

## Transition Services and Programs and Supports

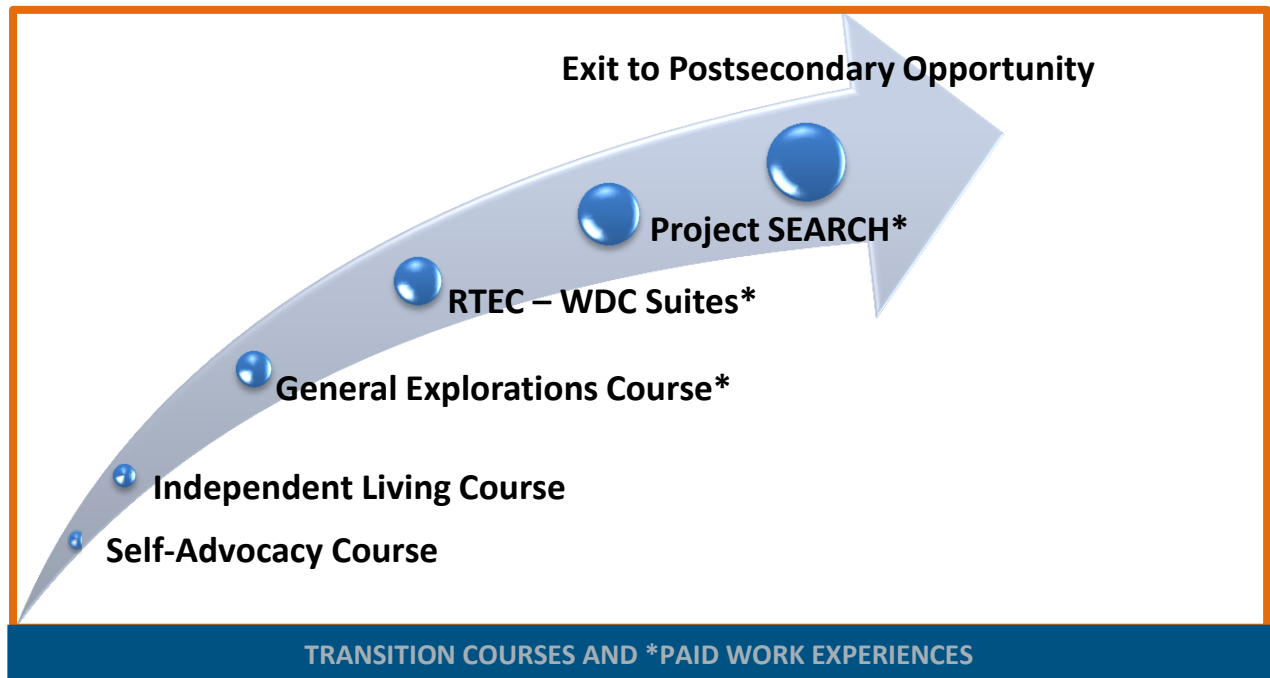
### Transition Programming

Secondary transition is the process of preparing students for life after they leave high school, including participation in post-secondary education or training, employment, and community living. In DCPS, transition training begins in Pre-Kindergarten, with the ultimate outcome of students living as independently as possible based on their preferences, abilities and limitations.

