

Rockingham County Public Schools
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Transition for Children with Moderate to Significant Disabilities

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Rockingham County Public Schools
Introduction
Transition for Children with Moderate to Significant Disabilities

Welcome to Transition!

From the very beginning you protect and defend your child. It is your job as a parent, but that job starts to shift as your child enters middle school and high school. Teachers start to talk about transition and the idea that eventually your child will leave school and might leave your home to start their own. You probably ask yourself how this can happen for a child with moderate to significant disabilities, and how can you continue to assist them without impeding their independence. Consider this handbook the starting point for your journey from school services to adult services.

The purpose of this handbook and compilation of information is to provide you with information on the maze of transition and the many services that MIGHT be available to you and your child in the upcoming years. This handbook will not map the process for you, because each person's transition is individualized. It will provide you with enough information to know who to ask for additional information and where to go for certain services.

This is an exciting time in your life and your child's. Please contact your child's teacher(s) or the Rockingham County Public School Transition Facilitator for individualized transition planning.

Kendel St. John
Rockingham County Public Schools
Transition Facilitator
kstjohn@rockingham.k12.va.us
(540) 564-1983

Rockingham County Public Schools
School Services
Transition for Children with Moderate to Significant Disabilities

For many students with special needs school services began prior to kindergarten. Students with disabilities are eligible for school services starting at age two in the public schools. School services continue until the student graduates and exits the system or they “age out” of services. This happens the year the student turns 22. Prior to exiting school services the school, parents, and adult agencies expect services to be established to provide a seamless transition to adulthood. Seamless is not effortless. The school and adult agencies and organizations must work cooperatively in the several years prior to the student’s exit to establish lines of communication and appropriate services. Why is this so important?

- a) **Entitlement vs. Eligibility:** While in school, students identified for special education are entitled to services. School systems cannot deny a service if it is needed due to the student’s disability. Adult agencies are based on eligibility. Even if a person received school services it does not make them eligible for adult services. Even if a person is eligible for services it does not mean the agency will provide services or other assistance. There is also no timeline for implementation of services within the adult agency realm as exists within school services.
- b) **The difference between IDEA and ADA:** IDEA is the law that guides and funds special education. School systems are supplemented part of the cost incurred to provide special services to students with disabilities. ADA or the Americans with Disabilities Act provides protection for people with disabilities. It does NOT include any funding for adult agencies for people with disabilities. As a matter of fact none of the agencies devoted to assisting people with disabilities have mandated funding for programming or services. This means that even if a person is eligible for services in an adult program they may not receive the service. For this reason many adult agencies and organizations have long waiting lists for services. It is advisable to use the time the student is in school to coordinate services for when the student exits school simply because this is a time when students and families have more available to them.
- c) **Use the time wisely:** Make every IEP a guide to the adult world your student is quickly moving toward. Students working on a special diploma or Modified Standard Diploma should be building other skills beyond academics. Ask for independent living skills, work skills, and self-determination skills to be included in the IEP. This is also a good time for your child to start exercising some self-advocacy skills and learning more about their disability. They should be as involved as possible in the IEP process.

Rockingham County Public Schools
Age of Majority
Transition for Children with Moderate to Significant Disabilities

At least one year prior to turning 18 the school system is required to notify you and your child of the shift in responsibility from you to your child on the day of their 18th birthday.

Please note: This change in responsibility will happen automatically NO MATTER HOW SIGNIFICANT THE CHILD'S DISABILITY.

What this means is that without intervention you, as the parent, will no longer have sole responsibility for your child's financial, educational or personal decisions. The school system will invite you to the IEP meeting as an interested party, but the student will need to sign consent for the IEP and any other documentation.

The next section discusses in more detail your options if you would like to remain more involved in your child's decision making. Please carefully read the following document provided by the Virginia Department of Education on Age of Majority.

Transfer of Rights at the Age of Majority
Students and the Right to Make Educational Decisions

From a student's first day of school until the completion of his or her education, hundreds, possibly thousands, of educational decisions will have been made for or by that student. Until a student reaches the age of 18 (also called the "age of majority"), most of those decisions are made by parents, family members, and/or guardians in consultation with teachers or education officials. The right of a parent, or surrogate parent, to make educational decisions for a child is a very important part of the educational process. Therefore, Virginia law protects the rights of parents to make decisions in the best interests of their children, including educational decisions. However, when a student reaches the age of 18, that adult student is presumed under Virginia law to be capable of making his or her own decisions - including educational decisions. That does not mean that parents cannot continue to be involved in their children's education. It just means that, by law, schools respect the educational decisions of every adult student, unless that person has been determined to be incapable of making decisions.

What does it mean to be "capable of making your own decisions?"

Generally, in Virginia it is presumed that all persons who have reached the age of 18 are fully capable of making their own decisions, and are responsible for their own actions. This presumption comes from Virginia laws and statutes, not from the Virginia Department of Education, local school boards, or teachers. The right of a student to make individual educational decisions begins when a student reaches the age of 18, just as the right to vote begins. However, the presumption that adult students are capable of making their own decisions does not mean that adult students are required to change their educational program, or disregard the advice of family, teachers, or people on whom they have always relied.

