Child Left Behind

- This law is based on stronger accountability for educational results.
- Allows more freedom for states/communities, uses proven educational methods, and allows more choices for parents.
- Requires schools to meet Adequate Yearly Progress in academic achievement of the overall student populations.

Sources: Teachers qualifications (511 IAC 7-36-3)

Paraprofessionals (511 IAC 7-36-2)

Transition planning (511 IAC 7-43-4)

Key Differences for Students with Disabilities

HIGH SCHOOL	COLLEGE
Strong federal law (IDEIA) and state law (Article 7) govern special education services for K-12, protect the rights of the student and parent, and emphasize SUCCESS in school.	IDEIA and Article 7 do not apply to post-secondary education. A.D.A. (Americans with Disabilities Act of 1990, Title II) and Section 504 of the Rehab Act of 1973 are the applicable laws and emphasize ACCESS to programs and facilities.
School provides an educational evaluation and determines eligibility for special education support services at no cost to the student.	Students must initiate and get an educational evaluation, often at their own expense.
School staff identifies the student as having a disability and has responsibility for arranging accommodations needed by the student.	Students must identify themselves to the appropriate college staff (for example, Disability Support Services staff). Students have responsibility for self-advocacy and arranging needed accommodations. Professors and instructors may be helpful, but they expect students to initiate contact for help they need.
Parent has access to student records, has the role of advocate for the student, and possesses many rights per federal and state law.	Parent does not have access to student records and cannot represent student unless student provides his/her written consent. Student is expected to advocate for self.
Teachers modify curriculum and assignments as outlined in the IEP.	There is no IEP. Instructors are not required to modify curriculum or assignments. Students are assigned substantial amounts of reading and writing work.
The IEP or 504 Plan may include modifications to grading, homework, and testing.	Grading and test format changes are generally not available. Accommodations in HOW tests are given (like extended time, test proctors) are available when supported by disability documentation. Testing generally covers large amounts of material. Make-up tests are seldom an option; if they are, students are responsible for requesting them.
Students may study outside class for as little as zero to two hours per week, mostly last-minute test preparation.	Students usually need to study at least two to three hours for each hour spent in class.

Source: National Transition Technical Assistance Center (<http://www.nsttac.org/>)

Benefits Information Network (BIN)

Individual Benefits Planning [BIN] for SSI and SSDI Recipients Entering or Re-Entering Employment

The Benefits Information Network (BIN) is improving the ability of people with disabilities to use and access federal and state work incentives by providing an informed, efficient network of Indiana benefits information counselors and organizations that provide disability support services. The BIN is funded by Indiana's Medicaid Infrastructure Grant (MIG) and Indiana Vocational Rehabilitation Services and administered through the Center on Community Living and Careers. You may find more information about the BIN at <http://www.iidc.indiana.edu/index.php?pageId=1868>

For more information about Indiana's BIN, please contact the Center on Community Living and Careers, 812-855-6508. *A Vocational Rehabilitation Counselor can request and purchase a BIN analysis for individuals eligible for VR services.*

Transition Resource Directory

Resources for Life After High School:

From the Center on Community Living and Careers, Indiana Institute on Disability and Community, Indiana University

Indiana Secondary Transition Resource Center

An online resource for teachers, administrators, families and students with information about the process of moving from high school to adult life. Visit www.iidc.indiana.edu/cclc and select "Indiana Secondary Transition Resource Center" in the red "Quick Links" box.

Indiana Disability Benefits and Work

A website with information and details on federal, state, and local benefits, programs, and work incentives.

<http://www.iidc.indiana.edu/index.php?pageId=70>

Is College Right for You? Setting Goals and Taking Action

A FREE booklet available online or to order. Information on career goals, timelines, financial aid, types of colleges and universities, accommodations, and advocacy.

<http://www.iidc.indiana.edu/styles/iidc/defiles/CCLC/College4U-5.pdf>

A Roadmap to Choosing an Employment Agency

A FREE workbook to help individuals and families choose an employment agency.