| TRAINING LEVEL      | CONCEPTS   |   |
|---------------------|--|---|
| Grades<br>Pre-K – 5 | <ul style="list-style-type: none"><li>• Identify Preferences</li><li>• Build Employment Vocabulary</li><li>• Practice Teamwork Skills</li><li>• Learn Time Management Skills</li></ul>   | <ul style="list-style-type: none"><li>• Practice Classroom Job Skills</li><li>• Identify Jobs in the Community</li><li>• Identify Skills Needed for Jobs</li><li>• Practice Financial Literacy</li></ul>  |
| Grades<br>6 – 8     | <ul style="list-style-type: none"><li>• Identify Potential Careers</li><li>• Recognize Personal Abilities</li><li>• Identify Personal Limitations</li><li>• Practice Workforce Soft Skills</li></ul>                                       | <ul style="list-style-type: none"><li>• Identify Skills Needed for Work</li><li>• Sample Work in Career Interest Areas</li><li>• Practice Financial Literacy</li><li>• Learn Health Care Literacy</li></ul>   |
| Grades<br>9 – 12    | <ul style="list-style-type: none"><li>• Practice Financial Literacy</li><li>• Benefits Counseling</li><li>• Practice Health Care Literacy</li><li>• Visit Colleges &amp; Trade Schools</li><li>• Build a Resume and Cover Letter</li></ul> | <ul style="list-style-type: none"><li>• Practice Ethical Behavior</li><li>• Experience Paid Work or Internships</li><li>• Identify Supports Needed for Work</li><li>• Continued Training with the Adult Agency</li><li>• Identify Living Arrangements</li></ul> |

DCPS has implemented a number of initiatives to meet the diverse needs of students with disabilities and provide them with the opportunity to improve job skills, earn credits, and to learn the self-advocacy skills needed to live as independently as possible. The Transition Team has designed a website for everything related to secondary transition. [WWW.DCPSTRANSITION.COM](http://WWW.DCPSTRANSITION.COM)

## Continuum of Services Model with a Fade Plan



### SELF ADVOCACY

This course gives students instruction on skills necessary to become a successful self-advocate within a school setting and in post-secondary activities. The course focuses on teaching students about their disability, their limitations, and their abilities as it relates to accommodations. The course also prepares students to take a more active role in IEP/504 development, particularly for goal setting.

### INDEPENDENT LIVING

This course is designed using the community based instruction model, which allows students to experience independent living skills in their community. They also learn to select appropriate leisure activities during this course. The course is facilitated by the DCPS Workforce Development Coordinators in collaboration with a community Partner.

### GENERAL EXPLORATIONS

Students in the General Explorations course begin the process of fine tuning a career interest and meeting with persons in the industry who are working in the student's career of interest. In the final year of the course students have release time, 2 – 3 days a week to participate in a paid work experience. Students, who are not quite ready or independent enough to work at a job site, apply to the RTEC-WDC for additional training with the expectation of obtaining competitive employment.

### RIVER TERRACE EDUCATION CAMPUS – WORKFORCE DEVELOPMENT CENTER (RTEC – WDC)

The RTEC – WDC is a workforce development training program for students who have successfully completed the Independent Living and General Explorations courses, unless some other arrangement is necessary. The school team determines if the student needs a more intense, 5-Day a week program with the goal of working to gain the necessary hard and soft skills for competitive employment. Students who are not competitively employed at the end of the year may apply to the Project SEARCH program for continued workforce support.

## PROJECT SEARCH

Students who may have obtained skills at the RTEC – WDC, but may not be ready for full-time competitive employment or a continuing education program apply for acceptance into Project SEARCH. The goal is to have a Project SEARCH site that aligns with the River Terrace Education Campus - Workforce Development Center (RTEC – WDC) Suites. The companion site for the Hospitality Suite at the RTEC – WDC is an Embassy Suites Hotel. The goal is to work with students to gain the necessary hard and soft skills to be competitively employed during, or at the conclusion of the program. Those who are not employed may exit to programming supported by the Rehabilitative Services Administration.

## COMPETITIVE EMPLOYMENT OPPORTUNITY (CEO) Program

Students who want to continue their education at an Institution of Higher Education or a Trade School work through this Program. The CEO Program consists of a paid workforce experience designed to assist students with disabilities attain their career and postsecondary training goals. Three academies comprise the CEO Program:

