



San Augustine ISD Special Education Services

Transition Employment & Resource Guide

For Student With Disabilities

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San Augustine ISD Transition Services are aligned to the state and federal requirements included in IDEA 2004. Beginning September 1, 2013, San Augustine ISD Special Education has made available in electronic format on the school's website, all LEA, State, and Federal Secondary Transition Guidelines and Agency contacts.

Transition Planning enables persons with disabilities to achieve maximum productivity, independence and integration into the community including:

- A place to live

- A place to work

- Meaningful activities

- Opportunities for recreation and socialization

- Access to medical and other support services in the community

This resource guide is a tool to assist students and their parents in making plans for the future. It is not an all inclusive list, but includes agencies and resources that have most frequently worked for students in the past.

Options included in the booklet may not be applicable to all students and many resources depend on eligibility. It is important to start early so determinations can be made and students can be included on existing waiting lists. It is never too early to begin transition planning.

Federal Requirements for Secondary Transition Planning

§ 300.43 Transition services.

(a) *Transition services* means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) *Transition services* for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

State Requirements for Secondary Transition Planning in Texas

§ 29.011. Transition Planning.

The commissioner shall by rule adopt procedures for compliance with federal requirements relating to transition services for students who are enrolled in special education programs under this subchapter. The procedures must specify the manner in which a student's admission, review, and dismissal committee must consider, and if appropriate, address the following issues in the student's individualized education program:

(1) appropriate student involvement in the student's transition to life outside the public school system;

(2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transition;

(3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled;

(4) any postsecondary education options;

(5) a functional vocational evaluation;

(6) employment goals and objectives;

(7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;

(8) independent living goals and objectives; and

(9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

Table of Contents

Self Assessment	Page
Transition Planning Assessment	5
Know you disability	6
Know necessary Accommodations	7
Your Important Documents	
Birth Certificate	8
Social Security Card	9
ID or Driver's License	10
Summary of Performance	11
Service Agencies	
Supplemental Security Disability Insurance	12
Dept. of Aging and Disability Services	13
Mental Health Services	14
DARS	15
College or Vocational School	
The difference between academic and certificate programs	17
Know your accommodation needs	18
College Checklist	19
Independent Living Checklist	20
Employment	
Texas Workforce Commission	21
Transfer of Rights at 18	22
Guardianship	23
Transition Checklist	24

Transition Planning Assessment

Employment information:

List things you are good at: _____
What subjects do you know most about: _____
What things would you like to learn to do? _____
What are some of your chores: _____
What kinds of volunteer work have you done? _____
Have you ever had a job? What? How Long? _____
Do you have a resume? _____
Other things about you: _____

Needs:

Employment Goals:

What type of job would you like after graduation? _____
What steps would you take to obtain that job? _____
Do you currently feel ready to apply for a job on your own? _____
Would you like to work during high school? Where? Doing what?: _____

Needs

Postsecondary Education Goals:

Would you like to go to college, trade, or vocational school? _____
Or on-the-job training? _____
Do you have a particular school in mind? _____
Military? _____ ASVAB? _____
What classes at school do you enjoy most? _____
What is your disability or In what areas do you struggle? _____
Is the special education program helpful? _____
What kind of support do you receive? (i.e. resource classes, CMC, modifications/accommodations)

Needs:

Independent Living:

Where would you like to live after graduation? _____
Alone or with others: _____
How do you get around? _____
What kind of transportation will you utilize in the future? _____
Do you have a Driver's license?: _____
Do you have plans to get one? When? How? _____
Do you have a Social Security Card: _____ Do you know the number? _____

Needs: Skills needed for adult living:

Community Activities:

Are you active in school or community organizations? (i.e. sports, church, FFA, 4 H, Scouting?)
List: _____

Needs:

Interagency Linkages Services outside school DARS ACCESS (Cherokee) Andrews Center (Smith) Burke Center (Angelina) MHMR Other: _____

Medications? _____ Do you receive SSI Medicaid?

Needs:

What is my disability?

There is no agreement on how to define and measure disability. Each agency has its own criteria for determining it. Students who receive Special Education Services in school may not be eligible for services outside of school. This is why it is so important to seek information from all available agencies.

