Transition Packet

Information and resources for individuals with intellectual and developmental disabilities and their families as they transition from school into adulthood

Information includes:

Overview of Transition Services and Considerations

Virtual Support & Information Groups – Parent To Parent

Timeline for accessing services

Transition Toolkit and Checklist

Special Education Resources – The Arc of King County

Creating Community – Building a Meaningful Life

Disability Employment Services and Supports

The Long and Short of Employment Services

Post-Secondary Education and Vocational Training

Employment and Your Benefits FAQ's – The Arc of King County

SSDI, Medicare and Employment – The Arc of King County

College Considerations for People with Disabilities – The Arc of King County

Understanding Respite Care – The Arc of King County

Legal Decision Making – The Arc of King County

Financial and Estate Planning – The Arc of King County

Legal Resources and Attorney List – The Arc of King County

Checklist for Transitioning to Adult Healthcare

DD Endowment Trust Fund and ABLE Accounts – The Arc of Washington

Which Housing Model is Right for You? – The Arc of King County

Find more information in The Arc of King County's Resource Guide at

https://arcofkingcounty.org/resource-guide/overview.html

For people with intellectual and developmental disabilities

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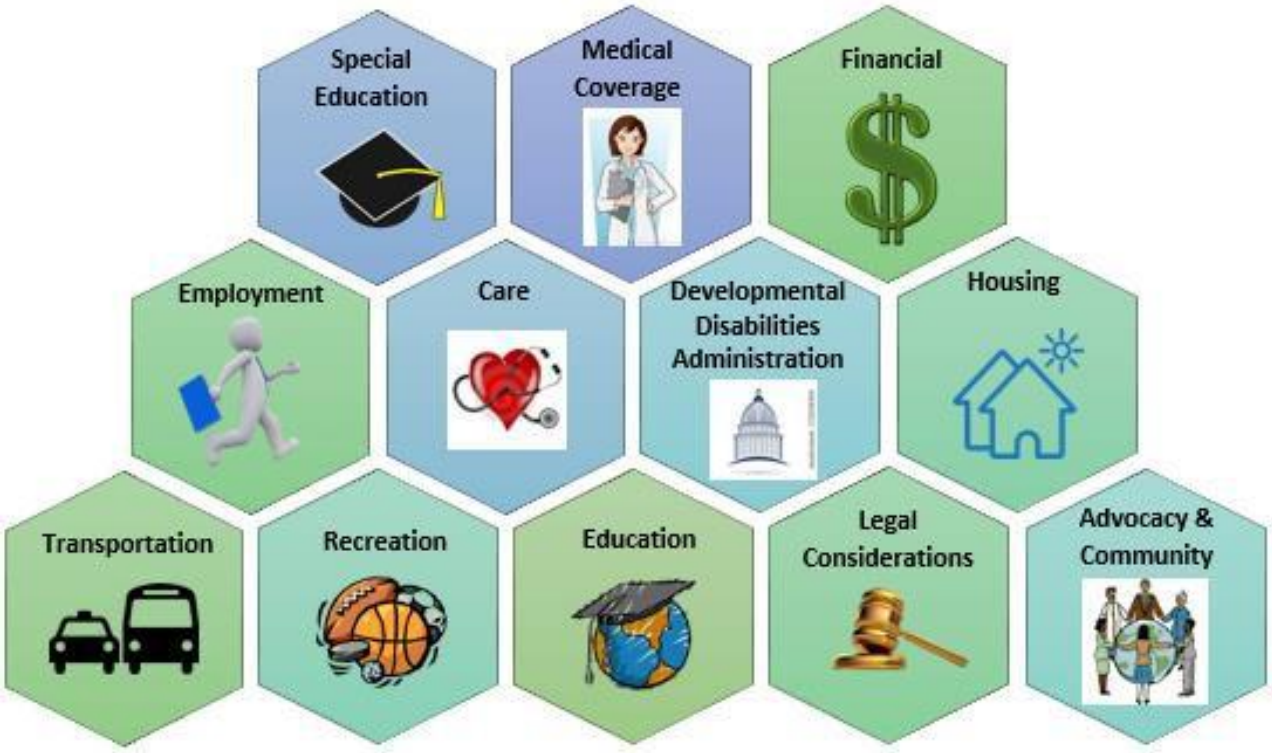
TRANSITION FROM SCHOOL TO ADULTHOOD

For people with intellectual & developmental disabilities

This document will familiarize you with some of the main considerations, public benefits, and resources that are relevant during transition for students with intellectual or developmental disabilities (I/DD) in King County. If you want to learn more, have questions, or want to talk about your situation please contact The Arc of King County.



For Questions, contact The Arc of King County
Phone: 206.829.7053 Email: ask@arcofkingcounty.org

Special Education

Transition Plans

All students with an IEP must have a Transition Plan included in the IEP starting at age 14-16 until the student exits school. The purpose of a Transition Plan is to coordinate learning opportunities and support to help facilitate the child's movement out of school into adult activities such as post-secondary education, employment, adult services, independent living, and community participation.

Graduation and Exiting School

The IEP should identify the circumstances in which the student will exit school. In all circumstances, there is no requirement that the student completes their IEP goals and objectives.

High School Graduation Requirements recently changed. Now, the student will receive the same diploma as their peers whether they receive special education services or not. Here are the general high school graduation requirements in Washington State. Note that each school district determines graduation requirements that must abide by state rules but could be ever more extensive.

- The High School and Beyond Plan (HSBP) is a process for students, parents, and teachers to guide students through high school and think about their future. Plans are personalized and designed to help students set, visualize, and work to achieve goals. A HSBP is one of the three components, along with Credit and Subject Area Requirements and Graduation Pathway Options (listed below), that Washington students must complete to achieve a high school diploma.
- Student must earn certain course requirements (24 credit framework) during high school years, including:
    - 4 English
    - 3 Math
    - 3 Science
    - 3 Social studies
    - 2 Arts
    - 2 World Language
    - 2 Health fitness
    - 1 Career and technical education
    - 4 Electives
    - Note: These are state requirements and individual School Districts may have more strict requirements
- There are many different pathways to graduation which include the following:
    - **State Assessment**: Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
        - **Smarter Balanced Assessment**: To meet this graduation pathway option, students need to earn at least the graduation score on the high school English Language Arts (ELA) of 2548 and math Smarter Balanced Assessment (SBA) of 2595.
        - **WA-AIM (Washington Access to Instruction & Measurement)**: The WA-AIM is designed for student with significant cognitive challenges. If determined to be appropriate by their Individualized Education Program (IEP) team, students with an

IEP may meet this graduation pathway option with the WA-AIM state assessment. The graduation scores identified by the State Board of Education (in August 2015) for the WA-AIM are ELA of 104 and math of 103.

- **Dual Credit**: Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses through Running Start, College in the High School, and/or Career and Technical Education dual credit courses.
- **AP/IB/Cambridge**: For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
    - **AP courses that meet this option in English language arts are**: English Language and Composition, English Literature and Composition, Macroeconomics, Microeconomics, Psychology, United States History, World History, United States Government and Politics, Comparative Government and Politics, European history, Human geography, African American studies, Seminar, Research.
    - **AP courses that meet this option in math are**: Statistics, Computer Science A, Computer Science Principles, Precalculus, Calculus.
    - **IB courses that meet this option in English language arts are**: Individuals and societies courses, English language and literature courses.
    - **IB courses that meet this option in math are**: Mathematics, Computer science.
    - **Cambridge International courses that meet this option in English language arts are Cambridge Advanced or Cambridge Advanced Subsidiary courses in**: English language, Literature and English, English General Paper, Psychology, History, Sociology, Global Perspectives and Research, Law, Drama, Economics, Thinking Skills, Geography.
    - **Cambridge International courses that meet this option in math are Cambridge Advanced or Cambridge Advanced Subsidiary courses in**: Further mathematics, Computer science.
- **SAT/ACT**: Meet or exceed the graduation scores set by SBE in the math and English Language Arts (ELA) portions of the SAT or ACT. Minimum math scores are 430 for SAT, 16 for ACT with Writing, and 16 for ACT (no Writing). Minimum ELA scores are 410 for SAT, 14 for ACT with Writing, and N/A for ACT (no Writing).
- **Transition Course**: Pass a transition course in ELA and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
- **Performance-based**: The performance-based pathway allows students to show what they know and can do in real-world, hands-on ways that align with their individual goals for life after high school. This student-centered pathway is intended to be customizable, with the aim of being relevant and engaging to the student
- **Combination**: Meet any combination of at least one ELA and one math option of those options listed above including Smarter Balanced Assessment, WA-AIM, Dual Credit, Advanced Placement (AP), International Baccalaureate (IB), Cambridge, SAT, ACT, Transition Courses, Performance-based.
- **ASVAB**: Meet the minimum score of 31 on the Armed Forces Qualification Test (AFQT) to be

eligible to serve in a branch of the armed services at the time the student takes the test. The AFQT is a component of the ASVAB (not a separate test). Satisfying this graduation pathway option meets requirements in both English and math.

- **CTE Sequence**: Complete a sequence of Career and Technical Education (CTE) courses, which align with the student's High School and Beyond Plan. Satisfying this graduation pathway option meets requirements in both English and math. To meet this pathway students may either:
  - **Complete a Core Plus program in**: Aerospace, Maritime, Healthcare, Information Technology, Construction, Manufacturing; or
  - **Complete a 2-credit sequence of courses that meet the following minimum criteria**:
    - Lead to a state or nationally recognized certificate or credential, or allow students to earn dual credit through CTE Dual Credit, Advanced Placement, or other agreement or program.
    - Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous.
    - Lead to workforce entry, a state or nationally approved apprenticeship, or postsecondary education in a related field.
    - The sequence of courses may be in a single CTE program area, or in more than one program area.
- **Note**: Please visit this website for more information and annual updates on the graduation pathways - https://sbe.wa.gov/our-work/graduation-requirements/graduation-pathway-options#Performance

- For students with IEPs, the IEP team decides when requirements are met or if they have to modify the requirements for the student.

