

Transition Guide



Walpole Public Schools

Introduction

This guide highlights transition topics and provides multiple resources for students and their families. Many of the resources presented in this guide were obtained from the Massachusetts FOCUS Academy Transition Topics Course. Appreciation is extended to Paula Nargi Black, the Out of District Coordinator of the Newton Public Schools, for her generosity in sharing the research she completed. Further information about the topics presented in this guide can be found at the websites that are listed and might be used as discussion points for your family.

Transition planning is an opportunity for students with disabilities, their families, school personnel, local community and adult service representatives, employers, and interested others to work in partnership. Through transition planning, a student identifies his/her preferences, interests, and desired outcomes to help prepare him/her for life as an adult. By involving students in the transition process, they better understand the options for their future as well as develop an awareness of the accommodations they will need. Beginning at age fourteen students are invited to participate in their Individual Education Program (IEP) meeting. When students have the opportunity to attend their IEP meeting to learn about their disability and needed accommodations, they are better able to self-advocate for success in their future. Through teaching the self-determination skills of goal setting, problem-solving, self-knowledge, choice-making, decision-making, self-advocacy and leadership, students find their own voice. Students needs to make choices as well as decisions about their futures; and through self-advocacy the student is able to express his or her preferences. A student's voice is critical in the transition process.

At age fourteen a transition form must be completed on an annual basis at the student's IEP meeting. Each year as the team develops the student's IEP, transition planning focuses on both the present and future needs of the student. Through transition planning the IEP team designs instructional programs that are reflective of the student's preferences and interests and the desired outcomes for post-secondary education/training, employment, and adult living. This guide provides resources to assist students and their families with the transition process. The document is a work in progress and will be updated as additional information is made available.

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WPS Out-of-District Coordinator
May 2010

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Transition Timeline and Steps

Age 14

- Beginning at age 14 a student should attend his/her IEP meeting (If the student does not attend the meeting, his/her interests should be included in the development of the IEP)
- The transition form must be completed on an annual basis
- The student's vision and a statement of needed transition services must be included in the IEP
- Course of study is determined that is in alignment with the student's vision

Age 16 – 20

- If a student will need adult services, then a 688 referral will be completed two years before a student will graduate or by age 20

Age 17

- The student will be notified of transfer of rights at the age of majority (age 18)
- Investigate the need for guardianship
- Re-determinations of SSI

Age 18

- Age of majority – student makes educational decisions unless he/she has selected to share decision-making with parent/guardian or parent/guardian has guardianship
- Supplemental Security Income (SSI) and Medicaid eligible if appropriate (individual is allowed up to \$2,000 in recourses)

Age 21

- Individual Transition Planning (ITP) meeting will be coordinated by the Chapter 688 Liaison for the human service agency. The Chapter 688 Liaison is responsible for writing the ITP and submitting it to the Transitional Advisory committee (TAC), which must approve, modify or reject the ITP. The TAC decision can be appealed by the student/parent.

Age 22

- Special education services and transition from school to adult services should be complete

Transition and the Law

Individuals with Disabilities Education Act (IDEA)

Individuals with Disabilities Education Act ensures a free and appropriate public education for all children with disabilities.

- Age 14 – IDEA requires that students begin no later than age 14 to attend their IEP and transition meetings.
- Age 14 – The transition form must be completed on an annual basis. The IEP must include a statement of needed transition services. Course of study is determined.
- Age 17 – The student will be notified of transfer of rights at the age of majority (age 18).

Americans with Disabilities Act of 1990 (ADA)

The Americans with Disabilities Act (ADA) prohibits “discrimination against qualified person with a disability because of the disability of such individual in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions and privileges of employment” Section 102(a). Reasonable accommodations must be provided in the workplace for an individual with a disability to perform his/her job.

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 is civil rights legislation that prohibits agencies of organizations that receive federal funds from discriminating against qualified individuals solely on the basis of disability. It requires any agency, school or institution receiving federal financial assistance to provide a person with disabilities appropriate accommodations to the greatest extent possible.

Workforce Investment Act of 1998 (WIA) and One-Stop Workforce

Allows easier access to services through the U.S. job-training system for youth and adults with disabilities and was the first major reform of the nation’s job training system since 1982. The One-Stop Workforce centers are designed to provide job training, education, and employment services at a neighborhood location.

Ticket to Work and Work Incentives Improvement Act of 1999

This Act is designed to ensure that individuals with disabilities who receive Social Security disability benefits can keep those benefits after they obtain paid employment.

Chapter 688

Chapter 688 is a law enacted in 1984 to provide a two-year planning process for young adults with several disabilities who will lose their entitlements to special education upon graduation or at age 22, whichever comes first. The “Turning 22 Law” is NOT a continuation of Chapter 766, nor is it an entitlement guaranteeing services after age 22. The law creates a single point of entry into the adult Human Services System. An Individual Transition Plan (ITP) is developed for every person who is found eligible, however services are not guaranteed.