What about students with special needs, or students who have a condition or illness which might impair their ability to make informed educational decisions?

The law presumes that all students are capable of making their own decisions. However, the right to make educational decisions may be transferred from an adult student to a parent, guardian, family member, or some other person, if it is sufficiently proven that the adult student is not capable of providing informed consent when making decisions. A parent, guardian, family member, or some other person may be appointed to make educational decisions for an incapacitated adult student or for an adult student who is deemed unable or incapable of providing informed consent, under certain circumstances. (Note: An incapacitated person is a person determined by a court who, because of a mental or physical illness or condition, is not capable of taking care of himself or herself, or his or her affairs. For purposes of this discussion, any person who has been declared by a court to be legally incompetent should be interpreted to be incapacitated).

Source: http://www.pen.k12.va.us/VDOE/Instruction/Sped/transfer_rights.pdf

Rockingham County Public Schools
Guardianship, Power of Attorney, Legal Responsibilities
Transition for Children with Moderate to Significant Disabilities

If after reading the preceding section concerning the transfer of rights at Age of Majority you feel you need to continue to retain responsibility for your adult child's rights you will need to pursue legal means to do so. This is NOT something that can be facilitated by the school system. Please review the following information from the Virginia Department of Education concerning the various methods for a parent or other designee to be appointed to make educational, medical, financial or other personal decisions for an adult person with a disability. Please consult the VDOE website for the complete document on Age of Majority and other legal options. This document profiles options particularly relevant to making educational decisions. The VDOE website provides more comprehensive information.

http://www.pen.k12.va.us/VDOE/Instruction/Sped/transfer_rights.pdf

The Virginia Department of Education recognizes three ways for a parent, family member, or other person to be appointed to make educational decisions on behalf of an adult student. They are as follows:

1. The parent requests being a court-appointed guardian and is given authority to make educational decisions at a guardianship hearing before a judge;
2. The parent assists the adult student to appoint or designate, in writing, a competent adult of his or her choice to make educational decisions through a power of attorney signed and executed by the adult student and a Notary Public. (See the sample Power of Attorney form);
3. The parent or other competent adult pursues certification that the adult special education student is unable or incapable of providing informed consent in making educational decisions and is considered by the school division to be the "educational representative" to make educational decisions for the student. (See the sample Certification Form of the Inability of a Student to Provide Informed Consent for Education Decisions).

What is adult guardianship?

A guardian is a person appointed by a court who is responsible for the personal affairs of an incapacitated person (called a "ward"), and for making decisions for that ward. Guardianship may be awarded for the purpose of making only limited decisions (such as education decisions only, or medical decisions only) or it may be a full guardianship covering all personal affairs. (Note: Guardians appointed after January 1, 1998, do not have the right to handle the financial affairs of a ward. A conservator is the person authorized by a court to handle the financial affairs of a ward. In many cases, however, the court will name the same person to serve as both the guardian and the conservator for the ward). Some of the main disadvantages of the guardianship and conservatorship proceedings are that they often are time-consuming, costly, and may be open to the public. All such proceedings involve at least one judge and at least one lawyer. If you have questions about guardianship or conservatorship, please contact a lawyer or the Virginia Guardianship Association for more information.

What is power of attorney?

The power of attorney is a written document by which one competent adult (the student, in our case) grants authority to another competent adult (a parent, family member or friend) the authority to act and make decisions on his or her behalf. Since adult students are presumed competent under Virginia law, the power of attorney may be an important tool for many students, parents, and families. It is important that students, parents, families, and educators all understand that competent adult students may revoke or change a power of attorney at any time, as long as they are still competent. Sample forms for a power of attorney for educational decisions only have been prepared by the Virginia Department of Education as a guidance tool for students, their parents, guardians, and/or families. Be aware that the power of attorney may be used by competent adults to give various powers to other competent adults. Be sure to seek legal advice to address further questions or concerns about the use of any power of attorney.

How do I go about having an “educational representative” appointed for a special education student who is 18 years old or is about to become 18?

As was mentioned earlier, any adult special education student who has been certified to be unable or incapable of providing informed consent with regard to his or her educational decisions may have an “educational representative” appointed to make those decisions. The option of having an educational representative appointed without having to appear in court (as would be required in a guardianship or conservatorship case) was developed by the Virginia Department of Education in accordance with federal and state laws. This was done to ease the burden placed on parents and families, while protecting the individual rights of the adult student. An education representative can be a parent, family member, or other competent adult. Before a special education student can have an educational representative appointed, the student must be evaluated and determined to be “unable or incapable of providing informed consent for educational decisions made under the Individuals with Disabilities Education Act.” The procedure included specifies who must certify that a special education student is incapable of providing informed consent. The process of having an educational representative appointed is much easier and less expensive than a guardianship proceeding. However, remember that an educational representative is authorized to make educational decisions only. The educational representative is not given any authority to make other decisions on behalf of an adult student.