For school purposes disability is defined by the Federal **Individuals with Disabilities Education Act (IDEA)**, therefore eligibility for services is determined through testing which is conducted every three years while the student is in school.

In Texas, the categories of disability are:

- Auditory Impairment (AI)
- Autism (AU)
- Deaf-Blindness (DB)
- Emotional Disturbance (ED)
- Mental Retardation (MR)
- Multiple Disabilities (MD)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Learning Disability (LD)
- Speech Impairment (SI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)
- Non-Categorical Early Childhood (NCEC)

Once you are out of school, the definition changes depending on the services you apply for.

According to the **Americans with Disabilities Act** an individual with a disability is a person who:

1. Has a physical or mental impairment that substantially limits one or more major life activities.
2. Has a record of such an impairment.
3. Is regarded as having such an impairment.

It is **important** that you become familiar with your disability and accommodations that help you function successfully so that you can communicate with school disability coordinators or employers about your needs.

****If you are not clear on what your disability is, talk with your school's Diagnostician or Transition Facilitator and they will go over it with you.****

Accommodations

Once you are out of school, accommodations can be used to make any environment or tasks more accessible. It is critical that you connect with the disabilities coordinator at any institution you attend. When it comes to employers, you will have to be up front in communicating your needs to your supervisor.

Some examples of available accommodations are:

Accommodations *may* include the following:

- Permission to tape record lectures
- Extended time on test
- Relocation of a class to an accessible location
- Arranging test to be taken in an area with minimal distractions
- Use of a sign language interpreter
- Use of a note taker
- Use of “color overlays”

How to get a Birth Certificate

To order online:

http://www.dshs.state.tx.us/vs/reqproc/certified_copy.shtm

- If you reside in Texas, you can order your own record or the records of your immediate family members. If you live outside of Texas, you can order your own record or the record of your child, if you are listed as a parent on the record.
- You must have a valid state-issued driver's license or government-issued ID card.
- You must be ordering a record that is to be delivered within the United States, to U.S. territories or U.S. commonwealths, or to U.S. military addresses (APO, FPO).
- You must have a valid credit card.

Offline instructions for ordering a birth certificate

1. Obtain and fill out an application for a certified copy of a birth certificate. (see attached) You can either download one or pick one up in person. See the [table](#) below for details.

For births that occurred within the past 75 years, copies can be requested only by the immediate family of the person whose name is on the birth certificate. If you are not an immediate family member, you must provide legal documentation, such as a court order establishing guardianship that documents a direct and tangible interest in the birth certificate.

2. Send in the completed application with payment using one of the methods listed in the [table](#) below. **If the birth occurred within the past 75 years, you must include a photocopy of your valid photo ID issued by a governmental entity.** The following are acceptable forms of ID:

- State-issued driver's license
- State/city/county ID card
- Student ID
- Government employment badge or card
- Prison ID
- Military ID

If you do not have a photo ID, you can instead send a copy of the photo ID of an immediate family member, or you can send copies of two documents showing your name, such as a utility bill and your Social Security card. One of the documents must have your signature.

How to get a Social Security Card

A Social Security card is free.

Fill out the application available online.
Either mail or deliver to office below.

www.socialsecurity.gov

SOCIAL SECURITY
702 E Denman Ave
Lufkin, TX 75901

(877) 407-3442

How to get a Driver License

<http://www.txdps.state.tx.us/driverlicense/>

A driver license not only authorizes you to drive, but it also is the accepted form of identification. If you do not plan to get a license, you do need to acquire an identification card from the same office. (see attached list)

Go get the Texas Drivers Handbook, free from your local Driver License office. (see attached list) Everyone must take the written test to acquire an instruction permit and/or Texas Driver License.

Some persons are eligible for a Minors Restricted Driver License at age 15. Students *may* be required to take a driver training course. (see attached application)

The only accommodation available for students taking the written test is oral administration, either by recording or individual administration by a TDPS employee. (see attached list for availability of oral administration)

****All individuals seeking a driver license must take a driving course****
Under 18, this can take place at school, a registered Driving School or be Parent Taught.

At age 18, the 6 hour course is available at:

AAA Security Driving Academy
1739 Troup Highway
Tyler, TX 75701-5869(903) 535-7777

Omega 5-STAR Driving Academy
4520 Old Troup Highway
Tyler, TX 75707-1452(903) 593-6725
Cost at this time is \$90.