Transition Planning Form

Massachusetts Department of Education, transition Planning Form states:

- Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year, the school district must plan for the student's need for transition services and the school district must document this discussion annually.
- Post-secondary Vision statement should include the student's preferences and interests, and the desired outcomes for post-secondary education/training, employment, and adult living.
- Disability Related Needs list the skills (disability related) necessary for the student to achieve his/her post-secondary vision.
- Action Plan should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision. Steps should be included in the action plan that include course of study or specific courses needed, employment opportunities and/or specific skills as well as types of community and/or adult living experiences that will help the student reach his/her post-secondary vision.

TRANSITION PLANNING FORM (TPF)

Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year, the school district must plan for the student's need for transition services and the school district must document this discussion annually. This form is to be maintained with the IEP and revisited each year.

Student:	SASID:	Age:
Date form completed:		
Anticipated date of graduation:	Current IEP dates from: _____	to: _____
Anticipated date of 688 referral, if applicable:		

POST-SECONDARY VISION

Write the student's **POST-SECONDARY VISION** in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/ training, employment, and adult living. This section should correspond with the vision statement on IEP 1.

DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

Student: _____ Date form completed: _____

ACTION PLAN

The **ACTION PLAN** should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision. Indicate how Special Education/General Education, family members, adult service providers or others in the community will help the student develop the necessary skills. **Disability related needs must also be stated on page 1.**

Develop the **ACTION PLAN** needed to achieve the **POST-SECONDARY VISION** by outlining the skills the student needs to develop and the courses, training, and activities in which the student will participate. Include information on who will help the student implement specific steps listed below in the Action Plan.

- **Instruction: Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision?** Consider the learning opportunities or skills that the student may need. This could include specific general education courses and/or special education instruction, career and technical education, and/or preparation for post-secondary outcomes such as vocational training or community college.
- **Employment: Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision?** Consider options such as part-time employment, supported job placement, service learning projects, participation in work experience program, job shadowing, internships, practice in resume writing/interviewing skills, the use of a one-stop resource center and job specific skills in areas such as customer service, technology, etc.
- **Community Experiences/ Post School Adult Living: Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision?** Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills.

Requirements for Graduation

Note: Graduation requirements for Class of 2014 and thereafter have changed. Both sets of graduation requirements are listed below.

Graduation Requirements for Classes 2011, 2012 & 2013

Following are subjects required for graduation. In addition to the subjects listed below, students especially those planning to continue their formal education after high school, are strongly advised to study foreign languages:

GRADUATION REQUIREMENTS (2011, 2012 & 2013)
English - 4 years
Mathematics - 3 years
Science – 3 years Laboratory Science (including 1 Life and 1 Physical Science)
Social Studies - 3 years (Includes: World History and U.S. History I & II)
Wellness *- 4 semesters of Physical Education and 1 semester of Health
Fine Arts & Unified Arts - 2 years (Includes: Art, Music, Technology, Business, Family and Consumer Science)
Foreign Language - 1 year
Successfully pass MCAS
GRADUATION CREDIT REQUIREMENTS: 115 CREDITS

***PHYSICAL EDUCATION AND WAIVERS**

All students must enroll in and pass minimum of 4 semesters (1 semester/year) of physical education. The physical education requirement can be waived by submission of a physician's certificate. It may also be waived in any semester(s) in which a student enrolls in a seventh full credit course. All Students must take a semester of Health. In the event that physical education or health courses are over subscribed and/or the number of staff is insufficient to meet student course requests, the Superintendent of Schools may ask the School Committee to waive the requirement until such time as the budget is sufficient to restore adequate staffing.

Graduation Requirements for Classes 2014 & Beyond

Following are subjects required for graduation. In addition to the subjects listed below, students especially those planning to continue their formal education after high school, are strongly advised to study foreign languages:

GRADUATION REQUIREMENTS (2014 & Beyond)
English - 4 years (To include Fr, So, Jr, & Sr English)
Mathematics - 3 years (To include the completion of Algebra 2 Students are recommended to take a 4 th year of math Students on an E.P.P. are required to take a 4 th year of math)
Science – 3 years (To include one life science and one physical science)
Social Studies - 3 years (To include the completion of World History and U.S. History I & II)
Foreign Language - 1 year (Students are recommended to take at least 2 years of the same language)
Wellness*- 1 semester of Health and 1 semester minimum of Physical Education
Non-CORE Electives – 3 years (Students are encouraged to select from at least two different elective groups)
GRADUCATION CREDIT REQUIREMENTS: 115 CREDITS and PASS MCAS

The chart above reflects the minimum requirements for WHS graduation. Please note that certain institutions of higher learning recommend additional courses for admission. Some students may also enroll in additional courses for personal success and/or interest.