Source: http://www.pen.k12.va.us/VDOE/Instruction/Sped/transfer_rights.pdf

Rockingham County Public Schools
Community Services Board (CSB)
Transition for Children with Moderate to Significant Disabilities

The Harrisonburg-Rockingham Community Services Board (CSB) is responsible for planning and providing a public program of community based mental health, mental retardation, and substance abuse services. Services are licensed by the Department of Mental Health, Mental Retardation, and Substance Abuse Services.

- 24 hour emergency services: assessment and screening for hospitalization
- Case management for Board clients
- Medication management for Board clients
- Crisis intervention
- Individual, group, marital, and family therapy
- Residential services for Board clients
- Education for families - family support groups
- Home based child and family program
- Parenting education
- Substance abuse intensive program
- Substance abuse education/prevention
- Substance abuse evaluations
- Court ordered evaluations
- Children of alcoholic groups
- Sexual abuse survivors groups
- Mental retardation residential and day support services through contractual agencies
- Respite care for persons with mental retardation
- Consultation with agencies and individuals
- Psychosocial program (Summit House)
- Early intervention services for delayed and at risk infants 0-2 years (PACE)

Any person presently residing in Harrisonburg or Rockingham County is eligible for services without regard to race, age, religion, sex, income, disability or place of national origin. Charges to clients are based on a sliding scale, which takes into account income and family size.

All information is kept confidential and is not released without authorization.

(From the Harrisonburg Rockingham Community Services Board Website:

<http://www.hrcsb.org/>)

Please apply for services (case management, waiver services, etc.) during middle school or earlier. Services maybe available for children through the CSB McNulty Center for Children and Adolescents.

Contact Information:

Harrisonburg Rockingham CSB
1241 N. Main St.
Harrisonburg, VA 22802
(540) 434-1941

McNulty Center for Children and Adolescents
463 Washington St.
Harrisonburg, VA 22802
(540) 433-3100

Rockingham County Public Schools
Medicaid and Medicaid Waivers
Transition for Children with Moderate to Significant Disabilities

Medicaid Waivers were first developed in the early 1970's to waive the requirement for institutionalization. The intent was to introduce, with supports, people institutionalized due to mental health or mental retardation into their home community. Virginia currently offers six different Medicaid Waiver programs to people with disabilities. The two most likely appropriate for young people with moderate to significant disabilities would be the Mental Retardation (MR) Medicaid Waiver or the Developmental Disability (DD) Medicaid Waiver. Community Services Board (CSB) operates the MR Waiver Program. Typically, Centers for Independent Living operate the DD Waiver program. In Rockingham County, VAIL operates the DD Waiver program. Please consult the community agency listing on page 17 and 18 for contact information for VAIL and CSB.

Waiting lists exist for both the DD and MR Waiver programs. Please review the document on page 10 that charts the different services available under each Waiver program. Please consider carefully the needs of your child both now and anticipated needs in the future. A person can be on two waiting lists at the same time, but can only receive one waiver. It is VERY difficult to change from one Waiver to another, so families need to carefully consider needs across the life span when looking at Waiver programs.

For additional information consult the following resources.

Department of Medical Assistance Services
<http://www.dmas.virginia.gov/ltc-home.htm>

Centers for Medicare and Medicaid Services
<http://www.cms.hhs.gov/home/medicaid.asp>

Rockingham County Public Schools
Medicaid Waiver Service Matrix
 Transition for Children with Moderate to Significant Disabilities

Services	AIDS Waiver	DD Waiver	EDCD Waiver	MR Waiver	Tech Waiver
Adult Day Health Care			√		
Assistive Technology		√	√	√	√
Case Management / Support Coordination	√	√ (state plan)		√ (state plan)	√
Companion Services (Agency Directed)		√		√	
Companion Services (Consumer-Directed)		√		√	
Crisis Stabilization		√		√	
Day Support		√		√	
Environmental Modifications		√	√	√	√
Family & Caregiver Training		√			
In-Home Residential Support		√		√	
Skilled Nursing Services	√	√		√	√
Nutritional Supplements	√				
Personal Care Services (agency directed)	√	√	√	√	√
Personal Care Services (consumer directed)	√	√	√	√	√
Personal Emergency Response System		√	√	√	
Prevocational Services		√		√	
Residential Supports (congregate group home)				√	
Respite Care (Agency Directed)	√	√	√	√	√
Respite Care (Consumer-Directed)	√	√	√	√	
Skilled Respite			√		√
Supported Employment		√		√	
Therapeutic Consultation		√		√	

√ - indicates this service is offered under the Waiver specified

Revised: 1/7/09

Rockingham County Public Schools
Medicaid Waiver Service Descriptions
Transition for Children with Moderate to Significant Disabilities

Adult companion care (agency and consumer-directed) consists of non-medical care, supervision and socialization provided to a functionally impaired adult. Companions may assist or supervise the person with such tasks as meal preparation, laundry and shopping and may also perform light housekeeping tasks which are incidental to the person's care and supervision. This service does not entail hands-on nursing care.

Adult day health care means services designed to prevent institutionalization by providing people with health, maintenance, and rehabilitation services in a daytime group setting.