The course is also available **online**, but one must make sure that it is legitimate and that one will receive a Texas **ADE Certificate** to present at TDPS.

You must present proof of identity when applying for license or identification card:

- Social Security Card
- Birth Certificate, passport, certificate of naturalization, alien documents or work permit

Driver License Examination \$11.00 Instruction Permit \$6.00 Original Driver License
(under 18 yrs of age) \$6.00
(age 18 and above) \$25.00

****visit the website for driver's license offices in your area****

Summary of Performance

All high school seniors will receive a packet including most recent testing, most recent ARD meeting document and a summary of performance at time of graduation.

This information should be presented when asking for accommodations in school or training programs.

Social Security Benefits

www.ssa.gov 1-800-772-1213

<http://www.ssa.gov/disability/>

Social Security Disability Insurance pays benefits to you and certain members of your family if you are "insured," meaning that you worked long enough and paid Social Security taxes.

Supplemental Security Income pays benefits based on financial need.

Supplemental Security Income Benefits for Children (*under age 18*) is available for students with disabilities whose parent's income meets the eligibility criteria. **Call 1-800-772-1213** to learn about benefits planning and eligibility criteria or check the website.

Supplemental Security Income or Social Security Disability Insurance

If you are not able to work due to a handicapping condition, and are determined eligible, you will receive financial assistance. In the state of Texas, you will receive Medicaid coverage.

If found eligible, counselors can help with benefits planning.

Department of Aging and Disability Services

<http://www.dads.state.tx.us/>

<https://www.yourtexasbenefits.com/wps/portal>

Dial [2-1-1](tel:214) Monday through Friday, 8 a.m. to 8 p.m. (Central Time) for information related to Health and Human Services benefits and press option 2.

To get information about one or more of the community services listed below, dial [2-1-1](tel:214) and press option 1, or see the website for online information.

- Transportation
- Child care
- Family violence
- Utilities
- Child support
- Rent
- Finding work
- Immigrant or refugee services
- Education or training
- Help for someone who is elderly, blind or has a disability

Mental Health Services

<p>Burke Center</p>	<p>Mental Health Mental Retardation Substance Abuse Early Childhood Intervention</p>	<p>4101 S. Medford Dr. Lufkin, TX 75901-5699 Crisis Phone: 800-392-8343 Main Phone: 936-639-1141</p>
<p>Burke Center</p>	<p>Service area is San Augustine</p> <ul style="list-style-type: none"> • mental illness, • developmental delays • mental retardation • substance abuse 	<p>US-96 San Augustine, TX 75972 936-275-9645</p>

Department of Assistive and Rehabilitative Services

<http://www.dars.state.tx.us>

DARS administers programs that help Texans with disabilities find jobs through vocational rehabilitation, ensure that Texans with disabilities live independently in their communities, and assist families in helping their children under age 3 with disabilities and delays in development reach their full potential.

- [Rehabilitation Services](#)
- [Blind Services](#)
- [Early Childhood Intervention Services](#)
- [Disability Determination Services](#)

The **Comprehensive Rehabilitation Services program** help persons with spinal cord and brain injuries receive intensive therapies to increase independence. Comprehensive Rehabilitation Services helps Texans with traumatic spinal cord and brain injuries receive intensive therapies to increase independence.

The **DRS Rehabilitation Technology Resource Center** helps keep track of new equipment and engineering services designed to help people with disabilities be more independent.

The **Independent Living (IL) Services and Centers** concentrate on self-sufficiency and quality of life, even if work potential is limited. Independent Living Centers and Services promote self-sufficiency despite significant disability - providing people with disabilities with improved mobility, communication, personal adjustment and self-direction. Independent Living Centers are operated by and for people with disabilities throughout the state to provide assistance through peer counseling, information and referral, advocacy support and other measures that encourage people to make their own decisions.

Supported Employment serves consumers of the Vocational Rehabilitation Program who need on-going support to maintain competitive employment. Counselors ensure that consumers in this program have the opportunity and support necessary to work in their communities.