*PHYSICAL EDUCATION AND WAIVERS

All students must enroll in and pass a minimum of 1 semester of physical education, unless the physical education requirement is waived by submission of a physician's certificate.

Over and above the 1 semester requirement in the chart above, all students must enroll in and pass a minimum of 1 semester per year of physical education, unless a student enrolls in a seventh full credit course, or a course required by their I.E.P.

CERTIFICATE OF ATTAINMENT

Students who have failed to meet the requirements of the Massachusetts Curriculum Assessment System (MCAS), but who meet all local graduation requirements, may be granted a Certificate of Attainment if the following conditions have been met. The student seeking the Certificate of Attainment must meet the following criteria:

- Have taken the MCAS exam at least 3 times prior to their June graduation date;
- Have attended school for at least 162 days per year or 90% attendance; and,
- Have passed their courses and completed all other local graduation requirements.

GRADUATION

1. To be eligible for graduation from Walpole High School, a student must have completed all the requirements listed in the graduation requirements table and passed a minimum of 25 credits during their senior year.
2. The Massachusetts Department of Education requires students to pass the MCAS Examinations as a prerequisite for graduation.
3. Waivers - Should a student seek to waive any of the graduation requirements, the following procedures must be followed:
 - a. Submit a letter to the principal stating:
 - i. the reason why the waiver should be granted
 - ii. the course which would replace the waived requirement
 - b. Submit a letter from the student's parent/guardian stating his/her opinion of the request.
 - c. Submit a letter from the student's guidance counselor indicating his/her reasons for supporting the request.
 - d. An interview will be held with the building principal, a faculty member, and the guidance director.

Educational Proficiency Plan: Please note that the Department of Elementary & Secondary Education requires students to complete additional course work for those who have not attained proficiency on the math and English MCAS; students may also be required to fulfill other additional requirements of an Educational Proficiency Plan, as mandated by the DESE.

EARLY RELEASE PROGRAM FOR GRADUATION

Students may request to be released or graduate before their class if they believe they have extraordinary educational/vocational needs that justify their being exempted from the traditional four-year program and can meet all WHS graduation requirements. The purpose of this policy is to establish a standardized application procedure, process, and guidelines by which the Review Committee may evaluate each application and make its recommendations to the principal. Please see your guidance counselor for more information about the Early Release Program.

688 Referral

A 688 Referral is filed to determine eligibility for adult services. The referral for adult services should be completed two years before the student plans to graduate or leave school (turns 22) and documents a need for services. The 688 Referral form is attached to the student's current IEP and assessments and sent to a specific agency or to the Bureau of Transitional Services. Services are determined by that agency and are tied to state legislation and appropriated funds. Only one 688 Referral can be sent.

Eligibility:

- Receives services in accordance with an IEP
- Receives SSI/SSDI
- On registry at Mass Commission for the Blind
- Unable to work more than 20 hours in competitive, non-sheltered work, non-supported employment at the time they are ready to leave school
- Students on IEPs who receive services from the Department of Youth Services (DYS) or the Department of Children and Families (DCF) and receive services through an IEP or 504 plan.

Individual Transition Plan (ITP)

The Individual Transition Plan (ITP) is developed at a meeting coordinated by the Transitional Agency and includes the student, family members, school personnel and other individuals who know the student well. The ITP includes the interests, skills and needs of the person and does not contain specific goals, objectives, nor does it identify specific provided agencies. Supports identified in the ITP are not guaranteed: they are subject to appropriation and availability. An ITP meeting is usually held about one year before the student is ready to leave school and focuses on living situation as well as day/vocational and ancillary supports.

Bureau of Transitional Planning (BTP)

The Bureau of Transitional Planning is responsible for the administration of Chapter 688. The BTP provides information and technical assistance to schools, agencies, families and advocacy groups.

Bureau of Transitional Planning
One Ashburton Place, Room 1109
Boston, MA 02108
Phone: 617-573-1600

COMMONWEALTH OF MASSACHUSETTS CHAPTER 688 REFERRAL FORM

Directions

- 1) Mail the original referral form with a copy of the current IEP, the TPF (Transition Planning Form, 28M/9), and the most recent assessments to one human service agency (see list below).
- 2) If you don't know which agency to select or more than one agency seems appropriate send items in #1 (above) to the BTP.