The student is eligible for the 18-22 year old program and continues in school until they "age out" at the end of the school year during which they turn 22. Students eligible for the 18-22 year old program are allowed to participate in high school graduation activities and ceremonies with their same-aged peers. They will not receive their high school diploma and will remain eligible to receive special education services. In this case, they have shared in the experience of graduation, but have not officially exited school.

18-22 year old Transition Program

Each school district provides special education services for students aged 18-22 years old differently. Common learning activities include job training including writing resumes, interview skills, and on-the-job training, life skills such as shopping, cooking, budgeting, and using public transportation. Talk to your school district to determine the services they provide and what will be appropriate for your student. We encourage students to take full advantage of the special education services and remain in school through age 22; school is an entitlement, adult day services are not.

School-To-Work Program

A program of King County Developmental Disabilities Division (KCDDD) designed to help students achieve employment in their final year of the Transition Program. Students must be clients of DDA and are encouraged to apply when they first start their high school transition program. Taking part in this program may help connect

students with adult waiver services. Talk to the teacher or go here for more information: https://kingcounty.gov/en/dept/dchs/human-social-services/developmental-disabilities/youth-adults/school-to-work-program.

Medical Coverage & Services

Medical coverage is complex, below is a summary which addresses information relevant for DDA services. There are very specific eligibility requirements for medical coverage such as Medicaid including the individual's citizenship status. Please don't hesitate to contact The Arc of King County to discuss your situation.

- Services through DDA such as employment support services and Personal Care rely on Medicaid eligibility.
- It is important to keep to the resource limit ($2,000) once you receive these services.
- The main ways that people are eligible for Medicaid (Classic) which ensures eligibility for DDA services are:
  - Receiving SSI
  - Healthcare for workers with Disabilities (HWD)
  - By qualifying based on income, resources, residency, and citizenship or immigration status

Social Security Administration (SSA) Cash Benefits

Social Security benefits require a certain level of citizenship status. For questions about this, please contact The Arc of King County.

Supplemental Security Income (SSI)

SSI is cash benefit for people with disabilities who also have a low income. There are three main eligibility criteria for SSI: income, resources and disability. When someone turns 18 they can qualify for SSI based on their own income and resources. You will want to set this up in the first month after the person with disabilities' 18th birthday. Prior to age 18 the parents' finances are taken into consideration. If the child is still living in the family home, you can set up a room and board agreement to receive the full amount of SSI. The Arc of King County has some resource that will help you set this rental agreement up.

Social Security Disability Income (SSDI)

If a parent has retired, passed away, or become disabled, their child with I/DD may be eligible for SSDI. That person will get benefits based on their parent's work history. Also known as Child Disability Benefits (CDB) or Social Security Disabled Adult Child (SSDAC).

How do I apply for benefits?

Begin the application process online at https://secure.ssa.gov/iClaim/dib. After SSA have reviewed this information they will contact you for more information. You can also call 1-800-772-1213 (TTY 1-800-325-0778) from 8 a.m. to 7 p.m., Monday through Friday to set up an appointment to apply by phone or in-person at your local Social Security

office. Application are regularly denied. If this happens follow the appeal process rather than applying again. If you are successful with your appeal you will receive back pay from the date of application.

Good to know:

- These benefits are often easier to obtain before beginning work.
- They can serve as a safety net should a work effort not be successful.
- Look at https://community-minded.org/cme-plan-to-work/ to explore options to maintain Social Security while working.
- Keep copies of any documents you submit, and record your communications for future reference.

Employment Supports

For students still in school

- Ensure the student is enrolled in DDA so they can be in the School-to-Work program (S2W).
    - Note: Students must have a citizenship status that makes them eligible for Medicaid Waiver services to utilize the S2W program.
- Apply for S2W as early as possible, ideally when students start their high school transition program.
- Ensure the IEP includes goals that will support future job placements.

For those who have already exited school

- The Division of Vocational Rehabilitation (DVR) offer short term support for all people with disabilities looking for work. https://www.dshs.wa.gov/dvr
- If enrolled in DDA and interested in working, go to DVR to begin the process.
- Learn more about different employment support resources provided by DVR and DDA here: https://www.dshs.wa.gov/sites/default/files/DDA/dda/documents/DVR-DDA%20Side%20by%20Side%20%28July%202024%29.pdf

Short term support for finding work is available for all people with disabilities through Division of Vocational Rehabilitation (DVR). Your child's school should have an assigned DVR counselor. You might also be interested in finding your local DVR office and attending an orientation. https://www.dshs.wa.gov/ra/dvr/find-an-office

Long term employment support are only available through DDA or private pay. This involves a job coach who spends a certain number of hours on the job with the employee, providing the support they need. The level of support is determined by an assessment. People in transition should tell DDA if they are wanting to work and needing support.

Developmental Disability Administration (DDA) Services

What is DDA?
DDA (previously known as DDD) is the state level administration within the Department of Social and Health Services (DSHS) specifically for people who meet its criteria of developmental disability.

Why should I connect with DDA?

- To enroll in School-to-Work (see more information under Special Education).
- Services may include Personal Care (PC), respite, supported employment, residential services, emergency assistance, and more.
- Even if you don't need services now, it is best to enroll as early as possible. This way you will have quicker access to assistance should you need it. Eligibility determinations take several months.

How do I know if I am enrolled in DDA?

- Call your local DDA office with the name and birth date of the person who has a disability. You can find your local office at http://www.dshs.wa.gov/office-locations
- If you are not enrolled, then ask your local DDA office to mail you an application, or download the Intake Forms here: https://www.dshs.wa.gov/dda/consumers-and-families/eligibility

What DDA services are available?
DDA services are always changing. Contact The Arc of King County for information on current services and eligibility requirements. DDA has many services and each one has its own eligibility requirements which might include family or individual income, citizenship status, and level of support needs

How do I navigate the DDA system?

- If you are enrolled and are not getting services, you are on the 'No Paid Services' caseload. Call to request specific services for the county you live in or submit an online Service and Information Request here: https://www.dshs.wa.gov/dda/service-and-information-request
- If you have questions about the services you are getting or want to know more about services available, you can visit the DDA website, contact your DDA case manager, or contact The Arc of King County.

What if I'm not eligible for DDA?
Maybe you are eligible, but didn't provide the correct documentation to qualify. Contact The Arc of King County if you're not sure what you need. If your disability doesn't meet DDA criteria for I/DD see 'Home and Community Services' below.

More information about DDA: https://www.dshs.wa.gov/dda

What is King County Developmental Disabilities Division (KCDDD)?
KCDDD is the county level division that provides specific services to those who are already eligible or enrolled in

DDA. Specific for students in transition KCDDD overlooks

- Community Information, Outreach, and Referral programs: https://kingcounty.gov/en/dept/dchs/human-social-services/developmental-disabilities/youth-adults/community-information-outreach
- Individual Employment and Community Inclusion services: https://kingcounty.gov/en/dept/dchs/human-social-services/developmental-disabilities/youth-adults/employment-community-inclusion
- School-to-Work program: https://kingcounty.gov/en/dept/dchs/human-social-services/developmental-disabilities/youth-adults/school-to-work-program

Care & Respite

- Publicly funded care and respite can be obtained through either DDA, or Home and Community Services (HCS). The main type of care received is Personal Care (PC), which requires an annual assessment. Prepare ahead of time to ensure you have an accurate assessment. Contact us for resources to help you prepare. Parents can be paid care provider for their children over the age of 18.
- DDA requires someone to be enrolled before they can request services. Possible services include Medicaid Personal Care Program (MPC), respite, or a DDA waiver such as Individual and Family Services (IFS), Basic Plus or Core. Caregivers can also request respite hours.
- To be eligible for HCS, you must generally meet the following criteria:
    - be aged 65 or older, blind, or disabled
    - require a nursing facility level of care (NFLOC)
    - and meet specific income and asset limits, which are assessed based on your county of residence and are typically verified through a Medicaid eligibility process
- Request sliding scale respite for unpaid caregivers of adults at https://www.communitylivingconnections.org/wecanhelp/caregivers/

Housing Options

It is important to note that housing options in King County are limited for people with developmental disabilities and can often take a long time to secure. Consider and plan for housing arrangements that will work for your family now and in the future.

- There are several different types of housing models including Adult Family Homes, Shared Living, and Supported Living. Learn more here: https://arcofkingcounty.org/file_download/c4027e53-4bd2-42ad-9b45-a671fcea4078

- Which independent living skills should be focused on for future housing possibilities?
- There are Section 8 vouchers and subsidized units available, through the King County Housing Authority for clients of DDA. You can ask your DDA Case Manager or contact Katherine Festa at 206-263-9053.
- If not in DDA and wanting to live in subsidized housing you will need to go through housing authorities and get on their waitlists; these are usually several years long.
- If not in DDA and wanting to live with support in an adult family home apply through Home and Community Services (HCS) or online at www.washingtonconnection.org

Self-Advocacy, Social, Recreational & Educational

Becoming an adult brings with it opportunities to advocate for yourself. Here are a couple of opportunities:

- The Arc of King County: Advocacy Program for People with Intellectual and Developmental Disabilities
    - Come to Olympia with The Arc during the legislative session to talk with your representative
- Self-Advocates in Leadership (SAIL): monthly meetings
- People First of Washington regional meetings

The transition away from school also means a transition away from a structured week and time with friends. Try to establish regular activities that will continue beyond school to allow some continuity of routine and social connections. It is always best to establish these activities before graduation! Explore The Arc of King County resource guide for places who facilitate activities or consider hobbies and interests (e.g. Going for a walk, go bowling, rent a movie, etc.). https://arcofkingcounty.org/resource-guide/overview.html

There are a number of resources supporting adults with I/DD to learn beyond school. Some provide support for college, and others build on life skills or skills needed for employment. Find options on The Arc of King County Resource Guide under "Special Education" then subcategory "Postsecondary Education."