Assistive technology consists of specialized medical equipment and supplies including those devices, controls, or appliances, specified in the plan of care but not available under the State Plan for Medical Assistance, which enable people to increase their abilities to perform activities of daily living, or to perceive, control, or communicate with the environment in which they live or which are necessary to the proper functioning of such items.

Attendant care includes assistance with activities of daily living and instrumental activities of daily living, monitoring of physical health condition, work related personal assistance and the environmental maintenance necessary for people to remain in their homes and in the community. The person will be responsible for recruiting, hiring, training, supervising and firing, if necessary, their attendants. If the person is not able to direct their attendant services, another designated person may direct the services.

Case management (also called support coordination) includes assessment, planning, linking, and monitoring of services. Case management (i) ensures the development, coordination, implementation, monitoring, and modification of consumer service plans; (ii) links people with appropriate community resources and supports; (iii) coordinates service providers; and (iv) monitors quality of care.

Consumer-directed personal attendant services (CD-PAS) see attendant care definition.

Crisis stabilization provides intervention to persons who are experiencing serious psychiatric and/or behavioral problems that jeopardize their current community living situation.

Day support is training in intellectual, sensory, motor, and affective social development including awareness skills, sensory stimulation, use of appropriate behaviors and social skills, learning and problem solving, communication and self care, physical development, transportation to and from training sites, services and support activities, and prevocational services aimed at preparing a person for employment.

Environmental modifications are physical adaptations to a house, place of residence, or vehicle. Modifications can also be physical adaptations to a work site, when the modification exceeds reasonable accommodation requirements of the Americans with Disabilities Act. The modification must be necessary to ensure the person's health and safety or enable functioning with greater independence. This service is not used to bring a substandard dwelling up to minimum habitation standards.

Family and caregiver training includes training, education and counseling services provided to families and non-paid caregivers of people receiving services in the DD Waiver. This service includes training, education and counseling services related to disabilities, community integration, family dynamics, stress management, behavioral interventions and mental health.

In-home residential support is provided primarily in the person's home and includes training, assistance, and supervision in enabling the person to maintain or improve his health, assistance in performing individual care tasks, training in activities of daily living, training and use of community resources, providing life skills training, and adapting behavior to community and home-like environments.

Nutritional supplements are available in the AIDS Waiver. A person may receive enteral nutrition that does not contain a legend drug when it is the person's primary source of nutrition. Primary source means that nutritional supplements are medically indicated for the treatment of the person's condition if the person is unable to take nutrition orally.

Personal care services include assistance with activities of daily living and instrumental activities of daily living, monitoring of physical health condition, work related personal assistance and the environmental maintenance necessary for people to remain in their homes and in the community.

Personal emergency response system (PERS) is an electronic device that enables people to secure help in an emergency. This service is limited to people who live alone or are alone for significant parts of the day and who have no regular caregiver for extended periods of time, and who would otherwise require extensive routine supervision.

Prevocational Services include Training and assistance to prepare an individual for paid or unpaid employment. These services are not job task-oriented. These are for individuals who need to learn skills fundamental to employment such as accepting supervision, getting along with co-workers, using a time clock, etc.

Residential supports are provided primarily in a licensed residence or in the individual's home. This service is one in which support and supervision is routinely provided. Support includes training, assistance, and supervision enabling people to maintain or improve their health, to develop skills in activities of daily living, to use community resources, and to adapt their behavior in community and home-like environments. Reimbursement for residential support shall not include the cost of room, board, and general supervision.

Respite care (agency and consumer-directed) is a service provided to people who are unable to care for themselves. Respite is provided on an episodic or routine basis because of the absence of or need for relief of those individuals residing with the person who normally provide the care.

Nursing services are provided for people with serious medical conditions and complex health care needs who require specific skilled nursing services that cannot be provided by non-nursing personnel. Skilled nursing may be provided in the person's home or other community setting on a regularly scheduled or intermittent need basis. Nursing services are ordered by a physician and are provided by a registered professional nurse, or licensed practical nurse under the supervision of a registered nurse.

Supported employment consists of training in specific skills related to paid employment and provision of ongoing or intermittent assistance and specialized supervision to enable a person to maintain paid employment.

Therapeutic consultation is provided by professionals in fields such as psychology, social work, behavioral analysis, speech therapy, occupational therapy therapeutic recreation, physical therapy disciplines or behavior consultation to assist people with disability, parents and family members, residential support, day support and any other providers of support services in implementing a plan of care.

Source: Shared by Vail, Inc. with information from <http://www.dmas.virginia.gov>

Rockingham County Public Schools
Medicaid Waiver Specific Information
 Transition for Children with Moderate to Significant Disabilities

AIDS Waiver

Initiative	Purpose is to provide care in the community rather than in nursing facilities or hospitals.
Targeted Population	Diagnosis of AIDS or AIDS Related Condition (ARC) and documentation that the individual is experiencing medical and functional symptoms associated with AIDS or ARC which would require nursing facility or hospital care.
Eligibility Rules	Must be eligible for Medicaid and meet screening criteria; income limit is 300% of the SSI payment limit for one person (\$1,737/month). No patient pay.
Services Available	<ul style="list-style-type: none"> ▪ Case management ▪ Nutritional supplements ▪ Skilled nursing services ▪ Personal care (consumer or agency directed) ▪ Respite care (consumer or agency directed)
Service Authorization	Local and hospital screening teams
Program Administration	Program administered by DMAS
Service Provision	Services are provided by case management providers or personal care and nursing agencies that have a provider agreement with DMAS.