STUDENT INFORMATION SASID#: _____ Date Completed: ____ / ____ / ____ DOB: ____ / ____ / ____ Sex: M F

Name: _____ Language Spoken: _____

SSN: _____ (first) _____ (last) _____ Receives SSI/SSDI? Yes No Unknown

Disability Category: Primary _____ Secondary _____ Level of Need: high moderate low
(optional)

Parent/Guardian Name _____ Legal Guardian? Yes No Language Spoken: _____

Address: _____ Phone: (____) _____ - _____

SCHOOL DISTRICT/PROGRAM INFORMATION Is this student expected to graduate before age 22?
Yes, expected date: ____ / ____ / ____ No, expected date of SpEd termination: ____ / ____ / ____

School District (LEA): _____ LEA Address: _____

LEA Contact Person: _____ Phone: (____) _____ - _____ Name of High School: _____

Type of Placement: _____ List All Funding Agencies: _____

School/Educational Placement: _____ Address: _____

Signature of Special Education Director/Designee _____ Date: _____ Phone: (____) _____ - _____

REFERRAL SUBMISSION: Send to ***ONLY ONE*** of the following:

- | | |
|--|---|
| <input type="checkbox"/> Department of Children & Families (DCF) | <input type="checkbox"/> Department of Developmental Services (DDS) |
| <input type="checkbox"/> Department of Mental Health (DMH) | <input type="checkbox"/> MA Commission for the Deaf & Hard of Hearing (MCDHH) |
| <input type="checkbox"/> MA Rehabilitation Commission (MRC) | <input type="checkbox"/> MA Commission for the Blind (MCB) |

If you don't know which agency, or more than one agency seems appropriate, please send to:
 The Bureau of Transitional Planning at One Ashburton Place, Room 1109; Boston, MA 02108

I hereby authorize the release of all personal information contained in this student's records, including medical and educational evaluations, to the Bureau of Transitional Planning at EOHHS and to any member agencies for the purpose of eligibility determination and transition planning. I also authorize the release of any other personal information concerning this student that is required during the transitional planning process by any state agency to any other state agency.

Signature of Student (18 or over) or Parent/Guardian _____ **Date** _____

Agencies

Department of Developmental Services (DDS)

Newton/South Norfolk Department Area Office

125 West Street

Walpole, MA 02081

Phone: 508-668-3679

Contact: Nancy White, Child/Adolescence

Website: www.mass.gov/dds

A person will receive an “eligible” determination letter by DDS and, if found ineligible, can request an information conference/appeal within 30 days of receiving the letter. The request should be in writing to Regional Director. Instructions accompany the determination letter.

Mission Statement

DDS is dedicated to creating, in partnership with others, innovative and genuine opportunities for individuals with intellectual disabilities to participate fully and meaningfully in, and contribute to, their communities as valued members.

Definitions

Intellectual Disability is the preferred term to describe the condition of mental retardation, and, for purposes of 115 CMR 2.00, is synonymous with the term mental retardation.

Mental Retardation: means significantly sub-average intellectual functioning existing concurrently and related to significant limitations in adaptive functioning. Mental retardation manifests before age 18.

Significantly Sub-Average Intellectual Functioning: means an intelligence test score that is indicated by a score of 70 or below as determined from the findings of assessment using valid and comprehensive, individual measures of intelligence that are administered in standardized formats and interpreted by qualified practitioners.

Adaptive Behavior: means the quality of everyday performance in coping with environmental demand (what people do to take care of themselves and to relate to others in daily living).

Significant Limitations in Adaptive Functioning: means an overall composite adaptive functioning limitation that is two standard deviations below the mean or adaptive functioning limitations in two out of three domains at 1.5 standard deviations below the mean of the appropriate norming sample determined from the findings of assessment using a comprehensive, standardized measure of adaptive behavior, interpreted by a qualified practitioner. The domains of adaptive functioning that are assessed shall be:

- (a) areas of independent living/practical skills;
- (b) cognitive, communication, and academic/conceptual skills; and
- (c) social competence/social skills.

Department of Mental Health (DMH)

Central Office

25 Stanford Street

Boston, MA 02114

Phone: 617-626-8000

TDD: 617-727-9842

Website: www.mass.gov/dmh

Vision and Mission Statement

The Department of Mental Health, as the State Mental Health Authority, assures and provides access to services and supports to meet the mental health needs of individuals of all ages, enabling them to live, work and participate in their communities. The Department establishes standards to ensure effective and culturally competent care to promote recovery. The Department sets policy, promotes self-determination, protects human rights and supports mental health training and research. This critical mission is accomplished by working in partnership with other state agencies, individuals, families, providers, and communities.

The Department of Mental Health provides services and supports to adults with serious and persistent mental illness to enable persons to live independently in the community.