Transportation

King County Metro has a number of options to make transport more accessible for people with disabilities including reduced fares, shared rides through Access, reduced taxi rides, and training to learn how to use the bus. https://kingcounty.gov/en/dept/metro/travel-options/accessible-services

Legal Considerations

Supported Decision Making, Power of Attorney, and Guardianship

What & Why: When a person turns 18 they are considered able to make their own decisions regardless of disability. For some adults with disabilities, additional support is necessary to protect their financial and personal wellbeing. Supported Decision Making and Power of Attorney are two popular ways to support people with disabilities in decision making without restricting their civil rights. Sometimes, guardianship is necessary when all

other options have been considered. Guardianship must be set up through the county court where the person with a disability lives. Some people establish guardianship themselves, others use an attorney. Contact The Arc of King County to learn more.

Special Needs Trusts

What & Why: A special needs trust allows someone to keep assets or financial resources without jeopardizing benefits which have resource limits such as Medicaid and SSI. Many people ensure their will so that any inheritance goes into a special needs trust and doesn't impact their loved ones benefits.

How: For folks enrolled in DDA, the Developmental Disabilities Endowment Trust Fund (https://ddetf.wa.gov/) is a lower cost option, or folks can also go through a private attorney. Contact The Arc of King County for more information.

Advocacy & Community

Make connections that might help your family during this transition. These may help you learn about resources and navigate the changes. Below are some programs within The Arc of King County. Other groups and organizations can be found on The Arc of King County resource guide.

- **King County Coalition for Developmental Disabilities**: monthly meetings and emails focusing on legislative topics
- **Parent to Parent (P2P)**: community events, virtual support groups, Helping Parent matches, IEP support, and special education navigation
- **Multicultural Information and Family Support**: Our staff provide support in both English and Spanish as well as culturally specific support to Latino families.

VIRTUAL SUPPORT & INFORMATION GROUPS

Connect with other families like yours at your own time and pace! Share resources, ask questions, celebrate successes, and vent frustrations. All groups are closed and private, closely moderated by The Arc, and created exclusively for people with disabilities and their parents and loved ones in King County. For questions or concerns, contact Brenda Zacapu, Parent to Parent Program Coordinator at The Arc of King County: 206-829-7027, bzacapu@arcofkingcounty.org

Facebook Groups (search FB by group name or URL, click green "join group" button to join)

Parent to Parent (P2P): King County https://www.facebook.com/groups/p2pkingcounty
P2P: Dads of Special Kids www.facebook.com/groups/735809933225647
P2P: African American Families www.facebook.com/groups/P2PAfricanAmericanFamilies
P2P: Spanish Speaking Families / Familias de niños, jóvenes y adultos con discapacidades www.facebook.com/groups/SpanishSpeakingFamilies
People with Disabilities in King County https://www.facebook.com/groups/231893968163665/
P2P: Aging Parents of Sons and Daughters with Disabilities https://www.facebook.com/groups/P2Pagingparents/
P2P King County Grandparents of Children with IDD https://www.facebook.com/groups/p2pgrandparents

Google Groups

Arc of King County Parent to Parent: A virtual support group for parents and caregivers in King County raising sons and daughters with intellectual and developmental disabilities. We provide emotional support over shared experiences in a civil, nurturing, supportive and safe space for all parents. To join, please go to https://groups.google.com/d/forum/arc-of-king-county-parent-to-parent

P2P: Into Adulthood: A virtual support group for parents and caregivers in King County raising teens and young adults with intellectual and developmental disabilities. We provide emotional support over shared experiences in a civil, nurturing, supportive and safe space for all parents. Topics include housing, recreation, safety, resources and more. To join, please go to https://groups.google.com/d/forum/p2p-into-adulthood

People with Disabilities in King County: This group is focused on providing emotional support over shared experiences, and it is very important to us that our group remains a civil, nurturing, supportive and safe space for people with disabilities. We provide support and friendship to each other. As a support group, we are not focused on any type of treatment or therapy. To join, please go to https://groups.google.com/g/people-with-disabilities-in-king-county

Developmental Disabilities Administration

Timeline and Checklist

AGE 14: Planning

- ☐ Start thinking about what you want to do after you finish high school. Be involved in setting goals and advocating for what you want and need.
- ☐ Invite a Division of Vocational Rehabilitation Transition Counselor to be part of your IEP team meetings.
- ☐ Apply for DDA enrollment.

AGE 15-16: Steps Toward Adult Life

- ☐ Apply for a Washington State ID card.
- ☐ Think about transportation options and learning to get around your community.

AGE 16: Transition Services

If you have an Individual Education Program at school, it will now include Transition Services. These are some things to consider:

- ☐ Be an active participant in your transition assessments that will help you identify your strengths, preferences, interests and needs as you get ready for life after school.
- ☐ Consider self-advocacy and self-determination goals that you want to work on at school, at home and in your community.
- ☐ Find out what kind of services are available to support you through your transition to life after high school—from your school, DVR, county and DDA.
- ☐ Talk with your IEP team about your graduation pathway and IEP transition services that can help you get ready for your education, employment and independent living goals.

AGE 18: Adult Services and Opportunities

- ☐ Apply for financial assistance from the Social Security Administration.
- ☐ Enroll in Apple Health (Medicaid).
- ☐ Apply to DVR for supports with employment.
- ☐ If you have not done so yet, apply for DDA eligibility. Note: This is a good time to check to see if you have the documentation you will need to continue your DDA eligibility at age 20 and beyond, including a medical diagnosis or a finding of intellectual disability. If not, work on scheduling diagnostic assessments so you can have them in time.
- ☐ Apply for housing assistance from your local housing authority. The wait list can be long, and it's important to apply early.
- ☐ Register to vote.
- ☐ Consider decision-making alternatives to guardianship, such as Supported Decision-Making, Representative Payee, and Powers of Attorney.

AGES 18-22: Prepare Your Adult Pathway

- ☐ Continue to receive High School Transition Services up to age 22 or graduate and pursue other options.
- ☐ Apply to DVR for supports with employment. (and, if available, your county DD school transition program).

AGES 20-22: Employment and Beyond

If you are enrolled in DDA, ask your DDA case manager about long-term employment supports starting July of the year you exit school services. Please be aware that the earliest these services are available is when:

- ☐ You are turning age 21 in July or August the year you graduate;
- ☐ You are age 21 and no longer eligible to enroll in high school; or,
- ☐ You are age 22 and older.

DSHS
WASHINGTON STATE
Department of Social and Health Services

DSHS 22-2029 (9/24)

High School Transition

Planning for Life After School

Creating a successful transition to adulthood requires support from a lot of different sources. This Transition Toolkit provides a timeline and checklist to help you make the most of your high school years. The following **STAR FORM** offers an example of ways to identify helpful people and resources to help reach your goals. Download your own **STAR FORM** at informingfamilies.org/star.

Jon's Goal: Successful Transition

Technology I Own or Have Access To (devices, apps, equipment)

Library computer
Smart phone
Blood sugar app
Transit app

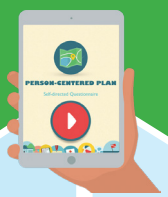
Personal Strengths & Assets

I like anything to do with computers
I like to do one thing at at a time, focused
Curious, like to learn

Personal Relationships (family, friends, others I know)

Mom and Dad
Leland (Neighbor)
Church friends

Sources of Support to Reach My Goal



For more help with planning, use our free online planning tool at www.mylifeplan.guide.

Community Based (free and low-cost resources in my community)

Library
Public Transit
Community College (Photography)
Parks & Rec (Cooking)
Special Olympics

Eligibility Specific (paid services and benefits)

High school transition program
County DD program (need to find out more)
Community First Choice (for personal care and assistive technology)
Housing Authority (on wait list for Section 8 Voucher)

Informing Families

Today and Tomorrow

Informing Families is a collaboration between the Washington State Developmental Disabilities Council (DDC), Developmental Disabilities Administration (DDA) and other partners throughout the state. We offer trusted news and information that empowers individuals and families to be active participants in planning and creating opportunities to live a full, inclusive life. Sign up here: informingfamilies.org/news.

TRANSITION PLANNING 101

Transition is a term educators use to talk about preparing for life after high school, and it spans several years.

Officially, transition planning can begin at age 14, but families and schools should be planning and planting the seed/thoughts/expectations even earlier than that.

By the time your child turns 16, his/her Individualized Education Program (IEP) is focused on transition services.

The transition plan charts a course for graduation and life after high school, with measurable goals related to post-secondary education, employment, independent living, housing, and community participation.

The transition plan is created by the IEP team, with your son/daughter's participation. It identifies the skills, services and supports necessary to reach the student's goals.

It's a lot to consider, but you are not alone. Organizations such as PAVE (wapave.org) and Parent to Parent (arwca.org/getsupport) can help guide your way.

For a list of other high school transition resources and publications, visit: informingfamilies.org.

GOAL SETTING

A transition plan drives the IEP and maps a successful transition to life as an adult. Ask yourself what instruction, support & services are needed to achieve goals related to:

- **Employment and/or Post Secondary Education**
- **Independent Living (e.g., money management, decision-making, shopping, cooking, using the bus)**
- **Housing/In-Home Support**
- **Social/Recreational**
- **Financial/Legal**
- **Health & Safety**

HIGH SCHOOL TRANSITION TIMELINE

Include the Division of Vocational Rehabilitation (DVR) Transition Counselor as part of the IEP team at age 14.

Age 14
- Transition planning.
- Include the student in planning.

Age 15-16
- Apply for a Washington State ID Card.

Age 16
- Begin transition services.
- Include self-advocacy & self-determination goals in the IEP.
- Determine graduation date.
- Learn what the school's 18-21 transition program(s) offer.

Age 18
- Register to vote.
- Open checking account.
- Apply for SSI benefits.
- Enroll in Medicaid.
- Consider decision-making alternatives to guardianship.