Source: Shared by Vail, Inc. with information from <http://www.dmas.virginia.gov>

Elderly and Disabled with Consumer Direction Waiver (EDCD)

Initiative	Purpose is to provide care in the community rather than a nursing facility.
Targeted Population	Individuals 65 or older or who are disabled, who meet screening criteria and are at imminent risk of nursing facility placement.
Eligibility Rules	Must be eligible for Medicaid and meet screening criteria; income limit is 300% of the SSI payment for one person (\$1,737/month). Could have a patient pay if income is in excess of SSI income limit for one (\$579).
Services Available	<ul style="list-style-type: none"> ▪ Adult Day Health ▪ Assistive Technology ▪ Environmental Modifications ▪ Personal Care Services (consumer or agency directed) ▪ Respite Care (consumer or agency directed) ▪ Skilled respite care ▪ Personal Emergency Response System
Service Authorization	Local and hospital screening teams
Program Administration	Program administered by DMAS
Service Provision	Services can be provided by personal care and nursing agencies that have a provider agreement with DMAS. Services may also be provided by personal attendants hired by the recipient. Service facilitation is provided by registered nurses, social workers, or case managers who have a provider agreement with DMAS. Service facilitators assess, develop, and monitor the care plan for those choosing Consumer-Directed Personal Attendant Services.

Source: Shared by Vail, Inc. with information from <http://www.dmas.virginia.gov>

Individual and Family Developmental Disabilities Support Waiver (DD)

Initiative	Purpose is to provide care in the community rather than in an Intermediate Care Facility for the Mentally Retarded.
Targeted Population	Individuals 6 years of age and older with a condition related to mental retardation but who do not have a diagnosis of mental retardation who have been determined to require the level of care provided in an Intermediate Care Facility for the Mentally Retarded (ICF/MR).
Eligibility Rules	Must be eligible for Medicaid and meet screening criteria; income limit is 300% of the SSI payment limit for one person (\$1,737/month).
Services Available	<ul style="list-style-type: none"> ▪ Day support (center or community based) ▪ Supported Employment ▪ In-home residential support ▪ Therapeutic consultation ▪ Personal care services (consumer or agency directed) ▪ Companion care (agency or consumer-directed) ▪ Respite care (agency and consumer-directed) ▪ Skilled nursing services ▪ Family and caregiver training ▪ Crisis stabilization ▪ Environmental modifications ▪ Assistive Technology ▪ Personal Emergency Response Systems (PERS) ▪ Case Management/Support coordination (A State Plan Service, Not a Waiver Service) ▪ Prevocational Services
Service Authorization	11 Screening entities have been contracted by DMAS.
Program Administration	Program administered by DMAS
Service Provision	Services are provided by providers who have an agreement with DMAS.
THERE IS A WAITING LIST FOR SERVICES	

Source: Shared by Vail, Inc. with information from <http://www.dmas.virginia.gov>

Mental Retardation Waiver (MR)

Initiative	Purpose is to provide care in the community rather than in an Intermediate Care Facility for the Mentally Retarded (ICF/MR).
Targeted Population	Individuals with mental retardation or related conditions and individuals under the age of 6 at developmental risk who have been determined to require the level of care provided in an Intermediate Care Facility for the Mentally Retarded (ICF/MR).
Eligibility Rules	Must be eligible for Medicaid and meet screening criteria; income limit is 300% of the SSI payment for one person (\$1,737/ month). Could have a patient pay if income is in excess of SSI income limit for one (\$579). Due to expenses of employment, can keep additional amount of earned income if working more than 8 hours/week.
Services Available	<ul style="list-style-type: none"> ▪ Day support (center or community based) ▪ Supported Employment ▪ In-home residential support ▪ Therapeutic consultation ▪ Personal care services (consumer or agency directed) ▪ Companion care (agency or consumer-directed) ▪ Respite care (agency and consumer-directed) ▪ Skilled nursing services ▪ Crisis stabilization ▪ Environmental modifications ▪ Assistive Technology ▪ Personal Emergency Response Systems (PERS) ▪ Case Management/Support coordination (A State Plan Service, Not a Waiver Service) ▪ Prevocational Services ▪ Residential Support (congregate group home)
Service Authorization	Community Mental Health Services Boards (CSB)
Program Administration	Program administered by DMAS and DMHMRSAS
Service Provision	Services are provided by providers who have an agreement with DMAS.
THERE IS A WAITING LIST FOR SERVICES	

Source: Shared by Vail, Inc. with information from <http://www.dmas.virginia.gov>