Massachusetts Rehabilitation Commission (MRC)

275 Hancock Street

Quincy, MA 02171

Tel: 617-471-1600

TTY: 617-471-5059

Fax: 617-770-1893

Website: www.mass.gov/mrc

Services are provided to eligible individuals who have a disability that is a barrier to employment and can benefit from services. The following services are provided to lead to competitive employment:

Vocational Rehabilitation Services

- Vocational counseling
- Job training
- Job placement
- Post-secondary education
- Job coaching service

Community Services Division – providing transition from high school to the adult services world

- Independent living program
- Networking with independent living services
- Statewide head injury program
- Supportive employment program
- Home care services

Disability Determination Services

- Benefits planning

Massachusetts Commission for the Blind (MCB)

David Govostes, Commissioner

48 Boylston Street

Boston, MA 02116

Voice: 800-392-6450 / 617-727-5550

TTY: 800-392-6556

Website: www.mass.gov/mcb

Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH)

Executive Office

150 Mount Vernon Street, Fifth Floor

Dorchester, MA 02125

Voice: 617-740-1600 / 800-882-1155

TTY: 617-740-1700 / 800-530-7570

Fax: 617-740-1880

Website: www.mass.gov/mcdhh

Age of Majority

When a student reaches the age of Majority (18), the rights of the parent legally transfer to the student. The student gains the legal power to make key decisions about school services. The school district will inform the student at age 17 about the transfer of rights and will ask the student to decide upon one of the following choices;

- I will make all decisions related to my special education programs and services.
- My parent/guardian, _____, has received guardianship from me and/or the court and will make all decisions related to special education programs and services for me.
- I have decided to share decision-making authority with my parent/guardian.

Guardianship

In Massachusetts a court-appointed guardian has legal custody of personal and financial decision-making over another person. If guardianship is necessary, parents must petition the court for appointment of a guardian for a child with disabilities after the child reaches the age of 18. To receive guardianship a parent must declare to a judge that their adult child is incapable of making personal and financial decisions. The types of guardianship include shared, partial and complete.

Legal guardian is an individual who is appointed by the Probate and Family Courts to make decisions for someone who is unable to care for him/herself, regarding the person's individual and/or financial affairs.

Conservator is an individual who is appointed to manage financial decisions only of a person who is incapacitated.

Trustee is a person who holds the legal title to property in order to administer it for the benefit of an individual.

Website: www.advoguard.org/guardianship.html

Department of Developmental Services (DDS)

- If an individual is a client of the DDS, attorneys will assist his/her family with guardianship at no cost.

Alternatives to Guardianship

Power of Attorney

- Individual is signing to have someone act on his/her behalf (healthcare and financial)
- The individual needs to understand what he/she is signing
- The individual will give up some privacy rights
- Does not take rights away from the individual

Trust (Support or Special Needs)

“A special needs trust enables your child to receive ongoing goods and services from an adequate share of your estate while still preserving the child's eligibility for government benefits and the care and support these benefits can provide.”

- Theresa M. Varnet, Fletcher, Tilton & Whipple

Social Security and Disability Benefits

Information taken from GOING TO WORK – A guide to Social Security Benefits and Employment for Young People with Disabilities, 2007 edition

Institute for Community Inclusion

Supplemental Security Income (SSI)

Benefit for people considered disabled (by Social Security standards) who have low incomes and low resources.

- At age 18 the Social Security Administration reevaluated a young person's eligibility for SSI under new medical standards designed for adults. Young adults need to be determined eligible again within 12 months of their 18th birthday.
- At age 18 the Social Security Administration views SSI recipients to be their own legal guardians. A representative payee can receive and manage social security benefits on behalf of another person and must report annually on how they have used the Beneficiary's money.
- A person who is eligible for SSI is also eligible for Medicaid.

Social Security Disability Income (SSDI)

Benefit for people considered disabled (by Social Security standards) who have worked enough to qualify for benefits.

Trial Work Period (TWP)

Nine-month trial work period allows one to return to work and get readjusted while receiving the entire SSDI check. The trial work period does not have to be nine consecutive months (rolling 5-year period). During the trial work period one will keep the wages earned, Medicare, and will continue to receive a full SSDI check. A disability review will be rescheduled after a nine-month trial work period.

- People who receive SSDI will eventually become eligible for Medicaid.
- Some SSDI beneficiaries with low income may also qualify for Medicaid.

Impairment-Related Work Expenses (IRWE)

Social Security Administration deducts the cost of certain impairment-related items and services the beneficiary needs to work from his/her gross earnings when calculating benefits.

Plan for Achieving Self-Support (PASS)

Beneficiary may provide income and/or resources over a reasonable amount of time that enables person to reach a work goal to become financially self supporting. Money can be used to obtain occupational training or education, purchase equipment or establish a business.

Medicaid/MassHealth

The health coverage program for people with disabilities and others. In Massachusetts, Medicaid is called “MassHealth.” In Massachusetts, SSI recipients automatically get MassHealth Standard benefits. MassHealth CommonHealth is a program for people with disabilities at any income level above the cutoff for MassHealth Standard.

1619(b)

- One may be able to keep Medicaid when earnings cause him/her to stop getting a SSI check. To be eligible for 1619(b) a person:
 - Should request this option
 - Must continue to have a disability
 - Must need Medicaid in order to work
 - Must have been eligible for SSI the previous month

- Eligibility continues as long as this criteria is met and yearly income does not exceed his/her state Threshold Amount

- If income exceeds this figure, then find out if the state has a Medicaid Buy-in program for people with disabilities who start work.