Age 18-19
- Enroll in High School Transition program until age 21, or continue on to postsecondary education.
- Assess transportation options.

Age 20-21
- Request long-term employment supports from DDA (if funding is available).
- Apply for short-term employment services from DVR (or, if available, your county DD program). Visit dshs.wa.gov/dvr to find your school's DVR Transition Counselor.

IMPORTANT: Apply for DDA Eligibility by Age 18

Applications for eligibiity from the Developmental Disabilities Administration (DDA) can be made at any age, but it's a really good idea to apply by age 18. Programs such as Individual & Family Services (IFS) and Community First Choice (CFC) offer a variety of home and community services to increase health, safety, and independence. Learn more: informingfamilies.org/dda-services.

TRANSITION CHECKLIST

Consider the following checklist of skills, activities, and services when creating your child's high school transition plan for his/her IEP.

Independent Living

Identify skills and abilities that will help your son or daughter be as independent as possible:

- ☐ Money management/budgeting
- ☐ Opening a line of credit (to establish credit history)
- ☐ Bill paying
- ☐ Decision-making
- ☐ Self-advocacy
- ☐ Sex education
- ☐ Registering to vote
- ☐ Communication
- ☐ Transportation training
- ☐ Daily living skills (e.g., cooking, shopping)

Social/Recreational

- ☐ Build friendships outside the family.
- ☐ Create a circle of support (family, friends, neighbors).
- ☐ Identify and connect with groups that share similar interests, such as:
  - Athletic
  - Faith-Based
  - Creative
  - Technological
  - Humanitarian
  - Environmental
  - Civic/Leadership

Health & Safety

Identify needed skills and/or resources to be healthy and safe:

- ☐ Emergency recognition and response
- ☐ Personal care/hygiene
- ☐ Counseling
- ☐ Healthy relationships
- ☐ Physical/Occupational therapy
- ☐ Adult medical care provider

TIP for IEPs

Talk to the IEP Team about ways to include supports and instruction needed to reach goals that meet the student's needs.

Financial and Legal

- ☐ Apply for Supplemental Security Income (SSI).
- ☐ Arrange for a Representative Payee for SSI benefits (if money management is a concern).
- ☐ Seek benefits planning (including Social Security Work Incentives, such as PASS and IRWE).
- ☐ Establish a special needs trust.
- ☐ Seek guardianship (if less restrictive decision-making alternatives are not appropriate).

Employment/Post-Secondary Education

- ☐ Identify potential jobs/careers.
- ☐ Identify personal contacts useful in finding jobs.
- ☐ Research college programs.
- ☐ Gain work experience.
- ☐ Practice job skills.
- ☐ Obtain Assistive Technology and Training.
- ☐ Apply for employment services from DVR (last year of school) and DDA (age 21).

Adult employment services are provided through the Division of Vocational Rehabilitation (DVR) and the Developmental Disabilities Administration (DDA). Learn more: informingfamilies.org/employment.

Housing and In-Home Supports

- ☐ Apply for DDA services/supports (e.g., Personal Care, Supported Living, Companion Home, Adult Family Home).
- ☐ Apply for HUD federal housing assistance. (Contact your local Housing Authority to find out how long the waiting list is.)
- ☐ Research home ownership programs for adults with I/DD: washingtonaccessfund.org/home-ownership-resources/

To order copies of this Transition Toolkit for your school, agency or organization, visit: informingfamilies.org/transition-toolkit.

GAINING JOB SKILLS in HIGH SCHOOL

SKILLS CENTERS prepare high school juniors and seniors for vocational careers in a wide variety of fields, with hands-on training that's great for students who thrive in a non-traditional learning environment. They're an extension of the student's day (about two and a half hours) and are offered to any local area high school student within a Skills Center's region.

As part of the general education curriculum, they're a great way for students with disabilities to tap into interests and abilities that lead to employment.

Although Skill Centers are staffed by the host school district, it's up to the home high school to provide the necessary supports and accommodations (included in the IEP).

SKILLS CENTER TRAINING AND THE IEP

If your son or daughter is about to become a junior or senior, contact your regional Skills Center and ask to schedule a visit. If you feel your son/daughter would benefit from attending, invite a representative from the Skills Center to be part of the IEP team. The IEP team considers:

- Is it a good fit?
- Will the student be successful?
- Will they find a career as a result of participating?
- What kinds of support are needed?

If the team agrees that this is a good placement, and the home high school agrees to send the necessary supports/accommodations, then Skills Center training is included in the IEP. As long as s/he remains enrolled in high school, the student can continue to participate in the Skills Center until age 21.

There are currently 18 Skills Centers throughout the state. For a list of locations, visit: washingtonskillscenters.org.

HIGH SCHOOL TRANSITION PROGRAMS (AGES 18-21)

When your son/daughter turns 18, they have the option to graduate with their peers (walk the stage) and continue on to a transition program until age 21.

Since DDA employment services do not start until age 21, participating in a transition program makes a lot of sense. Remaining in school until age 21 offers the benefit of a guided transition to adult life, a bridge to adult services, and the development of independent living skills.

Transition programs vary by location. For example, some county DD programs partner with the school district, DVR, and others with the goal of helping students to leave school with a job and make a seamless transition into adult life. Not all counties have funding to provide this type of wraparound service (beyond what DVR offers in schools), so it's important to ask your school what kinds of activities and support its transition program offers. Some schools may even have more than one program to consider.

In addition, your DDA case manager, school DVR counselor and county DD program can provide information on transition and employment services available in your area.

POST-SECONDARY EDUCATION and VOCATIONAL

opportunities exist for all adults, regardless of age or ability. Most community colleges offer courses for credit or audit that enhance employability and life skills. Contact the disability services office at the college you are interested in attending to find out about accommodations and the documentation needed to be eligible for their services. In addition, your high school transition teacher and/or Division of Vocational Rehabilitation (DVR) counselor can help you learn more about what college has to offer.

Think College! lists college programs for students with I/DD. If you do not have a program in your area, Think College! provides tips for starting post-secondary education opportunities for students with disabilities. Learn more: thinkcollege.net.

SPECIAL EDUCATION RESOURCES

The following resources can provide information and support as well as dispute resolution options regarding questions, concerns, and conflict with Special Education in K-12 Public Schools in King County.

Information and General Support	
RESOURCE	**DESCRIPTION**
The Arc of King County Information & Family Support Team 206-829-7053 ask@arcofkingcounty.org	The Arc of King County can help families understand the special education process, parent and student rights, and basic strategies when working with schools. The Arc also offers occasional workshops on special education topics throughout the year as well as many opportunities for families to connect with and learn from one another. Occasionally and given enough notice, Parent to Parent staff may be able to identify a parent volunteer who can attend a school meeting to support a parent or family.
Washington State Governor's Office of the Education Ombuds (OEO) www.oeo.wa.gov 866-297-2597	Facilitates resolution of individual complaints regarding issues or concerns that impact any student in Washington's public school system. Provides public information, consultation, and referrals regarding Washington State public education system. Trains families, educators, and community-based professionals about the public education system, conflict resolution, and effective parent engagement.
Partnerships for Action, Voices for Empowerment (PAVE) www.wapave.org 800-572-7368	PAVE is a parent-driven organization that works with families using trained parent volunteers to problem-solve special education related problems and concerns. While their main office is in Tacoma, they provide peer services statewide. PAVE specializes in support for military parents and provides support for IEP meetings upon request.
Office of the Superintendent of Public Instruction (OSPI) Special Education Parent & Community Liaison www.k12.wa.us/SpecialEd/Families/Assistance.aspx 360-725-6075	The OSPI Special Education Parent & Community Liaison is available as a resource to parents in non-legal special education matters to answer questions, provide information and referral, and assist parents to understand complaint processes and district procedures. The Special Education Parent & Community Liaison does not advocate on behalf of any one party.
Washington Autism Alliance (WAA) www.washingtonautismalliance.org 425-894-7231	Located in Kirkland and specializing in Autism, WAA offers support on special education issues including information, training, and possible legal consultation.
Open Doors for Multicultural Families www.opendoorswa.org 253-216-4479 info@opendoorswa.org	Located in Kent, Open Doors offers information, training, and support to families with loved ones with intellectual and developmental disabilities about special education for many languages and cultural groups. Open Doors also offers homeless prevention, early intervention, and other disability-related services.

Wrights Law www.wrightslaw.com	Extensive parent-friendly information about special education law and advocacy nationwide. Resourceful newsletter available.
US Department of Education: IDEA website http://idea.ed.gov/	The federal government's website about the Individuals with Disabilities Education Act (IDEA) that dictates special education law. There is extensive information about each area addressed in IDEA.

Support for IEP Meetings	
RESOURCE	**DESCRIPTION**
Sound Options Mediation www.somtg.com 1-800-692-2540	Provides IEP Meeting Facilitation. http://somtg.com/documents/IEPMeetingFacilitation.pdf
Washington State Governor's Office of the Education Ombuds (OEO) www.oeo.wa.gov 866-297-2597	OEO can serve as a neutral third party between families and public schools and may attend IEP meetings on occasion.
Washington PAVE www.wapave.org 800-572-7368	PAVE utilizes trained parent volunteers to problem-solve with families around special education related problems and concerns. Parent volunteers may be available to support families for IEP meetings upon request.

Dispute Resolution Options

Washington State Governor's Office of the Education Ombuds (OEO)
www.oeo.wa.gov
866-297-2597
Facilitates resolution of individual complaints regarding issues or concerns that impact any student in Washington's public-school system. Services are free.