Technology Assisted Waiver

Initiative	Purpose is to provide care in the community rather than in a nursing facility (adults) or hospital (children).
Targeted Population	Individuals who need both a medical device to compensate for the loss of a vital body function and substantial and ongoing skilled nursing care.
Eligibility Rules	Must be eligible for Medicaid and meet screening criteria; income limit is 300% of the SSI payment limit for one person (\$1,737/month). Could have a patient pay if income is in excess of SSI income limit for one (\$579).
Services Available	<ul style="list-style-type: none"> ▪ Skilled nursing services ▪ Assistive Technology ▪ Case management/Support Coordination ▪ Respite care (consumer or agency directed) ▪ Skilled respite ▪ Durable medical equipment ▪ Personal care (consumer or agency directed) ▪ Environmental modification
Service Authorization	Health Care Coordinator who is either an employee of DMAS or a DMAS contractor
Program Administration	Program administered by DMAS
Service Provision	Case management is provided by DMAS staff. Nursing services are provided by nursing agencies that have a provider agreement with DMAS.

Source: Shared by Vail, Inc. with information from <http://www.dmas.virginia.gov>

Rockingham County Public Schools
Social Security
Transition for Children with Moderate to Significant Disabilities

Social Security is available to people who have retired, been injured or disabled after paying into the SS system or those with disabilities that limit their ability to work from the onset. For the purposes of this document Supplemental Security Income (SSI) will be covered. This option is for people who have not worked long enough to pay into the SS system or who have never worked and are disabled. Children maybe eligible for SSI if they have a physical or mental condition that seriously limits activities (including the ability to work gainfully) and the condition has lasted or is expected to last at least one year. Important things to consider with SSI are listed below. For a more complete listing of information on SSI and other Social Security options and regulations please contact the Social Security office. Contact information is below:

- ❑ The child must have little or no income
- ❑ Before the age of 18 the child's family income will be considered
- ❑ The process for SSI approval can take several months
- ❑ Make copies of every document you submit
- ❑ Make detailed notes of all phone conversations including date, time and the person you spoke to
- ❑ Students who work and make a wage can still collect SSI
- ❑ Social Security does not count work wages that pay for items or services that help a person work
- ❑ Financial resources must be less than \$2000 for a person to qualify for SSI
- ❑ They do not count as resources; the home you live in and the land it is on, life insurance policies with a face value of \$1500 or less, (1) car, burial plots, and \$1500 in burial funds
- ❑ To collect SSI a person must live in the U.S. and be a U.S. citizen
- ❑ If a claim is denied you have the right to appeal – plan on appealing
- ❑ If a person qualifies for SSI they may also qualify for Medicaid medical coverage

For additional information and to apply contact:

Social Security Website: <http://www.socialsecurity.gov/>
Local Office Address: 227 E. Elizabeth St. Harrisonburg, VA 22802
Local Office Number: (540) 433-3015
Toll-Free Number: 1(800) 772-1213
TTY Number: 1(800) 325-0778

Source: <http://www.socialsecurity.gov/>

Rockingham County Public Schools
Department of Rehabilitative Services
Transition for Children with Moderate to Significant Disabilities

Department of Rehabilitative Services (DRS) is a Virginia State agency operated with both federal funds and state funds. DRS provides services to people with disabilities who desire work, but need services or assistance with vocational training, self-advocacy or other work-related skills. Persons with disabilities are eligible to apply for services through DRS, but having a disability will not automatically qualify a person for services. For this reason it is very important to contact a DRS counselor in order to assess a person's eligibility for services. **DO NOT SELF-ASSESS** for eligibility. You maybe pleasantly surprised at what DRS can offer a student with moderate or significant disabilities for work training or job development.

You are eligible for the DRS vocational rehabilitation program if:

- You are legally eligible to work in the United States; and
- You have a physical, mental, or emotional disability; and
- This disability is keeping you from working; and
- You want to work and you think DRS services can help you, and
- You are in Virginia (living, working, or moving here), and
- DRS certifies that there is a good chance that DRS vocational rehabilitation services will result in your employment.

Services available through DRS include services within the home community and at Woodrow Wilson Rehabilitation Center in Fishersville, VA. A partial listing of services offered by DRS either within the community or at WWRC is listed below.

- Diagnostics, Evaluation, Assessment
- Disability awareness counseling
- Vocational and career path counseling
- Job seeking and job retention counseling
- Access to Employment Resource Centers - job searching and finding employment leads
- Job Placement
- Driver Evaluation
- On-the-job Training
- Follow along services after placement
- Training
- Supported Employment
- Apprenticeship Programs
- Work Adjustment
- External Training Option (through Woodrow Wilson Rehabilitation Center)
- Life Skills Training
- Assistive Technology (consultation and evaluation)
- Deaf and Hard of Hearing Services
- Brain Injury Services

- ❑ Long Term Mental Illness Services
- ❑ Counseling
- ❑ Vocational and Pre-Vocational Evaluation and Training
- ❑ Medical Rehabilitation Services
- ❑ Driver Education; Student Internships
- ❑ Deaf and Hard of Hearing Case Management Services and Interpreting Services
- ❑ Vocational Training

Much like an IEP, services are determined by the student's end goals for employment and independence and their needs as they work toward those goals. Each student has an Individualized Plan for Employment (IPE) that dictates the services they receive.