Transition Planning. DRS VR counselors provide consultative and technical assistance to public school personnel in planning the move from school to work for students with disabilities. DRS Regional Transition Specialists assist VR counselors in coordination with schools, independent school districts, and regional Educational Service Centers

Local DARS offices

Call ahead for an appointment

Lufkin 936-630-3940

Nacogdoches 936- 468-2918

DARS School Transition Program

DARS collaborates with the school districts to provide a School Transition Program. The counselor will come to the school to meet with students and parents.

It is recommended that students and their parents begin meeting with a DARS Transition Counselor during the junior year of high school in order to determine eligibility for their services. Eligibility is determined by a review of school and special education records and possibly further testing, which they will pay for. Often times this testing provides the documentation needed to receive accommodations in future educational settings.

While still in school they may provide:

- Vocational testing
- Counseling
- Guidance for working in the community
- Summer job placement
- Work Adjustment Training
- Internships

After graduation they may provide support services including:

- Vocational training
- Assistive devices
- Job placement
- Job readiness training
- Medical services

Local Transition Counselors

-- **Kelley Downey**

936-630-3940

College or Vocational School Which is right for me?

In today's world, career readiness means more than the ability to accept and maintain a position over time. It means readiness for additional learning that will lead to a better job.

Whether one chooses to seek an academic degree or a vocational certification, the academic skills in reading, communication and mathematics required for college are the same as those required for skilled career job training.

Students with disabilities have many talents and skills, however, academic tasks are often a challenge since reading and math are often areas in which students struggle.

**** It is important to realistically assess academic skills and compare abilities to skills required for a particular career or postsecondary training. ****

Since report card grades are often based on modified curriculum (based on decisions made by the ARD committee) it is important to **review** academic data with the school diagnostician and transition facilitator. TAKS score reports and testing done by the special education department can also give realistic information. Students should also take the ACCUPLACER test at one of the local colleges. This test will inform students of their readiness to tackle college level academic courses.

Local community colleges offer many programs both through Workforce Development and Continuing Education which do not require academic (English, Math, Science, Social Studies) coursework. Students can earn certifications for many careers at these institutions.

Know Your Needs—Accommodations

Unlike high school, students must **request** help and provide documentation of disability (see Summary of Performance) in order to receive accommodation in postsecondary settings.

(Important note: Colleges will not modify or alter curriculum for anyone.)

During high school students should become aware of accommodations that help them succeed, and become comfortable asking them, for example:

- Note taking assistance
- Extended time for tests
- Use of recorded lectures

Each college has an office that serves students with disabilities. Contact the coordinator to make an appointment well in advance of enrollment. Take your **Summary of Performance** with you to the appointment.

Tyler Junior College—Tyler www.tjc.edu 903-510-2878 Margaret Rapp, Disability Services

Texas State Technical College—Marshall www.tstc.edu

Trinity Valley Community College—Athens www.tvcc.edu

Angelina College—Lufkin www.angelina.edu 936-633-5230 Karen Bowser, Disability Services

Kilgore College—Kilgore www.kilgore.edu

Panola College—Carthage www.panola.edu

These institutions also offer programs that include course work toward an Associate’s Degree with which students can transfer to a four year University to pursue a Bachelors Degree.

College/Vocational Programs Checklist

****The high school counselors are prepared to help with college plans.****

- Research schools and programs
- Learn requirements for success in the program of choice, i.e. reading levels, math proficiency levels, abilities/skills
- Assess your academic skills
 - Take the ACCUPLACER test or other test required by the institution or major This test assists the college in placing you in the appropriate math or English courses. Developmental classes are available to help you get prepared for college level work.
- Take required entrance examinations (not necessarily required for “certificate only” programs)
 - THEA
 - Scholastic Aptitude Test/ACT
 - Community Colleges generally do not require these tests. Always check to be sure what tests are required by the college to which you are applying.
 - Accommodations are available for these tests but application must be made well before the test administration.
 - See www.act.org or www.collegeboard.org
 - Ask your transition or school counselor for assistance.
- Visit schools and meet with program coordinators
- Meet with the Disability Support Services Coordinator
- Check application deadlines
- Fill out applications

How will you pay for it?

- Meet with DARS to determine eligibility**
- Complete FAFSA www.fafsa.gov**

Where will you live?

- Arrange for housing—dorms on campus? home? apartment?**

How will you get there?