<http://www.iidc.indiana.edu/styles/iidc/defiles/CCLC/ChooseEAgency.pdf>

Post-Secondary Education, Colleges, Universities

(Not Inclusive List)

Ball State University

Office of Disabled Student Development
2000 W. University Ave.
Muncie, IN 47306
(765) 285-5293
<http://www.bsu.edu/dsd/>

Butler University

Student Disability Services
4600 Sunset Ave.
Indianapolis, IN 46208
(317) 940-9308
(800) 368-6825
<http://www.butler.edu/>

Harrison College

550 East Washington St.
Indianapolis, IN 46204
(317) 264-5656
<http://www.harrison.edu>

Indiana Institute of Technology

3500 DePauw Blvd.
Pyramid 3010
Indianapolis, IN 46268
(317) 466-2121
<http://www.indianatech.edu>

Indiana State University

Disabled Student Services
200 N. Seventh St.
Terre Haute, IN 47809
(812) 237-2301
<http://www.indstate.edu/admissions/disability-services.htm>

Indiana University

Disability Services for Students
601 E. Kirkwood Ave.
Bloomington, IN 47405
(812) 855-7650
<http://www.studentaffairs.iub.edu/dss/>

Transition Resource Directory (cont.)

Post-Secondary Education, Colleges, Universities (Cont.)

Indiana University Northwest

Student Support Services
3400 Broadway
Gary, IN 46408
(219) 980-6798
[http://www.iun.edu/~supportn/
services.shtml](http://www.iun.edu/~supportn/services.shtml)

Indiana University

Purdue University Fort Wayne
Services for Students with Disabilities
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805
(260) 481-6657
<http://www.ipfw.edu/ssd/>

Indiana University South Bend

Office of Disability Support Services
1700 W. Mishawaka Ave.
South Bend, IN 46615
(574) 520-4832
<http://www.iusb.edu/~sbdss/>

Indiana University Southeast

Disability Services
4201 Grant Line Rd.
New Albany, IN 47150
(812) 941-2243
<http://www.ius.edu/disabilityservices/>

Indiana Wesleyan University

6325 Digital Way, Suite 222
Indianapolis, IN 46278
(866) 468-6499
<http://www.indwes.edu/>

IUPUI

Adaptive Educational Services
University College/Joseph Taylor Hall
Room 137
Indianapolis, IN 46202
(317) 274-3241
<http://www.iupui.edu/~divrsity/aes/>

Ivy Tech State College

Disability Support Services
50 West Fall Creek Parkway,
North Drive
Indianapolis, IN 46208
(866) 499-5463
<http://www.ivytech.edu/indianapolis/>

Lincoln College of Technology

7225 Winton Drive
Building 128
Indianapolis, IN 46268
(317) 632-5553
[http://www.lincolnedu.com/campus/
indianapolis-in](http://www.lincolnedu.com/campus/indianapolis-in)

Martin University

2171 Avondale Pl.
Indianapolis, IN 46218
(317) 543-3243
<http://www.martin.edu/>

Purdue University

Disability Resource Center
Earnest C. Young Hall Building
Eighth Floor, Room 830
155 S. Grant St.
West Lafayette, IN 47907
(765) 494-1247
[http://www.purdue.edu/odos/drc/
requestingservices.php](http://www.purdue.edu/odos/drc/requestingservices.php)

Purdue University Calumet

Student Support Services
Student Union & Library Building,
Room 343
2200 169th St.
Hammond, IN 46323
(219) 989-2455
<http://www.purduecal.edu/>

Transition Resource Directory (cont.)

Post-Secondary Education, Colleges, Universities (Cont.)