1. **Pre-Employment Transition Services (PETS) Academy** – 9<sup>th</sup>/10<sup>th</sup> grade students are exposed to work experiences in their field of interest. Students engage in instructional activities that provide a foundation of the skills needed to be successful in the workforce.
2. **CEO Mentoring & Internship Academy** – 11<sup>th</sup>/12<sup>th</sup> grade students are paired with a mentor who works in the student's career field of interest. Mentors and students work together to create a "Career-Focused Project" and students attend an 8-part professional development series from January through May. During the summer, students apply skills learned by working an 80 hour internship at their mentor's place of employment.
3. **Exercises in Transition (EXIT) Academy** – Students who are in their final year of high school are engaged in sessions and real life applications designed to teach them how to navigate and manage the expectations of a postsecondary education or a workplace setting. Degree seeking and non-degree seeking students learn how to: manage a bank account, navigate a college campus, live with a roommate, take care of personal needs, identify specific timelines such as Homecoming, Mid-Term Exams, Finals, Financial Aid deadlines, Open Enrollment for Insurance, and how to prepare for life's challenges.

For more details, please visit our website at [dcpsceo.com](https://dcpsceo.com).

To head directly to the *Frequently Asked Questions* section of our website [click here](#).

For updates, news, and notes, follow us [@DCPSCEOProgram](#).

## Courses of Study

The following courses are part of a Course of Study for students in the District of Columbia Public Schools. The curricula are designed to infuse Common Core State Standards, Community-Based Learning, Workforce Competencies, and Self-Advocacy skills within a scope and sequence document to promote a seamless transition for all students with disabilities. These courses are offered on various grade levels as shown below. The number in parenthesis (), is the number of curriculum documents available per course.

| Course                        | Grade Levels                                | Description  |
|-------------------------------|---|--|
| 1. Core Courses of Study      | 9 <sup>th</sup> to 12 <sup>th</sup><br>(16) | The core course of study package offers a curriculum series that explores Mathematics (4), English (4), History/Social Studies (4), and Science (4). Students who are working to earn a Certificate of IEP Completion participate in these courses.  |
| 2. Academic Study Skills      | 11 <sup>th</sup> to 12 <sup>th</sup><br>(2) | Students explore best practices to maintain a healthy study schedule in core subject area courses.   |
| 3. Transition Study Skills    | 11 <sup>th</sup> to 12 <sup>th</sup><br>(2) | Students begin to develop resumes, cover letters, and complete applications for post-secondary education/training and employment opportunities.  |
| 4. Foundational Skills        | Pre-K to 5 <sup>th</sup><br>(7)             | Students learn the basics of transition, focusing on what it means to have a job, how to demonstrate responsibility, and what to do to begin planning for post-secondary life.   |
| 5. Self-Advocacy*             | Pre-K to 12 <sup>th</sup><br>(14)           | Students learn leadership techniques as they relate to participation in their IEP team meetings. The course focuses on teaching students about their disability, their limitations, abilities, and appropriate accommodations. The course prepares students to take a more active role in IEP/504 development. |
| 6. Character Development      | 6 <sup>th</sup> to 7 <sup>th</sup><br>(7)   | Students explore the key components of what it means to be a good citizen and contribute to the world in meaningful ways. This course teaches conflict resolution strategies for students to employ in their daily lives.  |
| 7. Learning Labs              | 9 <sup>th</sup> to 12 <sup>th</sup><br>(8)  | Students participate in four courses. Strategizing (2), Career Exploration (2), Career Management (2), and Daily Independence (2). Students have the opportunity to take a deep dive to explore the career of their choice.  |
| 8. Computer Skills            | 6 <sup>th</sup> to 12 <sup>th</sup><br>(7)  | Students explore the functions and uses of a computer for work and recreation. Computer Skills are necessary for any individual transitioning to post-secondary life. Computers drive the world around us and our students need to understand the fundamentals of utilizing a computer in post-secondary life. |
| 9. Test Taking Strategies     | 6 <sup>th</sup> to 8 <sup>th</sup><br>(3)   | Students prepare to take standardized tests in and outside of the educational environment. This course helps students explore various modalities of testing and how to find the best accommodations to ensure success on any test.   |
| 10. General Explorations*     | 10 <sup>th</sup> to 12 <sup>th</sup><br>(3) | Students shadow various careers outside of the educational environment. Students are exploring a “day in the life” of a particular career utilizing situational job sampling.  |
| 11. Independent Living Skills | 9 <sup>th</sup> to 12 <sup>th</sup><br>(4)  | Students experience Independent Living Skills in a community-based instruction course that takes students into the community to explore various resources available to them. Students explore concepts of recreation, government, and community living.  |
| 12. Real World Applications   | 9 <sup>th</sup> to 12 <sup>th</sup><br>(4)  | Students begin to apply their knowledge of transition skills to the world beyond high school. Students explore real world mathematics and communication skills.  |
| 13. Career Development        | 11 <sup>th</sup> to 12 <sup>th</sup><br>(2) | Students who have jobs while in high school, or are seeking a job in high school can learn skills to further enhance their work experience and grow in their jobs.   |