Sound Options Mediation
www.somtg.com
1-800-692-2540
Funded by OSPI to provide free mediation services to parents and schools by mutual agreement to collaboratively resolve special education conflicts. Here are some helpful downloads regarding mediation services in special education: http://somtg.com/downloads/

OSPI Community Complaint
https://ospi.k12.wa.us/student-success/special-education/dispute-resolution/file-community-complaint
A community complaint is a written statement to OSPI alleging that a federal or state special education rule or law has been violated by a school district, another public agency serving special education students, an educational service district, or the state. OSPI can only investigate allegations that occurred within the **past calendar year** (from the date that OSPI received the complaint).

Special Education Due Process Hearings

https://ospi.k12.wa.us/student-success/special-education/dispute-resolution/request-due-process-hearing

A due process hearing is a formal, legal proceeding conducted by an administrative law judge (ALJ). Parents and districts have a right to present and question witnesses, and to submit or challenge documents regarding the issues. A written request for a due process hearing is made by a parent or district relating to issues about the identification, evaluation, educational placement, or provision of Free Appropriate Public Education to a student. Requests must be made within—and allege violations that occurred not more than—**two years** before the date you knew or should have known about the allegation.

OSPI maintains a list of free and low-cost legal assistance for Special Education Due Process Hearings. See link on this page for current list: http://www.k12.wa.us/SpecialEd/DisputeResolution/default.aspx

Office of Civil Rights Complaint (OCR)

http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

OCR enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the Department of Education (ED).

Anyone who believes that an education institution that receives federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability or age, or who believes that a public elementary or secondary school, or state or local education agency has violated the *Boy Scouts of America Equal Access Act*, may file a complaint. The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of another person or group.

A complaint must be filed within **180 calendar days** of the date of the alleged discrimination, unless the time for filing is extended by OCR for good cause shown under certain circumstances.

How to file a complaint:

Online: You may file a complaint with OCR using https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint/ocr-discrimination-complaint-form

Mail or facsimile: You may mail or send by facsimile information to the address or phone number available at https://ocrcas.ed.gov/contact-ocr. You may use OCR's Discrimination Complaint Form <https://www.ed.gov/sites/ed/files/about/offices/list/ocr/complaintform.pdf> or write your own letter. If you write your own letter, please include:

- The complainant's name, address and, if possible (although not required), a telephone number where the complainant may be reached during business hours;
- Information about the person(s) or class of persons injured by the alleged discriminatory act(s) (names of the injured person(s) are not required);
- The name and location (city and state) of the institution that committed the alleged discriminatory act(s); and
- A description of the alleged discriminatory act(s) in sufficient detail to enable OCR to understand what occurred, when it occurred, and the basis for the alleged discrimination.

Email: You may email OCR's Discrimination Complaint Form or your own signed letter to ocr@ed.gov. If you write your own letter, please include the information identified above.

For those without current email accounts, Internet access may be freely available from your local public library, and free email accounts are available from several large providers.

Note: A recipient of federal financial assistance may not retaliate against any person who has made a complaint,

testified, assisted or participated in any manner in an OCR matter or to interfere with any right or privilege protected by the laws enforced by OCR. If you believe that you have been retaliated against for any of these reasons, you also may file a complaint with OCR.

Home School Resources

Any student, regardless of disability, has an option to homeschool. Some school districts have home school support programs, but not all. Contact your school district to learn about the rules and regulations for homeschooling, as well as support programs they may offer.

Students with an IEP can access certain IEP services through the school, even when they choose to go to home school. For example, if the student is eligible for Occupational Therapy through their IEP, they can continue to get that therapy from school while homeschooling. The family must negotiate this with their IEP team.

For more information and resources: http://washhomeschool.org/special-needs/

High School Graduation Requirements in Washington State

- The student meets all requirements for high school graduation including earning all required credits, passing mandatory state assessments, etc. as described in the IEP. Depending on the accommodations and modifications identified in the IEP, the student will receive the same diploma as their peers.
- Here are the general high school graduation requirements in Washington State:
    - Must earn certain course requirements (24 credit framework) including:
        - 4 English
        - 3 Math
        - 3 Science
        - 3 Social studies
        - 2 Arts
        - 2 World Language
        - 2 Health fitness
        - 1 Career and technical education
        - 4 Electives
        - Note: These are state requirements and individual School Districts may have more strict requirements
    - There are many different pathways to graduation which include the following:
        - **State Assessment**: Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
            - **Smarter Balanced Assessment**: To meet this graduation pathway option, students need to earn at least the graduation score on the high school English Language Arts (ELA) of 2548 and math Smarter Balanced Assessment (SBA) of 2595.
            - **WA-AIM (Washington Access to Instruction & Measurement)**: The WA-AIM is designed for student with significant cognitive challenges. If determined to be appropriate by their Individualized Education Program (IEP) team, students with an IEP may meet this graduation pathway option with the WA-AIM state assessment. The graduation scores identified by the State Board of Education (in August 2015) for the WA-AIM are ELA of 104 and math of 103.
        - **Dual Credit**: Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses through Running Start, College in the High School, and/or Career and Technical Education dual credit courses.
        - **AP/IB/Cambridge**: For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
            - **AP courses that meet this option in English language arts are**: English Language and Composition, English Literature and Composition, Macroeconomics, Microeconomics, Psychology, United States History, World History, United States Government and Politics, Comparative Government and Politics, European history, Human geography, African

American studies, Seminar, Research.

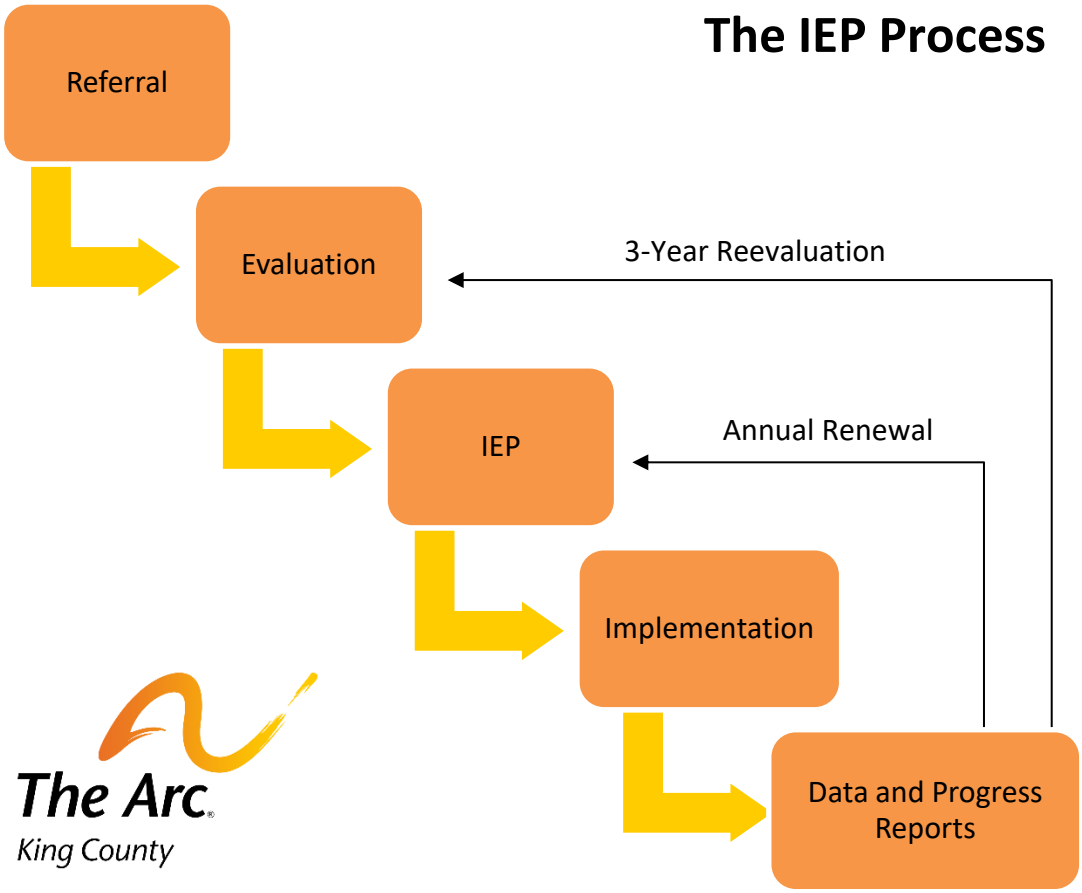
- **AP courses that meet this option in math are**: Statistics, Computer Science A, Computer Science Principles, Precalculus, Calculus.
- **IB courses that meet this option in English language arts are**: Individuals and societies courses, English language and literature courses.
- **IB courses that meet this option in math are**: Mathematics, Computer science.
- **Cambridge International courses that meet this option in English language arts are Cambridge Advanced or Cambridge Advanced Subsidiary courses in**: English language, Literature and English, English General Paper, Psychology, History, Sociology, Global Perspectives and Research, Law, Drama, Economics, Thinking Skills, Geography.
- **Cambridge International courses that meet this option in math are Cambridge Advanced or Cambridge Advanced Subsidiary courses in**: Further mathematics, Computer science.

- **SAT/ACT**: Meet or exceed the graduation scores set by SBE in the math and English Language Arts (ELA) portions of the SAT or ACT. Minimum math scores are 430 for SAT, 16 for ACT with Writing, and 16 for ACT (no Writing). Minimum ELA scores are 410 for SAT, 14 for ACT with Writing, and N/A for ACT (no Writing).
- **Transition Course**: Pass a transition course in ELA and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
- **Performance-based**: The performance-based pathway allows students to show what they know and can do in real-world, hands-on ways that align with their individual goals for life after high school. This student-centered pathway is intended to be customizable, with the aim of being relevant and engaging to the student
- **Combination**: Meet any combination of at least one ELA and one math option of those options listed above including Smarter Balanced Assessment, WA-AIM, Dual Credit, Advanced Placement (AP), International Baccalaureate (IB), Cambridge, SAT, ACT, Transition Courses, Performance-based.
- **ASVAB**: Meet the minimum score of 31 on the Armed Forces Qualification Test (AFQT) to be eligible to serve in a branch of the armed services at the time the student takes the test. The AFQT is a component of the ASVAB (not a separate test). Satisfying this graduation pathway option meets requirements in both English and math.
- **CTE Sequence**: Complete a sequence of Career and Technical Education (CTE) courses, which align with the student's High School and Beyond Plan. Satisfying this graduation pathway option meets requirements in both English and math. To meet this pathway students may either:

- **Complete a Core Plus program in**: Aerospace, Maritime, Healthcare, Information Technology, Construction, Manufacturing; or
- **Complete a 2-credit sequence of courses that meet the following minimum criteria**:
    - Lead to a state or nationally recognized certificate or credential, or allow students to earn dual credit through CTE Dual Credit, Advanced Placement, or other agreement or program.
    - Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous.
    - Lead to workforce entry, a state or nationally approved apprenticeship, or postsecondary education in a related field.
    - The sequence of courses may be in a single CTE program area, or in more than one program area.