Medicare

The federal program that provides health coverage to individuals who receive SSDI and other Social Security benefits (not including SSI).

- At age 18 the Social Security Administration reevaluated a young person’s eligibility for SSI under new medical standards designed for adults. Young adults need to be determined eligible again within 12 months of their 18th birthday.

Ticket to Work and Work Incentives Improvement Act of 1999

Maximus Corporation

Voice 866-968-7842

TTY: 866-833-2967

Website: www.socialsecurity.gov/work/aboutticket.html

Social Security Administration

Supplemental Security Income (SSI) eligibility

Voice: 800-772-1213

TTY: 800-325-0778

Resource Partnership

Benefits Planning, Assistance and Outreach (BPAO) services

A national system established by the Social Security Administration in 2000. Trained disability benefit specialists work with individuals with disabilities to advise them on how to plan for their income, including, in some cases, keeping a portion of their benefits by putting aside for work related expenses.

Serving the counties of Berkshire, Essex, Franklin, Hampden, Hampshire, Middlesex, Norfolk, and Worcester.

Phone: 508-647-1722

Toll-Free: 877-937-9675

Red Book on Employment Support – Social Security Benefits

Website: www.socialsecurity.gov/redbook/index.html

Social Security Administration

Website: www.socialsecurity.gov/

Website: www.socialsecurity.gov/pubs - publications

Website: www.socialsecurity.gov/work/ - web page that is devoted to work

Website: www.socialsecurity.gov/pubs/10095.html - Working While Disabled – How We Can Help

Institute for Community Inclusion

Website: www.communityinclusion.org

Healthcare Issues that Influence Transition

At the age of 18 healthcare providers are required by law to respect the right to confidentiality of personal health information, which means a parent will not have automatic access to their child's information.

Below are healthcare points to discuss with your child in preparation for their healthcare management:

- Describe disability or health conditions
- Name medications and amounts and times they are taken
- Know how to order medications
- Know how to contact primary care doctor or specialist to make an appointment
- Establish a relationship with healthcare provider
- Change doctor if he/she does not take patients over a certain age
- Management of regular medical tasks
- Know their healthcare plan and coverage
- Understand legal rights when 18 years old
- Have a plan for emergencies

Resources:

Envisioning My Future

A Young Person's Guide to Health Care Transition

Children's Medical Services, Florida Department of Health

Website: www.cms-kids.com

Healthy, Ready to Work

The HRTW Center is headquartered at the Maine State Title V CSHN Program.

Activities are through the Maine Support Network's Center for Self-Determination, Health and Policy. This website has resources on healthcare as well as transition topics.

Website: www.hrtw.org

Person-Centered Planning

Person-centered planning is a process of empowering individuals with disabilities to identify and develop goals for their future. A facilitator works with parents, teachers, family members and friends who are invited guests by the individual with a disability to assist that person in establishing a plan in keeping with the person's vision to achieve his/her personal goals. Through this approach the individual is provided with an opportunity to brainstorm likes and dislikes as well as to develop an action plan in the areas of work, social relationships, living and leisure.

Website: www.ilr.cornell.edu/ped/tsal/pcp/

Website: www.ncset.org?publications/viewdesc.asp?id=1431

PEATC Website: www.peatc.org/

IMPACT: Transition to Empowered Lifestyles Project Person-Centered Planning
Website: www.ptimpact.com

Community Living Options

There is a continuum of living options for students upon graduation, regarding agencies which support housing to independent living

Housing for Individuals who have a Mobility or Sensory Disability

Massachusetts Rehabilitation Commission (MRC) provides assistance and services to persons of all ages living with all types of mobility and sensory disabilities to live and work independently.

MA Rehabilitation Commission

Phone: 617-204-3600

Website: www.mass.gov/mrc

Housing Resources:

The **Adult Supportive Living Program** provides case coordination services to the individual with a physical disability and an additional secondary disability to assist him/her or her in managing and organizing various aspects of day-to-day life.

The **Home Modification Loan Program** is a program established by the legislature to provide loans for modifications to the primary, permanent residence of elders, adults with disabilities, and children with disabilities.

The **Home Care Assistance Program** provides homemaker services to eligible adults with disabilities who are functionally limited in meeting their own nutritional and environment needs.

The **Mass Access Housing Registry** is a free program that helps people with disabilities find rental housing in Massachusetts, primarily accessible and barrier-free housing.

Citizens' Housing and Planning Association

Christopher Norris, Assistant Director

Phone: 617-742-0820 x107

HomeStart, Inc.