There are currently 13 Courses with 79 separate curriculum documents designed by the DCPS Transition Team.

**\*Mandatory Secondary Course**

## Transition Supports

### Transfer of Rights

In accordance with the Individuals with Disabilities Education Act (IDEA) (20 USC § 1415(m)) and the District of Columbia Municipal Regulations (DCMR) (Title 5 § 3023.1), rights given to parents under Part B of IDEA automatically transfer to a child with a disability when that child reaches the age of eighteen. This also applies to youth who are incarcerated. To comply with IDEA and the DCMR, LEA Representatives, special education teachers, case managers, and IEP team members shall adhere to the following guidelines when parental rights transfer to an adult student.

In the District of Columbia, a student shall be presumed competent to assume rights upon reaching age 18, including the rights to make all educational decisions and sign legal documents. In some instances a court may find the adult student incompetent and create a legal guardianship in which a parent or other adult is granted the power to make all decisions for the adult student. However, there are alternatives to guardianship in which family members or former guardians can make educational decisions for or support adult students in the decision-making process; even they are competent and capable of making decisions on their own.

Beginning when the student is in 9<sup>th</sup> grade, but in no cases later than the year the student will turn 16 and in all subsequent IEP meetings before the student's 18<sup>th</sup> birthday, the LEA Representative shall:

- Inform parents and students that parental rights under IDEA Part B will transfer to the student when the student reaches age 18, unless the student has been determined, by court order, to be incompetent.
- Offer parents information on the various ways in which they continue to offer support to their adult student, including supported decision making.
- If parents express concern regarding the ability of their student to assume rights, LEA Representatives shall refer parents to the following organizations for more information:
  - ARC of DC, 415 Michigan Ave., NE, Suite 400, Washington, DC 20017. [arcdc@arcdc.net](mailto:arcdc@arcdc.net). 202-636-2950.
  - Quality Trust for Individuals with Disabilities, 5335 Wisconsin Avenue NW Suite 825, Washington, DC 20015. (202) 448-1450
  - Department on Disability Services (DDS), 1125 15<sup>th</sup> Street, NW, Washington, DC 20005. [dds@dc.gov](mailto:dds@dc.gov). (202) 730-1700
  - The Department of Human Services (DHS), 64 New York Avenue, NE, 6<sup>th</sup> Floor, Washington, DC 20002. [dhs@dc.gov](mailto:dhs@dc.gov), 202-671-4200
  - DC Superior Court, Probate Division, 500 Indiana Ave, 5<sup>th</sup> Floor, Washington, DC 20001. 202-879-9640.
- Review the procedural safeguards document (*Caring for Our Students with Disabilities: A Procedural Manual for Parents*) with parents and students.
- Verify in SEDS and document in the IEP meeting notes that the transfer of rights was discussed, confirming that both the student and the parent were informed that parental rights under IDEA will transfer to the student upon reaching the age of majority.

The LEA Representative shall convene an IEP team meeting as soon as possible after the student's 18<sup>th</sup> birthday to confirm the transfer of parental rights to the student. This meeting may be combined with the student's annual IEP review meeting if appropriate.