Purdue University North Central

Disability Services
1401 South U.S. 421
Westville, IN 46391
(219) 785-5374
<http://www.pnc.edu/s3/DSS.htm>

University of Indianapolis

Services for Students with Disabilities
Schwitzer Student Center, Room 206
1400 E. Hanna Ave.
Indianapolis, IN 46227
(317) 788-6153
<http://www.uindy.edu/ssd/index.php>

University of Southern Indiana

8600 University Blvd.
Evansville, IN 47712
(812) 464-8600
<http://www.usi.edu/>

Vincennes University

Office of Disability Services
1002 North First St.
Vincennes, IN 47591
(812) 888-4501
[http://www.vinu.edu/cms/opencms/
student_services/disability_services/](http://www.vinu.edu/cms/opencms/student_services/disability_services/)

Post-Secondary Online Resources

Office of Special Education and Rehabilitative Services (OSERS)

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

National Secondary Transition Technical Assistance Center

<http://www.nsttac.org>

Association on Higher Education and Disability

www.ahead.org/

The Heath Resource Center, at the National Youth Transitions Center, Online Clearinghouse on Postsecondary Education for Individuals with Disabilities

<http://www.heath.gwu.edu/>

Going to College: A Resource for Teens with Disabilities

<http://www.going-to-college.org/>

Financial Aid for Students through the U.S. Department of Education Office

<http://www.ed.gov/index.jsp>

The Financial Aid Information Page

<http://www.finaid.org>

Advocacy/Disability Resources

About Special Kids (ASK)

A “parent-to-parent” organization that answers questions and provides support, information, and resources to Indiana families with children with special needs.

(317) 257-8683

(800) 964-4746

www.aboutspecialkids.org

ADA Center (Great Lakes)

The Great Lakes ADA Center answers questions regarding the Americans with Disabilities Act and provides technical assistance and training to people with disabilities and businesses.

(800) 949-4232

<http://www.adagreatlakes.org>

Transition Resource Directory (cont.)

Advocacy/Disability Resources (Cont.)

The Arc of Indiana

Advocates for people with intellectual and related developmental disabilities and their families. TheArcLink provides resources and advice on home- and community-based services with detailed information on service providers via the Web site.

(317) 977-2375

<http://www.arcind.org/>

Breaking New Ground (BNG)

Provides information and resources for people with disabilities working in agriculture and rural families in Indiana who have been impacted by disabilities.

(765) 494-5088

(800) 825-4264

www.breakingnewground.info

Bureau of Developmental Disabilities Services

Provides services to individuals with developmental disabilities, enabling them to live as independently as possible. Assists individuals in receiving community support and residential services.

(800) 545-7763

www.in.gov/fssa/ddrs/2639.htm

Center for Disability Information & Referral

Statewide referral services on disability, including providers, support groups, education, and residential facilities. Lends books and videos (part of the Indiana Institute on Disability and Community).

(812) 855-9396

(800) 437-7924

www.iidc.indiana.edu/cedir

Children's Special Health Care Services

Helps eligible families with children's medical expenses related to a disability or chronic health condition.

(800) 475-1355

www.in.gov/isdh/19613.htm

Disability Determination Bureau

The Division of Disabilities and Rehabilitative Services (DDRS) has two overarching responsibilities: to facilitate partnerships that enhance the quality of life for children and adults with physical and cognitive disabilities; and to provide them with continuous, life-long support.

(800) 622-4968, ext. 2007

www.in.gov/fssa/ddrs

Division of Disability and Rehabilitative Services (DDRS)

The part of state government that assists eligible people with disabilities with a broad range of services, including residential and in-home services, vocational rehabilitation, employment, deaf and hard of hearing, blind and visually impaired, independent living, developmental disability programs, and more.

(800) 545-7763

www.in.gov/fssa/ddrs

Indiana Department of Education—Individualized Learning

Provides information on special education services and issues for individuals from ages 3 to 22.

(317) 232-0570

(877) 851-4106

<http://www.doe.in.gov/achievement/individualized-learning/special-education>

Transition Resource Directory (cont.)

Advocacy/Disability Resources (Cont.)