Assessment services are free of charge to eligible clients of DRS. Other services may include a fee that is based on the individual and/or family income.

For additional information please contact your local DRS counselor. The contact information for the local office and the web address are below.

Harrisonburg DRS Office
1909 B East Market St.
Harrisonburg, VA 22801
540-434-5981

Virginia DRS resources
Toll Free in VA: 1(800) 552-5019
<http://www.vadrs.org/>

Source: www.vadrs.org

Rockingham County Public Schools
Community Transportation Options
Transition for Children with Moderate to Significant Disabilities

If a student does not drive and there are concerns about their driving ability community resources exist to assist with transportation. Options are profiled below. Please talk to your child's teacher or contact the Transition Facilitator for additional information and to assess the transportation options that might best suit your child and family.

Driving evaluation – Woodrow Wilson Rehabilitative Services (WWRC) offers driving evaluations in the Occupational Therapy (OT) department. Students spend time in a simulator and on the road being evaluated to determine their driving feasibility. The OT therapist then generates a report with suggestions for driving and possible devices to assist the person. They may also make the recommendation that the person is not feasible to drive. Services through WWRC are best accessed through the local DRS office. See page 17 for DRS contact information.

Buses – Harrisonburg Transit provides bus transportation in the city of Harrisonburg and surrounding community. More information on specific bus routes are available at their website listed below. They also offer Paratransit services for those people with disabilities who require greater support to access transit. Many of both the regular transit and paratransit drivers participate in training on how to assist and work with people with disabilities.
<http://www.harrisonburgva.gov/index.php?id=168>

Rockingham County Public Schools
Housing and Residential Services
Transition for Children with Moderate to Significant Disabilities

Housing and residential services are probably the most vexing for parents as they think and plan for the future of their child with a disability. Beyond finding a placement that best suits a person in terms of support and continuing independence training is the issue of payment for a particular residential facility. Options are profiled below with suggestions for payment options along with referral sources for more information on either payment sources or other resources.

Structured Living Residences: This option provides 24-hour supervision and support for people with disabilities. An example would be Pleasant View Homes. The level of independence and support ranges from intensive support for both medical and cognitive needs to greater independence and skill building within the residential setting. Most placements of this type are paid for with a Mental Retardation (MR) Medicaid Waiver.

Specialized Home Services: A person with a disability lives with a family in the community that provides for their care and assists with coordinating their community activities and work. This option is similar in structure and supervision to the structured living residences, but provided within a family atmosphere. It is also primarily paid for through MR Waiver.

In-Home Residential Support: This option very much depends on the person's level of need. Services are provided within their own home, and in school terms, this is a "least restrictive environment." Supervision provided for the resident maybe just a few times a week or for several hours a day depending on the resident's needs. Developmental Disability (DD) Medicaid Waiver or Mental Retardation (MR) Medicaid Waiver helps support this option financially, but depending on the level of need it may also be paid for through the person's SSI payments, work funds, or the family.

Living Independently: This is the least restrictive option for those people who are independent in most daily living functions. With subsidized housing, SSI payments, and work they can pay their own rent or mortgage and live on their own. Arrangements can be made for emergency contacts in case of minor emergencies, i.e., blown fuse, water leak, etc., but the person lives primarily on their own or with friends.

This is not a comprehensive listing of all options, but a few general categories to be explored. For more information please contact the Rockingham County Transition Facilitator, your child's case manager, or VAIL.

Rockingham County Public Schools
Recreation and Leisure
Transition for Children with Moderate to Significant Disabilities

Many times students leave school and their options for recreation and leisure diminish. With the loss of a social group young adults might feel isolated. Parents and caregivers are encouraged to explore recreation and social options for their children while they are still in school. This prevents a sudden loss of social contact once the student graduates.

Some options for social outlets include:

Harrisonburg Department of Parks and Recreation: Parks and Rec. provide a variety of venues and opportunities for recreation and leisure to area residents. In addition to seven parks in city and county, residents also have available to them the facilities at the Westover Park Complex, a skate park, disc golf course and golf course. The Westover Park Complex includes facilities for arts and crafts, basketball, racquetball, a swimming pool, and a community center.

For additional information on programs and activities visit their website at <http://www.ci.harrisonburg.va.us/index.php?id=645> or call 540-433-9168.

Special Olympics: Special Olympics include both school age and adult participants from all disability groups. Students participate in basketball, track, swimming and other activities. Accommodations are made for all disabilities and the emphasis is on participation not winning. For more information contact the The Arc of Harrisonburg/Rockingham. The Arc contact information maybe found on page 17.

Canteen: Canteen is offered bi-monthly on alternate Friday evenings. Most events take place at the Harrisonburg Recreation Center. Activities include dances, art activities, picnics and other activities depending on the season. Call the The Arc office for information on Canteens.