- **Note**: Please visit this website for more information and annual updates on the graduation pathways - https://sbe.wa.gov/our-work/graduation-requirements/graduation-pathway-options#Performance

- For special education students, IEP team decides when requirements are met.



When you are concerned about your child's IEP or their success in school, it is helpful to identify the part of the IEP process in which the breakdown occurred:

ASK YOURSELF:
Did the current evaluation include the area of concern? Is the student eligible for special education services in that area? What is missing?

ASK YOURSELF:
Are the Present Levels of Performance accurate? Is the annual measurable goal appropriate? What accommodations or modifications are in place? Are there enough service "minutes"? Is the "placement" appropriate?

ASK YOURSELF:
Is the school implementing ALL of the IEP? Do the daily strategies need to be changed? Does the teacher need support? Is the data showing progress?

The Arc
King County

Creating Community: Building a Meaningful Life

RESOURCES

101 Ways to Make Friends: Ideas and conversation starters for people with disabilities and their supporters
Susan Kurliak and Aaron Johannes

Personal Safety Networks: Getting ready for Life's Inevitable Changes and Challenges
Dr. John W. Gibson and Juldy Pigott
http://www.personalsafetynets.org/workbook

Bridge Ministries- Circle of Friends
http://bridgemin.org/spiritualcare/circle-of-friends.html

Lifespan-
http://www.lifespan-wa.org/

Metro Accessible Services
https://metro.kingcounty.gov/tops/accessible/

FLASH curriculum
www.kingcounty.gov/healthservices/health/personal.famplan.educators/Special Education

Things to Think About

People with disabilities want the same things in life as everyone else does: Relationships, meaningful things to do and resources to accomplish them. A job is a key component of a meaningful life. It provides meaningful things to do, relationships with co-workers and the community and resources to explore other interests. But a job often does not fill the entire day. By starting early to build relationships and find things to do, you will have a head start to having a full and meaningful life for your son or daughter.

One of the things that many parents worry about is the safety of their son or daughter in the community. Creating community for your son or daughter is actually protective. The more people who know them, and have a relationship with them, the safer they are because it puts more eyes on them. It is also important for parents to teach their son or daughter how to be safe in the community. Talk to your son or daughter about the different people they will encounter in the community and the kind of relationships you have with them: Their family, their close friends, acquaintances, helpers, authorities and strangers. Talk about how we greet the various people: Do we Hug, kiss, give a wave, a high five, or a handshake? Knowing the difference will help them be safe and navigate various social settings.

Sometimes our sons and daughters have difficulty understanding "who is their friend?" Talk with your son or daughter about what a friend is and how to identify them. Here are some things to help guide the conversation about who their real friends are: Do you know their first and LAST name? Do you know where they LIVE and who they live with? Do you know what they like to do for fun? Do you feel good and happy when you are with them? Do they ask you to do things with you or are you the only one asking? Do they want things from you? Can you share your thoughts with them and they won't tell? Do they like you as much as you like them?

Things To Do

- Find places where your son or daughter can be a "regular" in the community.
- Volunteer as a family.
- Take the bus as a family.
- Explore family recreational opportunities.
- Try new things together.
- Go to local community events.
- Join a service organization
- Make a regular date with friends.
- Explore what is in your community.
- Encourage your child's interests
- Begin to build routine into your child's schedule that can continue as they enter adulthood.

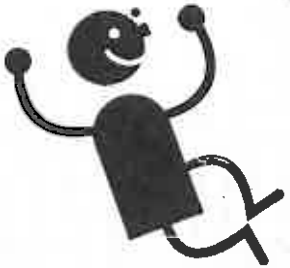
Prepared by Cathy Murahashi for WISE 5/11/2014

MY COMMUNITY

Volunteer
Food banks
Libraries
Animal shelters
Museums
Non-profits
Faith based
Schools

Make a regular date with Friends
Go to the movies
Hang out
Go out to eat

Be a regular
Coffee Shop
Restaurant
Pub
Library
Church



Regular Activities
Gym
Pool
Parks and Recreation Programs
Dance classes
Exercise classes
Bowling

Clubs and Interest based activities
Knitting club
Book club
Chess Club
Service Clubs
Hiking

Local Community Events
Sporting events
Concerts
Fairs
Seasonal activities
Museums

Take Class or learn a skill
Community College
Computer classes
Art classes
Music Classes
Cooking

Start Now!

The People in My Life

Things to Think About

When you go out into the world you will find that you are not alone. You will encounter many people in your life, people that you will have a relationship with. However, your relationships with people will be different with every person and it is important to understand what type of relationships you have with them. There are 6 types of relationships: Family, Friends, Helpers, Acquaintances, Authorities and Strangers. Let's look at these different types of relationships.

Family

Families are the people you are with most of the time. You share living space with them and know each other very well. Most of time they are people who are related to you but, your close friends can become your family.

Friends

A friend is someone you know well. You know each other's likes and dislikes. You both want to spend time with each other and have fun doing so. You trust each other and can share things about yourself knowing they will not share it with others. They want to spend time with you and not just your stuff.

Helpers

A helper is someone who is there to help support you. You know their name and have shared things about yourself and you know some things about them. sometimes your relationship can become a friendship but, the main purpose is to help you reach your goal. A teacher, therapist, coach and coworkers are examples of helpers.

Acquaintances

An Acquaintances is somebody you have met and know their name. You might know a few things about them but you only have had casual conversations with them.

Authorities

An authority is someone that you need to listen to. They can be someone you never met but they there to protect you, tell you where you need to go or what to do. A Fireman, the President, teachers, and your boss are some examples of an authority.

Strangers

A stranger is someone you might have seen but never have met. You do not know their names or anything about them.

Things To Do

Talk to your family about the people in your life. Who are your family members, friends, acquaintances and authorities?

Prepared by David Murahashi for WISE 5/9/2014

Knowing the People in Your Community

Talk to your family about what your relationship is with these people below. Are they your family, friend, helper, acquaintance, authority or a strangers? How would you greet each of these people: with a hug, kiss, wave, handshake, or high-five?

People at the Mall

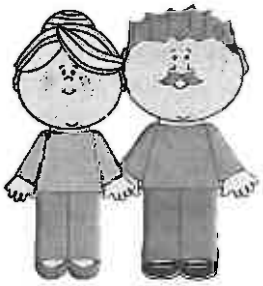
Bus Driver

Boss

Celebrity

Store Clerk

Police Man



Grandparent

Teacher

Prepared by David Murahashi for WISE 5/9/2014

Ready, Set, KNOW...

Disability Employment Services & Supports

Ages 14-21 — **High School Transition Plan**

High school transition planning officially begins at age 16, but you can start as early as age 14. Be sure to include employment-related goals in the student's IEP, such as: identifying career interests and abilities; learning self-advocacy and social skills; riding the bus; improving communication; and using technology.

Pre-employment services, offered by the Division of Vocational Rehabilitation (DVR), provide job exploration and work readiness for competitive, integrated employment after high school for students with IEPs and 504 plans ages 16-21 (or as young as 14 if included in the IEP). Talk to your IEP team or contact DVR to learn more: dshs.wa.gov/dvr.

Ages 18-21 — **DVR Transition Liaison**

Division of Vocational Rehabilitation (DVR) Transition Liaisons partner with school districts to help students enrolled in High School Transition programs prepare for and find employment. Be sure to include the school's DVR Transition Liaison/Counselor as part of the student's IEP team. For more information, visit: dshs.wa.gov/dvr and click on the link for School Transition, or call 1-800-637-5627.

Ages 21 + — **Adult Services**

DVR provides short-term employment services to assess, train and find job placements for eligible adults with disabilities. Contact DVR for an application and a determination of eligibility. For a listing of local DVR offices, visit: dshs.wa.gov/dvr.

In addition to DVR, most individuals with I/DD will need DDA long term supported employment services, which are provided to DDA eligible individuals age 21 and older who are enrolled in the Basic Plus, Core, or Community Protection waivers. Enrollment is limited to available funding. To learn more and/or request services, visit: dshs.wa.gov/dda.

Ages 18-21: High School Transition Programs

When a student turns 18, they have the option to graduate OR walk the stage with their peers and continue on to a transition program until age 21.

Remaining in school until age 21 offers the benefit of a guided transition to adult life, a bridge to adult services, and the development of independent living skills.

Transition programs vary by location. For example, through *School to Work*, some school districts partner with county DD programs, DVR and others, with the goal of helping students to leave school with a job and make a seamless transition into adult life.

Not all counties have funding to provide this type of wraparound service (beyond what DVR offers in schools), so it's important to ask your school what kinds of activities and support its transition program offers. Some schools may even have more than one program to consider.

Informing Families
Building Trust
A Partnership for Better Communication
On Developmental Disability Issues in Washington State

Preparing for Life After High School

The Long and Short of Employment Services

DVR

The Division of Vocational Rehabilitation (DVR) helps adults with disabilities find and secure stable employment. *DVR services are not long-term.* Their purpose is to provide the necessary tools and assistance for initial job placement and (if needed) to aid transition to long-term supports outside DVR (such as DDA).