Family Helpline

Telephone hotline through the Indiana State Department of Health. Responds to all categories of calls for assistance.
(800) 433-0746

First Steps Early Intervention System

Refers families to community early intervention programs for children from birth through age 3 who are developmentally delayed or are at risk.
(317) 232-1144
(800) 441-7837
<http://www.in.gov/fssa/ddrs/2633.htm>

Healthy Indiana Plan (HIP)

The Healthy Indiana Plan (HIP) is an affordable health insurance program for uninsured adult Hoosiers, created by Governor Daniels and the Indiana General Assembly in 2007. The program is sponsored by the state and only requires minimal monthly contributions from the participant. HIP is for uninsured Hoosiers between the ages of 19 and 64. It offers full health benefits including hospital services, mental health care, physician services, prescriptions, and diagnostic exams.
www.in.gov/fssa/hip/index.htm

Hoosier Healthwise

Assists lower-income residents of Indiana by providing insurance coverage for health care services, including Hoosier Healthwise for Children.
(800) 889-9949
www.in.gov/fssa/ompp/2544.htm

Indiana Assistive Technology Act (INDATA) Project

Promotes access to technology-related services through information and referral, training, advocacy on funding issues, and device loan and demonstration.
(317) 466-2013
(800) 466-1314
<http://www.eastersealstech.com/>

Indiana Association of Area Agencies on Aging

Provides a broad range of in-home and community-based services to eligible older adults and persons of all ages with disabilities. This toll-free number will connect you to your local office.
(800) 986-3505
www.iaaaa.org

Indiana Civil Rights Commission (ICRC)

Enforces Indiana civil rights laws, prohibiting discrimination in employment, housing, education, public accommodation, and credit. This includes Fair Housing and many ADA provisions.
(317) 232-2600
(800) 628-2909
<http://www.in.gov/icrc/>

Transition Resource Directory (cont.)

Advocacy/Disability Resources (Cont.)

Indiana Department of Workforce Development – WorkOne

WorkOne Centers provide a local resource for posting jobs, recruiting candidates, securing training, finding jobs, and other workforce needs. Please contact the Indiana Department of Workforce Development for more information on its programs and services.

1-800-891-6499

www.in.gov/dwd

Indiana Governor’s Council for People with Disabilities

Promotes public policy that leads to the independence, productivity, and inclusion of people with disabilities in all aspects of society through planning, evaluation, collaboration, education, research, and advocacy.

(317) 232-7770

www.in.gov/gpcpd

Indiana Helpline 211

Connects people in need with human services.

(317) 926-4357 or 211

www.in211.org

Indiana Institute on Disability and Community

Provides training, advocacy, and research to support inclusive education, community living/membership, integrated employment, and choice for people with disabilities and families.

(812) 855-6508

www.iidc.indiana.edu

Indiana Protection and Advocacy Services Commission (IPAS)

Assists people with disabilities to resolve disability-related problems, including problems with services and access discrimination issues.

(800) 622-4845

www.in.gov/ipas/

INSOURCE (Resource Center for Families with Special Needs)

Provides families with information/training to help assure effective educational programs and appropriate services for children and young adults with disabilities. Links families with parents in their community who have been trained to help resolve special education issues and concerns.

(800) 332-4433

www.insource.org

NAMI Indiana (National Alliance for the Mentally Ill)

Provides family and consumer support and public education about people with psychiatric disabilities.

(317) 925-9399

(800) 677-6442

www.namiindiana.org

Partners for Assistive Technology within Indiana Schools (PATINS)

The PATINS Project is a state-wide technical assistance network for the provision of assistive/accessible technology for assisting local educational agencies in the utilization and creation of accessible learning environments and instructional materials.

(317) 243-5737, ext. 138

<http://www.patinsproject.com>

Transition Resource Directory (cont.)

Advocacy/Disability Resources (Cont.)

Self-Advocates of Indiana

Provides education for all people about the abilities of people with developmental disabilities.

(800) 825-4377

www.saind.org/index.html

Social Security Administration

Provides information on retirement, disability, and survivors' benefits for qualifying individuals.

Also provides Supplemental Security Income to blind and disabled persons.