At the IEP Team meeting right before the student's 18<sup>th</sup> birthday, the LEA Representative shall:

- Generate a pre-transfer of rights document in SEDS under the Student/Parent Information

section. For more information, see the SEDS Resource Site at:

<https://sites.google.com/a/dc.gov/seds-help-resources/feedback/video/seds-basic-user-training-course/module-3-student-parent-information>

- Inform parents and students that parental rights under IDEA Part B transferred to the student on the student's 18<sup>th</sup> birthday, unless the student has been determined incompetent or the student has executed and presented to the school for review a valid educational power of attorney.
- Discuss the rights that accrue to the student on the student's 18<sup>th</sup> birthday, as outlined in IDEA Part B and the procedural safeguards manual (*Caring for Our Students with Disabilities: A Procedural Manual for Parents*).
- Review the "Notice of Transfer of Parental Rights" form and procedural safeguards manual (*Caring for Our Students with Disabilities: A Procedural Manual for Parents*) with parents and students.
- Obtain signatures from the parent and student on the "Notice of Transfer of Parental Rights" form.
- At this meeting, the LEA representative should reiterate that the adult student has the option of ensuring that their parents remain informed and active in the special education process through supported decision-making. The LEA Representative must provide a copy of the consent for their parent to remain involved through the supported decision making process.
- Fax the completed "Notice of Transfer of Parental Rights" form into SEDS, verifying that both the student and the parent have been informed that parental rights under IDEA transferred to the student on the student's 18<sup>th</sup> birthday.
- Additionally, if the adult student and their parent wish to create a supported decision-making network either at the meeting or following the meeting, both the student letter and the "Supported Decision-Making Request Form" release must be uploaded into SEDS with a miscellaneous fax sheet titled, "Supported Decision-Making Network Form".

## Supported Decision Making

When a student turns 18, parents and other IEP team members should keep in mind that the ability to make sound, reasoned decisions is a skill acquired over time, and that students with disabilities would benefit from the opportunity to practice making decisions in a supported environment. Even though educational rights are essentially automatically transferred to a student with a disability at age 18, there are still ways to grant parents some ability to assist and be considered in the educational decision-making process, without completely taking away an individual's rights through a guardianship hearing. Supported decision-making is a method by which either parents or other adults the student chooses can remain involved in the educational decision-making process and form the student's network:

- **Supported decision-making:** Supported decision-making is when a student over the age of 18 years retains their rights as the ultimate decision-maker but consents to let parents continue to be involved. It is essentially an option in which families or other adults the adult student chooses for their educational decision-making network remain engaged while children keep formal rights.
  - **Steps to creating a supported decision-making network:**
    - Parents must have the student sign the "Supported Decision-Making Request Form" allowing the parent, former guardian, or some other adult of the student's choosing have access to educational records and information, including all educational notices sent to the student.
    - School staff, the parent, or other adult of the adult student's choosing should assist the student in completing the "Supported Decision-Making Request Form".
      - Note: Although educational rights under IDEA Part B transfer to the student, parents continue to be allowed access to their child's education records under the Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232 g) if the student is the parent's dependent, as defined in Section 152 of the Internal Revenue Code. When the student is a dependent of the parents, the parents will also continue to receive meeting notices, but may only participate in these meetings if allowed by the student.
    - Both the student letter and the "Supported Decision-Making Request Form" release should be uploaded in SEDS.

## Rehabilitation Services Administration (RSA)

RSA, which is a division of the DC Department on Disability Services, provides services to adults whose disabilities are a barrier to finding and maintaining competitive employment. In partnership with DCPS, RSA can begin working with DCPS students as early as age 14 to begin the process of determining whether their disability will be a barrier to finding and maintaining competitive employment.

DCPS and RSA work together to determine whether a student is eligible to receive RSA services.

For eligible students likely to face barriers to employment after leaving high school, RSA can provide vocational rehabilitation services as early as age 16. These vocational rehabilitation services include job development, placement and coaching. Ultimately, these services help break down barriers and help DCPS students live independently as adults.

Visit the [RSA website](#) to learn more about their mission and the services they provide.