Services may include: counseling & guidance; trial work experience; community-based assessment; benefits planning; assistive technology; job-related services such as completing applications, developing a resume, practicing interview skills, conducting a job search, gaining job skills; and transition to DDA long-term supports.

The Role of DVR in High School Transition

DVR partners with school districts to help students receiving high school transition services prepare for and find employment. This typically happens during the final year of school (age 20-21).

For more information, or to find the DVR Transition Liaison in your school, visit: dshs.wa.gov/dvr and click on the quick link for School Transition; or call: 1-800-637-5627.

DDA

The Developmental Disabilities Administration (DDA) provides long-term employment services to eligible individuals age 21 and over.

Services may include:

- *Individual Supported Employment*
  Individualized services necessary to help persons with I/DD obtain and continue integrated employment at or above the state's minimum wage in the general workforce. Includes intake, discovery, assessment, job preparation, job marketing, job supports, record keeping and support to maintain a job..
- *Group Supported Employment*
  Supervised employment for groups of no more than 8 workers with disabilities in the same setting.

It's important to find out, prior to exiting the school system, how to apply for these services (and if funding will be available).

Although DDA does not provide employment services until age 21, other home & community-based services may be available. Visit dshs.wa.gov/ddd for a full list of services.

High school transition programs (for students age 18-21) vary from county to county. Some county DD programs partner with the school district, DVR, and others with the goal of helping students to leave school with a job and make a seamless transition into adult life. Some counties, however, do not have alternative sources of funding to provide this type of wraparound service (beyond what DVR offers). Ask your school district what kinds of activities and support its transition program offers. Contact Parent-to-Parent (arcwa.org/getsupport) or PAVE (wapave.org) for support to help get your child's transition needs met.

Informing Families
Building Trust
A Partnership for Better Communication
On Developmental Disability Issues in Washington State

Preparing for Life After High School

Post-Secondary Education and Vocational Training

Check it Out

WorkSource

Worksource Youth Services

Find work. Learn and improve job skills. Attend workshops and trainings. Have your job skills and interests assessed.

Every WorkSource Center has a local Disability Placement Specialist to act on behalf of persons with disabilities to provide and advocate for equal opportunities in employment.

Every county has a *WorkSource* center. Google *Worksource Office Directory* to find the center nearest you.

When your child turns 18, s/he has the option to:

- Graduate and continue in the school district's high school transition program until age 21. Remaining in a high school transition program until age 21 offers the benefit of a guided transition to adult life, a bridge to adult services, and the development of independent living skills.
- Graduate and exit the K-12 system. Often, individuals who leave high school at age 18 have been discouraged from staying due to level of disability and/or lack of support, but some choose to seek post-secondary or vocational training independently (or with help from family).

Whether your son or daughter chooses to stay in school or exit at age 18, post-secondary educational and vocational opportunities exist for all adults, regardless of age or ability.

Think College! www.thinkcollege.net

Most community colleges offer courses for credit or audit that enhance employability and life skills. Some offer specifically designed programs for students with developmental disabilities. Other colleges find ways to help students with disabilities integrate into existing classes. Ask your high school transition teacher and/or Division of Vocational Rehabilitation (DVR) counselor to find out what your local college offers.

Think College!, an online resource for students with intellectual disabilities, lists college programs for students with ID. If you do not have a program in your area, *Think College!* provides tips for starting post-secondary education opportunities for students with disabilities.

Whether it's learning a trade, developing job skills, or pursuing personal interests, post-secondary education builds self-esteem, increases chances of employment and creates a more inclusive community.

SELF-ADVOCACY

Self-Advocacy groups promote success in school, work, and life. In many parts of the state, they are creating self-advocacy chapters in high schools. For more information, call People First toll-free at 1-800-758-1123. In Pierce and Kitsap counties, contact Self Advocates of Washington at 1-253-597-3709.

The Arc King County

EMPLOYMENT AND YOUR BENEFITS FAQ

It is a common misconception that individuals with disabilities who receive SSI or SSDI cannot work because they may lose their benefits. Benefits are complicated, but with proper planning most people will be able to work and retain essential benefits. This is a brief overview. For more in-depth information, we recommend you connect with a benefits planner to help you understand the impact of working on your benefits.

Q. I receive Supplemental Security Income (SSI), if I work will I lose my SSI cash payment?

A. When you work and are on SSI, you subtract $20 general exclusion (if you have no other unearned income), $65 (work exclusion), and then divide by two. The remaining amount is subtracted from your SSI check.
For 2025, the earned income break-even point is $2019 per month. If you make that amount, your SSI payment will be zero.

For Example:	
The person earns: **$500 a month** **– $20 general exclusion** **– $65 earned income exclusion** **= $415 divided by half = $207.50** **(countable income)**	The full SSI payment for 2025 is $967 per month. You would then subtract $207.50 (countable income) =$759.50 This means the person would receive $500 in earnings and $759.50 in SSI payment for a total of $1,259.50 per month.

Q. Will I lose my Medicaid if I work?

A. Sometimes when you are earning more money the most important benefit to retain is the support services needed through Medicaid. These supports may include Personal Care Services or Job coaching. There are several ways to retain Medicaid services while continuing to build your income through employment.

Resources: Most Medicaid programs require you to keep your assets under $2,000 for a single individual and $3,000 for a couple. There are ways to save above the $2,000/$3,000 limit by utilizing: Medicaid | DSHS

- ABLE account
- Developmental Disabilities Endowment Trust II account (DDETF), or having a private self-settled Special Needs trust,
- Medicaid through the Apple Health for Workers with Disabilities program.

Income: There are also ways to make more money and retain your Medicaid benefits. These include:

- 1619(b)—an extended Medicaid program connected to SSI. Earned income can be up to 60,181 (2025 amount) under the standard income limit, and individualized thresholds can be established for individuals with greater reliance/expenses for Medicaid Social Security Work Incentives, which can reduce countable income. These work incentives can include the Student Earned Income Exclusion, Plans for Achieving Self Support (PASS) and Impairment Related Work Expenses (IRWE).
- Apple Health for Workers with Disabilities program (HWD). In the Apple Health for Workers with Disabilities, individuals pay a premium, based on income to maintain their Medicaid services. There are no income or asset limits for this program.

Q. How much can I make if I receive SSDI (Social Security Disability Income).

A. The 2025 monthly earnings threshold for SSDI is $1,620 ($2,700 if you're blind) a month. SSDI is different from SSI - you either receive all of the payment or none of the payment. Your SSDI payment is related to your employment record, and/or it may be related to your retired or deceased parents' Social Security, if they are taking benefits. There are ways to reduce the countable income through PASS and IRWE plans. By utilizing these work incentives, you may be able to work more, depending upon your individual support needs.

Q. Can I receive both SSI and SSDI?

A. Yes, as long as your monthly earnings do not exceed $1,620 ($2,700 if you're blind) you will keep all your SSDI payment, although SSI will reduce your cash benefit by the amount of the SSDI check. You can stay Medicaid eligible by keeping your assets under the $2,000 limit, or by utilizing the work incentives and programs related to the resources mentioned above.

Q. Do the income limits and benefit amounts ever change?

A. Yes, benefit amounts and earning limits often increase each year, usually on January 1st. You will want to inquire to see what the current limit is before making benefits decisions.

Q. Where can I go to receive benefits planning?

A. Your employment vendor may have basic information about benefits. If you are a client of DVR (Department of Vocational Rehabilitation) or the DSB (Department of Services for the Blind) you can request a free benefits analysis. You can also request a free benefits analysis from PLAN to Work at 866-497-9443

Resources

- **Information about Working and Benefits:** https://aptsuccess.com/
- **Social Security Work Incentives:** https://www.ssa.gov/disabilityresearch/wi/generalinfo.htm
- **Developmental Disabilities Endowment Trust Fund:** http://ddetf.wa.gov/
- **Information about Special Needs Trusts:** http://arcofkingcounty.org/resource-guide/legal/special-need-trusts-wills.html
- **Information about Apple Health for Workers with Disabilities (HWD):** https://www.dshs.wa.gov/esa/community-services-offices/apple-health-workers-disabilities-hwd-program

For more information contact The Arc of King County:
Ask@arcofkingcounty.org or call 206-829-7053

Updated by Jae Kim, May 10, 2023. Updated by Dai Ratsamy, May 22, 2025.

Countable income is the amount SSA subtracts from the benefit

Someone on SSI with a job that pays $800/month gets exclusions from countable income

Gross Wages	$800.00
Apply General Exclusion	-$ 20.00
Subtotal	$780.00
Apply Earned Income Exclusion	-$65.00
Subtotal	$715.00
Apply ½ earned income exclusion	÷2
Total Countable income	$357.50

Remaining SSI after countable income is applied

SSI Full Benefit Rate:	$967.00
Minus the countable income:	-$357.50
Adjusted SSI Amount	$609.50

Total income

Wages:	$800.00
SSI amount	+$609.50
Total	$1,409.50

Updated by Jae Kim, May 10, 2023. Updated by Dai Ratsamy, May 22, 2025.

The Arc King County

EMPLOYMENT AND YOUR BENEFITS FAQ

2025 Supplemental Security Income (SSI) and Medicaid

Wages/NESE*	SSI	TOTAL
Earnings = $0.00	SSI=$967.00	Total=$967.00
Earnings = $585	SSI=$533	Total=$1,118
Earnings = $1,627 (BEP)	SSI=$0.00 **1619b Status**: Keep connected to benefits even when receiving an SSI check	Total=$1,627
Earnings = $2,760**	SSI=$0.00 **1619b Status**: SSI Status and Medicaid connected to SSI eligibility	Total=$2,760*

*Net Earnings from Self-Employment (NESE) Sales - IRS Deductible Expenses x 0.9235/12=NESE

**The monthly amount is an estimate depending upon when you entered 1619b. The amount could be higher if you entered 1619b in the middle of the year. Please contact a benefits and work incentives counselor if you are nearing this number.