- Arrange for transportation—personal vehicle? public transportation? Carpooling?**

Aside from the local community colleges, there are many vocational training schools/programs available including, for example: cosmetology, heavy equipment operating, massage therapy,

Independent Living Checklist

- Birth Certificate
- Social Security Card
- Identification Card or Drivers License
- Transportation options
- Resume, references
- Checking or Savings Account
- Budget
- Work Experience either paid or volunteer
- Agency Connections: DARS,SSI, MHMR

Employment

Texas Workforce Centers

Important: Please call before visiting any of these offices to verify that it provides the services you want and to make an appointment if needed. Telecommunication device for the deaf (TDD) users can communicate with Texas Workforce Solutions offices by using Relay Texas: 1-800-735-2989 (TDD) or 711 (Voice).

NACOGDOCHES

**(936) 560-1441 Physical Address: 2103 SOUTH ST
NACOGDOCHES, TX 75964-6127 www.detwork.org
Business Hours: M-F 8A-5P**

Here is a comprehensive website dedicated to all aspects of exploring careers and/or finding employment.

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

Transfer of Rights

What happens when I turn 18?

- There are no restrictions on the type of work you may do
- You have control over your earnings
- Employers must pay the legal minimum wage unless you are in training
- You may apply for a driver's license
- You may get medical treatment
- You may register to vote
- You are treated as an adult in criminal proceedings
- You may purchase tobacco
- You can file lawsuits on your own behalf
- You may be called for jury duty
- You can open bank accounts, get credit , buy and sell property and get a marriage license
- Men must register for Selective Service

What happens at school?

- You become an adult, but your parents still receive notice of ARD meetings.
- Either you or the school may invite your parents.
- You may consent or refuse services.

It is very important for parents to consider the specific needs of their child and take action to prepare for them well before the 18th birthday.

A parent may obtain legal guardianship of an adult student. This is a legal process which removes the rights and privileges from a person determined to be “incapacitated” under state law. This process may require the assistance of a lawyer. Most lawyers provide for a free consultation. Call the office of your lawyer for information.

Other options to explore include Powers of Attorney in which the individual gives specific rights to the parents, i.e. medical, financial or otherwise. Or Trusts which assign specific financial controls.

Forms for Powers of Attorney, Trusts or Guardianship are available through websites such as :

www.legalzoom.com

www.legal-forms-online.com

Legal assistance for people who are of low income contact:

Lone Star Legal Aid

Tyler

110 N. College, Suite 302

903-595-4781

Nacogdoches

408 East Pilar

936-560-1455

Making the Transition from High School to College for Students with Disabilities:

Developed for NCLD by Colleen Lewis, Director
Office of Disability Services, Columbia University

Transition Checklist

High School	College
<p>Special Education Model</p> <ul style="list-style-type: none"> School personnel "find you" and decide what eligibility for services and supports 	<p>Accommodations Model</p> <ul style="list-style-type: none"> You must request help; no one will come to find you.
<p>Where you receive services</p> <ul style="list-style-type: none"> Special Education classroom, Resource Room, related service provider room (e.g. speech) 	<p>Where you receive services</p> <ul style="list-style-type: none"> Differs from one every to another ("Office of Disability Support Services," "Disabled Student Services," "Special Services",...)
<p>Documentation</p> <ul style="list-style-type: none"> Coordinated by school psychologist or CSE appointed staff person School develops IEP from documentation and test results Paid for by school 	<p>Documentation</p> <ul style="list-style-type: none"> You must provide "proof" of your disability (e.g. HS records, independent reports e.g. medical, mental health, educational) Colleges can set their own guidelines for documentation (e.g. no more than 3 years old, adult assessment measures,...) High schools are not required to do a comprehensive evaluation before graduation After HS, you re responsible for paying for new evaluations
<p>Special Education Law</p> <ul style="list-style-type: none"> The Individuals with Disabilities Education Act (IDEA) provides the mandate and funding to schools for in-school special education services as well as transportation/ buses to school, physical, occupational, speech therapy, and tutoring 	<p>Civil Rights Law</p> <ul style="list-style-type: none"> American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Colleges are required only to offer accommodations & support services; not services of a personal nature. Tutoring is not required under ADA. Some colleges offer tutoring through disability services and some colleges have tutoring centers for all students. Foreign Language waivers & other course substitutions are not automatic