Naomi Sweitzer, Assistant Executive Director

Phone: 617-542-0338 x230

JRI Health

Sue Buoncuore, Director, Assisted Living Program

Phone: 617-457-8142 x324

Metropolitan Boston Housing Partnership

Mary Doyle, Director of Policy and Programs

Phone: 617-425-6694

Vinfen

Susan White, Director of Affordable Housing
Phone: 617-441-2390

Affordable Housing Resources

Housing Search Guide for People with Disabilities

Website: www.chapa.org/pdf/CHAPAHousingSearchGuide.pdf

How to Obtain Housing Assistance in Massachusetts

Website: www.mass.gov/dhcd/publications/howto.htm

Independent Living Centers are multi-service agencies for people with disabilities and housing is one of the many services they provide.

Metrowest

Phone: 508-875-7853

Website: www.mwcil.org

Greater Boston

Phone: 617-338-6665

Website: www.bostoncil.org

Housing Resources for Individuals who have a Mental Health Disability

To be eligible for services an individual must be 18 years of age or older, qualify for services through Department of Mental Health, and meet functional impairment and illness duration criteria.

House Resources:

- Group residence with on-site staff
- Multi-bedroom apartments with flexible staffing
- Independent housing

The **Tenancy Preservation Program** acts as a neutral party between landlord and tenant, and provides clinical consultation services to the Housing Court.

The **Residential Assistance for Families in Transition** program provides short term limited financial assistance which will enable families to retain housing, obtain new housing or otherwise avoid homelessness.

Eligibility:

- Have a household member with a disability
- Fall below regional income limits
- Have two or more people in the household
- Be at risk for homelessness

Department of Mental Health Offices

Metro Boston
85 East Newton Street
Boston, MA 02118
Phone: 617-626-9219

MassHousing

Phone 617-854-1089
Website: www.masshousing.com

National Alliance of Mental Illness

NAMI
Phone: 781-938-4048
Website: www.namimass.org

Housing Resources for Individuals who have Mental Retardation

Housing Resources:

- Services to assist people with housing to remain independent in their homes
- Development Center with 24-hour support services
- Residential homes for people unable to live on their own

Eligibility:

Individual must be 18 years of age or older, reside in Massachusetts, receive supports through the Department of Developmental Services (DDS) and have mental retardation as defined in DDS regulations.

Resources:

Metropolitan Boston Housing Partnership, Inc.

Phone: 800-272-0990

Website: www.mbhp.org

Community Teamwork, Inc.

Phone: 800-698-0551

Website: www.comteam.org

HAP, Inc.

Phone: 800-332-9667

Website: www.haphousing.org

Information taken from Disability Related Housing Resources – Citizens' Housing and Planning Association

Federal housing options for individuals with disabilities

Housing Choice Vouchers subsidies rent and are portable; however, there are long waiting lists.

Website: www.hud.gov

Low Income Housing Tax Credits

Developers set aside a specific number of housing units for low income families with rent that do not exceed 30% on the families' income.

Social Networks

Walpole Recreation Department

30 Stone Street

Walpole, MA 02081

Phone: 508-660-7353

Website: www.walpolerec.com

Norwood Recreation Department

Phone: 617-762-0466

Website: www.norwoodma.gov

Newton Parks & Recreation

Phone: 617-796-1500

Website: www.ci.newton.ma.us/Parks/

Therapeutic Recreation for All Abilities

Mark Kelly

Sports

- Track Training
- Men's Basketball
- Women's Basketball
- Special Olympics Swimming
- Instructional Recreational Swim
- Youth Soccer
- Adult Soccer
- Tennis Program
- Ice-Skating
- Cross-Country Skiing
- Downhill Skiing
- Horseback Riding
- Saturday Sports Plus
- Fishing Derby
- Golfing
- Rowing

Social Programs

- Teen Travel
- Adult Social
- Halloween Party
- Holiday Party

Charles River ARC

59 East Militia Heights Road

Needham, MA 02492

781-444-4347

Website: www.crarc.org

Charles River ARC is a private, nonprofit human service agency in Needham, Massachusetts, which provides employment and job training, residential homes, therapeutic day programs, and recreational programs for children and adults with mental retardation and other developmental disabilities.

Outdoor Explorations

98 Winchester Street

Medford, MA 02155

Phone: 781-395-4999

TTY: 781-395-4184

Website: www.outdoorexplorations.org

Outdoor Explorations makes the outdoors a welcoming place to people with disabilities. Through our innovative cooperative and fun approach, we break down barriers that prevent people from living life to the fullest. Our adventure programs, training, and community services enable people of all abilities to discover and value their and others' unique strengths.

Trips Inc.

P.O. Box 10885

Eugene, OR 97440

Phone: 1-800-686-1013

Phone: 541-686-1013

Website: www.tripsinc.com

Trips Inc. Special Adventures provides travel outings to adults of various abilities in a safe, respectful and fun atmosphere. Our trips are designed for people with developmental disabilities and special needs who require staff assistance for a safe and enjoyable vacation.