Community Clubs and Sport Groups: Persons with disabilities have interests as varied as the rest of the population. Information on clubs and sport groups is available in the local newspaper and other community information outlets. Volunteering with groups is another way to get involved in the community and interact with others. Contact a favorite organization or charity to find out how a person can volunteer.

Church and Worship: Harrisonburg/Rockingham has a rich and varied faith group that welcomes individuals with disabilities if this is an interest. Information on church groups and activities is listed in the Saturday Daily News Record or in the yellow pages of the phone book.

This is not an exhaustive list, but it is a place to start on the quest to build a satisfying adult social life.

Rockingham County Public Schools
Community Organizations
Transition for Children with Moderate to Significant Disabilities

The Arc/Op Shop

Contact: 437-9214

Description: The Arc of Harrisonburg/Rockingham provides advocacy and support for citizens with developmental disabilities. The Op Shop is located within and operated by The ARC of Harrisonburg/Rockingham. It provides vocational and social skills training for people with disabilities.

C.C. & Associates

Contact: 430-3256

C.C. & Associates provides in-home residential support and community-based day support. The majority of the clients access services through a Medicaid Waiver.

CSB-Community Services Board

Contacts:

McNulty Center: 433-3100

CSB: 434-1941

Description: CSB provides a variety of services for individuals living with mental illness, mental retardation, or drug and alcohol abuse. Case management, counseling, residential support, and medication management are some of the available services.

DRS-Department of Rehabilitative Services

Contact: 434-5981

Description: DRS provides a variety of services for persons with disabilities seeking employment or employment training. DRS provides vocational and independent living assessment as well as referrals to a variety of community agencies including Friendship Industries, Inc., WWRC, PERT and VAIL. All services are voluntary and based on eligibility criteria.

Friendship Industries, Inc.

Contact: 434-9586

Description: Provides training, employment, and job placement for persons with disabilities, offering both on-site and off-site work experiences. Transportation is available.

Harrisonburg Transit

Contact: 432-0492

Description: Harrisonburg Transit provides lift-equipped buses as well as a paratransit option for individuals who need greater support to access public transportation. Curb to curb service is available.

Pleasant View Inc.

Contact: 896-8255

Description: Pleasant View Inc. provides housing, residential support, a structured day program, supported employment and community access programs to people with mental retardation. The majority of their clients access services with a Medicaid Waiver.

Summit House**Contact:** 434-1816

Description: This is a (free to clients) state funded day program for adults 18 years or older that have been diagnosed with significant long-term mental illness (to include hospitalizations). Clients must be referred through CSB and must be able to function without constant supervision. The clients run the program with two hired staff members on duty at all times to act as facilitators.

Talking Book Center**Contact:** (800) 995-6215

Description: Talking Book Center offers a FREE general library service for anyone unable to use standard print material due to a visual or physical disability. The Talking Book Center lends books and magazines recorded in special format and the necessary player. Materials travel through the mail “postage free.”

T-TAC – Training/Technical Assistance Center**Contact:** 568-8095

Description: T/TAC provides teachers with a variety of services and resources to assist with both transition related questions and autism and other special education and related topics. Please see their web site at <http://web.jmu.edu/ttac> for additional information.

VAIL-Valley Associates for Independent Living, Inc.**Contact:** 433-6513 or www.govail.org

Description: VAIL is a non-residential, private, non-profit Center for Independent Living that provides services for people with disabilities. Advocacy, independent living skills training, supported employment, information and referral, peer support, and Developmental Disability Waiver coordination are some of the services offered.

VEC-Virginia Employment Commission**Contact:** 434-7602

Description: VEC provides workshops for job seekers including students with disabilities. It can provide a list of the upcoming workshops hosted by VEC and is also willing to create tailor-made workshops with suggested topics.

WWRC-Woodrow Wilson Rehabilitative Center

PERT- Post-secondary Education Rehabilitation Transition

Contact: - 1-800-345-WWRC (9972)

Description:

WWRC / PERT Transition Resource Specialist

Services Offered through PERT

- Staff in-services on PERT
- PERT orientations for students and parents
- 10-Day comprehensive evaluation, including vocational, independent living, and social skills, to provide information for use in IEPs
- 2-week situational assessment, prior to graduation, for successful PERT students
- PERT report implementation meetings to review recommendations and assist with transition planning for individual PERT students
- Monitoring of PERT students until graduation
- WWRC tours for staff, students, parents, etc.
- Linkage to transition practitioners across the state
- Shared information about training and transition activities across the state

Rockingham County Public Schools
Checklist of Considerations
Transition for Children with Moderate to Significant Disabilities

Additional information on each topic is provided within the body of the *Transition Information for Students with Moderate to Significant Disabilities Guide*. Page numbers referencing location within the *Guide* are noted next to each topic below.

- Length of time in school – page 3
- Age of Majority and Guardianship – pages 4-7
- Community Services Board – page 8
- Medicaid Waivers – page 9-17
- Social Security – page 18
- Department of Rehabilitative Services – page 19
- Transportation Options – page 21
- Housing Options and Services – page 22
- Recreation and Leisure Opportunities – page 23

Notes: _____