(800) 772-1213

(800) 325-0778

www.ssa.gov/

State Information Center

Provides general information and referral for all state government services, permits, licenses, etc. The Web site provides common links and an online listing of state agency telephone numbers.

(317) 233-0800

(800) 457-8283

www.help.in.gov

Supported Employment Consultation & Training (SECT) Center with Aspire Indiana

The Supported Employment Consultation & Training (SECT) Center within Aspire Indiana provides training, consultation, and technical assistance on a state, national, and international level to promote employment opportunities for individuals with serious mental illness.

http://www.aspireindiana.org/employment_SECT.html

United Cerebral Palsy Association of Greater Indiana

Provides information, referral, advocacy, diagnostic and treatment clinics, equipment funding, and support services to people with cerebral palsy and their families throughout Indiana.

(317) 632-3561

(800) 723-7620

www.ucpaindy.org

Vocational Rehabilitation (VR)

Provides education, training, assistive technology, placement, and other services to help people with disabilities find employment. Will refer individuals to their local VR office.

(317) 232-1319

(800) 545-7763 ext. 1319

<http://www.in.gov/fssa/ddrs/2636.htm>

Transition Resource Directory (cont.)

Centers for Independent Living

Provide services to help people with disabilities to live independently.

accessAbility (formerly IRCIL)

Melissa Madill, Executive Director
5302 E. Washington St.
Indianapolis, IN 46219
Office: (317) 926-1660
Fax: (317) 926-1687
Toll Free: (866) 794-7245
mmadill@abilityindiana.org
www.abilityindiana.org

ATTIC

Patricia Stewart, Executive Director
1721 Washington Ave.
Vincennes, IN 47591
Office: (812) 886-0575
Fax: (812) 886-1128
inatticl@aol.com
www.atticindiana.org

Future Choices, Inc.

Beth Quarles, Executive Director
309 N. High St.
Muncie, IN 47305
Office: (765) 741-8332
Fax: (765) 741-8333
bquarles@futurechoices.org
www.futurechoices.org

Everybody Counts

Teresa Torres, Executive Director
9111 Broadway, Suite A
Broadfield Center
Merrillville, IN 46410
Office: (219) 769-5055
Fax: (219) 769-7695
teresa@everybodycounts.org
www.everybodycounts.org

The Independent Living Center of Eastern Indiana

Jim McCormick, Executive Director
1818 W. Main St.
Richmond, IN 47374
Office: (765) 939-9226
Fax: (765) 935-2215
TTY (765) 939-1309
jimm@ilcein.org
www.ilcein.org

League for the Blind & Disabled

David Nelson, Executive Director
5821 S. Anthony Blvd.
Fort Wayne, IN 46816
Office: (260) 441-0551
Fax: (260) 441-7760
davidnelsonceo@yahoo.com
www.the-league.org

Transition Resource Directory (cont.)

Centers for Independent Living (Cont.)

Southern Indiana Center for Independent Living

Albert Tolbert, Executive Director
P.O. Box 308
1494 West Main St.
Mitchell, IN 47446
Office: (812) 277-9626
Fax: (812) 277-9628
al@sicilindiana.org
www.sicilindiana.org

The Wabash Independent Living & Learning Center

Peter Ciancone, Executive Director
One Dreiser Square
Terre Haute, IN 47807
Office: (812) 298-9455
Fax: (812) 299-9061
petecinc@thewillcenter.org
www.thewillcenter.org

Indiana F.A.C.E.S

(satellite office of EC)

Emma Sullivan, Executive Director
9111 Broadway, Suite A
Broadfield Center
Merrillville, IN 46410
Office: (219) 769-5055
Fax: (219) 769-5325
eccil2@aol.com
www.everybodycounts.org

An Equal Opportunity Employer

Indiana Protection and Advocacy Services provides services to all individuals with disabilities within the guidelines set forth by federal legislation, regardless of race, religion, color, national origin, age, sex, ancestry, or disability.

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