Transportation

Association of Travel Instruction

“Association of Travel Instruction (ATI) is committed to the development of competent travel skills for people with disabilities and seniors so they can establish the independence to freely elect to use all modes of public transportation anywhere in the world!”

Website: www.travelinstruction.org/what_is_ati.html

Driver’s Education/support

Adaptive Driving Program
250 Milton Street #LL002
Dedham, MA 02026-2904
Contact: Mark or Tricia Whitehouse
Phone: 781-329-6656

Easter Seals Project ACTION: Route to Freedom

Easter Seals has developed a curriculum of essential lessons for students with disabilities in grades 8 – 12.

Website: www.projectaction.org

Good News Garage

The Good News Garage provides vehicles to purchase at cost significantly below their value (on average \$1000 - \$1500). Massachusetts residents should contact the Access to Jobs program which is administered by Trans/Action Associates. Please contact Bobi Hoglund at 781-895-1100 for qualification information.

THE RIDE

The Massachusetts Bay Transportation Authority (MBTA) provides advanced notice, shared-ride, door-to-door transportation program for persons with disabilities.

Riding the T-Accessible Services – The RIDE

Phone: 617-973-7000

TTY: 617-973-7306

Website: www.mbta.com

Technology

The Assistive Technology Act of 1988 refers to “any item, piece of equipment, or product that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.”

ABLEDATA

8630 Fenton Street, Suite 930

Silver Spring, MD 20910

Phone: 1-800-227-0216

Website: www.abledata.com/

ABLEDATA provides objective information about assistive technology products and rehabilitation equipment available from domestic and international sources.

Assistive Technology

DO-IT (Disabilities, Opportunities, Internetworking, and Technology)

University of Washington – Box 355670

Seattle, WA 98195

206-685-3648

Website: <http://www.washington.edu/doiit>

Assistive Technology Exchange in New England

The goal of the Assistive Technology Exchange in New England is to put AT equipment that is not currently being used into the hands of someone who can benefit from it.

Website: www.getatstuff.com

MassMatch

Massachusetts Rehabilitation Commission

27 Wormwood Street

Boston, MA 02212-1616

Phone: 1-800-682-9955

Phone: 617-204-3851

Website: www.massmatch.org/

Mass MATCH is the Commonwealth’s initiative to Maximus Assistive Technology (AT) in Consumer’s Hands

The Family Center on Technology and Disability

THE FCTD website is a source full of assistive/instructional technology resources of interest to families of children with disabilities

Website: www.fctd.info

The Massachusetts Assistive Technology Loan Program: An Alternative Financing Project

The Massachusetts Assistive Technology Loan Program, operated by Easter Seals of Massachusetts, is an alternative financing project that gives people with disabilities and elders access to low interest cash loans to purchase assistive devices and services.

Website: www.massatloan.org

Resources

ARC Massachusetts

217 South Street
Waltham, MA 02453
Phone: 781-891-6270
Website: www.arcmass.org

Council for Exceptional Children (CEC)

Website: www.cec.sped.org/

Federation for Children with Special Needs (FCSN)

The Federation is a parent advocacy organization.
1135 Tremont Street (Suite 420)
Boston, MA 02120
Phone: 617-236-7210
Website: www.fcsn.org

Massachusetts Department of Elementary and Secondary Education

Website: www.doe.mass.edu/sped/links/transition.html

National Alliance for Secondary Education & Transition

The National Alliance for Secondary Education and transition (NASSET) is a national voluntary coalition of more than 40 organizations and advocacy groups representing special education, general education, career and technical education, youth development, multicultural perspectives and parents.
Website: www.nasetalliance.org

National Center on Secondary Education and Transition

Website: www.ncset.org

National Organization on Disability

The mission of the National Organization Disability (NOD) is to expand the participation and contribution of America's 54 million men, women and children with disabilities in all aspects of life. By raising disability awareness through programs and information, together we can work toward closing the participation gaps.
Website: www.nod.org

National Secondary Transition Technical Assistance Center

The purpose of NSTTAC is to assist states to build capacity to support and improve transition planning, services, and outcomes for youth with disabilities.
Website: www.nsttac.org

PACER Center

The mission of PACER Center is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents.
Website: www.pacer.org

Healthcare

National Center for Medical Home Implementation

c/o American Academy of Pediatrics

141 Northwest Point Blvd.

Elk Grove Village, IL 60007

Phone: 847-434-4000

Toll-free: 800-433-9016 x 7605

Website: www.medicalhomeinfo.org/about/def_cshcn.html

Adolescent Health Transition Project

Box 357920

University of Washington

Seattle, WA 98195

Website: <http://depts.washington.edu/healthtr/>

HRTW

National Resource Center

Website: www.hrtw.org