Updated by Jae Kim, May 10, 2023. Updated by Dai Ratsamy, May 22, 2025.

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Social Security Disability Insurance, Medicare and Employment

Social Security Disability Insurance

Social Security Disability Insurance (SSDI) is a benefit for individuals who have a medical condition that meets the definition of disability and has one or both of the following:

1. A qualifying work record.
2. Is eligible for Disabled Adult Child Benefits because their parent had a qualifying work record and is deceased, taking Social Security retirement or disability benefits *and*
   The individual with a disability is over the age of 18
   The disability occurred before age 22

What is a qualifying work record?

That means if you have worked long enough, paid into the system through FICA taxes and earned enough "credits" to qualify. The number of credits varies based on age, and whether you are seeking disability or retirement benefits. For an individual with a developmental disability under the age of 24 who is working, this could be as soon as they have 6 credits. For more information visit this website: https://www.ssa.gov/pubs/EN-05-10072.pdf

Can I receive SSDI benefits from my own work record *and* my parents?

Yes, if you are receiving Supplemental Security Income (SSI) and working, you will begin to receive SSDI benefits when you have earned enough work credits. In addition, you may also begin receiving Childhood Disability Benefits (formerly Disabled Adult Child Benefits) when your parent dies, or is receiving disability or Social Security retirement benefits, if they had a qualifying work record. It is important that when your parents apply for their Social Security Administration benefits, they tell the SSA that they have a child with a disability.

SSDI, SSI and Medicaid

What happens to my SSI payment when I receive SSDI?

Since SSDI is unearned income, and SSI is a needs-based benefit, your SSI payment will be reduced by the SSDI payment, after a $20 exclusion is applied. If your SSDI payment (after the $20 exclusion) is more than your full SSI payment, you will no longer be eligible to receive your SSI payment.

If my SSI payment is reduced to $0? Will I still be eligible for Medicaid?

There are a number of ways to remain financially eligible for Medicaid. It is important to respond to any requests for information regarding your Medicaid eligibility, as most Medicaid eligibility is determined at the State level, while Medicaid for someone who is on SSI is determined at the Federal level. Therefore, if your SSI payment is reduced to $0 because you begin receiving an SSDI payment, you will receive a letter from Social Security notifying you that you are no longer eligible. You should then receive a letter and forms from the State requesting information to determine Medicaid eligibility. Please note that for most Medicaid eligibility groups, the resource limit is $2,000, just as it is when you receive Medicaid because you are SSI eligible.

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Why is it important to stay Medicaid eligible?

Although Medicaid provides many of the same healthcare services that Medicare does, Medicaid pays for almost *all* of your developmental disability waiver services, including job coaching, respite, personal care and residential services. Medicaid will also pay for your Medicare premium if you are Medicaid eligible.

If I am receiving SSI and have enough work credits to receive SSDI, do I need to apply?

Usually Social Security will notify you when you have enough credits, but they are often backlogged. They usually catch this at an SSI review. If you think you qualify, you can call and inquire about applying. Once Social Security has determined you have enough credits and are qualified for SSDI, you will receive a back payment for any months that you were qualified and did not receive a payment. Those who are eligible to receive SSDI are mandated to be moved in whole or part from SSI to SSDI.

I received a back payment from SSDI, what do I need to do?

The back payment will count toward your $2000 asset limit for Medicaid, but you have 9 months to spend the payment, before it is considered a resource. You may purchase items for your care or use, put it into a Special Needs Trust, the Washington State Endowment Trust Fund, or into a qualifying ABLE account.

Employment and SSDI

If I am working and my SSI payment is $0, do I have to report my earnings to Social Security?

Yes, in order to protect against overpayment of Social Security Benefits, it is important to report earnings. Reporting earnings is also important to remain Medicaid eligible. You are required to report a change in income within 30 days of the change. If you are on SSI and Medicaid, you will report the change to Social Security. If you are on Medicaid and not on SSI, you will report the change to the State.

What if I lose my job?

If you are still SSI eligible, (your SSDI payment is less than the full SSI amount $967 in 2025) you should contact Social Security office, and they can re-start or adjust your SSI payments again without having to re-apply. If you are only receiving SSDI and need to continue to be Medicaid eligible, you are required to contact the Department of Social and Health Services, so they are aware of the change in income within 30 days of the change.

How do I report income changes when I am receiving Medicaid, but not on SSI?

- **Online**: Go to Washington Connection (https://www.washingtonconnection.org/home/) select "Report a Change" and follow the prompts.
- **Phone**: Call the DSHS Customer Service Center at 1-877-501-2233.
- **Paper**: Submit verification of the change to: DSHS-CSD, PO Box 11699, Tacoma, WA 98411-6699.

How much money can I earn if I have SSDI?

To retain your SSDI eligibility, you may *earn* up to $1,620 per month (2025) and keep all of your SSDI income. Unlike SSI, which reduces your earned income by 0.50 cents for each $1.00 earned, SSDI is an all-or-nothing benefit. However, there are a variety of work incentives which allow you to "test" work, and have a safety net for cash benefit eligibility, based on a number of factors. Understanding how earnings affects SSDI has a lot of

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complexities. It is important to seek benefits counseling to fully understand how work affects benefits.

Are there other ways to that I can earn more money and keep my SSDI or Medicaid benefits?

- Yes, there are Social Security **Work Incentives** including Impairment Related Work Expenses (IRWE) and other work incentives that may reduce your countable income and assist you in staying eligible for SSDI as well as Medicaid. A benefits counselor will be able to provide information about these options.
- There are additional income eligibility groups for accessing Medicaid and Medicaid Waivers:
    - If you are working or have other incomes sources (like SSDI/SSDAC) there is a **Special Income Limit** for that allows you to have total monthly gross income of up to 3 times the amount of the annual SSI Federal Benefit Rate (2025 amount=967x3=$2,901) and retain your eligibility for Medicaid Waiver services. You still must keep your assets below $2000.
    - You may be eligible for the **Apple Health for Workers with Disability (HWD)** Program. Apple HWD allows an individual with a disability who is working to "Buy in" to Medicaid. You pay a monthly premium based on your income. Apple HWD does NOT have an asset limit.

https://www.dshs.wa.gov/esa/community-services-offices/apple-health-workers-disabilities-hwd-program

Benefits Planning

This is all very confusing and I am worried that I might lose my benefits. What can I do?

It is important to seek out help *before* your situation becomes too complex or if you are getting new benefits. Knowing what your options are is important. There are several places that you can receive benefits planning. If you are working, your job vendor may have basic knowledge of benefits planning. If you are having difficulty accessing a resource that can provide the information you need, there are other planning resources:

- Plan to Work offers planning: call 866-497-9443.
- DVR offers benefits planning, request a plan from your DVR counselor.
- DDA offers benefits planning through Individual Technical Assistance for people who are on the waiver. Ask your case manager for a referral for Individual Technical Assistance.
- BenefitU offers benefits planning services. Learn more: https://benefitu.org/

Medicare

When do I become Medicare eligible after I begin receiving SSDI?

You become eligible for Medicare two years after you are eligible to receive your first cash payment for SSDI.

Can I be both Medicare and Medicaid eligible?

Yes, but there are income and resource thresholds to be aware of with Medicaid. Keep in mind that Medicaid pays for most all Developmental Disability Administration (DDA) long-term care services like personal care, residential and employment supports.So it is important to stay Medicaid eligible.

What is the difference between Medicare and Medicaid?

Medicare is an ***insurance*** program that provides medical care for seniors age 65+ and some younger individuals with disabilities. You pay into the program through your payroll taxes (FICA -Federal Insurance Contributions Act) and receive "credits" for each quarter you work. Medicare has four parts to it:

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Part A: Hospital Insurance

Part B: Medical Insurance

Part C: Medicare Advantage Plans

Part D: Prescription Drug Coverage. Individuals pay co-payments.

Medicaid is a joint federal and state program that provides free or low-cost health insurance to low-income individuals, families, and children, pregnant women, the elderly, and people with disabilities. It is paid for by Federal and State taxes. For individuals with disabilities, along with Medical coverage, it can provide long-term care services like residential, employment and respite through a Home and Community Based Waiver.

Do I have to sign up for Medicare?

If you are on Medicaid, you are automatically signed up for Medicare Part A when you become eligible. To obtain Medicare Part B and Part D (the most typical coverage areas), you must opt in and pay a premium. If you decide not to select these options, and you don't have "creditable coverage", you may be charged a 10% penalty on the premiums for each year without coverage when you do choose to opt in.

What if I can't afford the premiums and other costs of Medicare?

If your income is low, you should be eligible for "extra help" from the state. Extra help pays for Medicare premiums, deductibles, copays and the "Donut hole/coverage gap". The state offers several Part D prescription drug plans that do not have a premium. If you are on Medicaid, Medicaid will pay premiums and co-payments.

Do I have to pick a Medicare Part D (Prescription Drug Plan)?

Yes, if you are on Medicaid and do not pick a Prescription Drug Plan, the state will pick one for you. There are a limited number of "Extra Help" plans that offer low or no premiums.

Standalone Prescription Drug Coverage for Medicare:

https://www.ehealthinsurance.com/medicare/parts/stand-alone-medicare-prescription-drug-plans/

Who pays for my care when I have both Medicare and Medicaid?

Medicare will pay first, then Medicaid will pick up the co-pays, co-insurance, deductibles and other things that Medicare may not pay for.

Can I have private insurance and Medicare and Medicaid?

Yes, you can have all three forms of insurance. Private insurance pays first, then Medicare, and Medicaid is always the payer of last resort. The exception is if the private insurer is a company of less than 100 employees, then Medicare is first, then private, and Medicaid is last. However, if your private insurance is through an employer with less than 100 employees, Medicare becomes the primary payer, followed by private insurance, with Medicaid as the final payer.

Sometimes the WA state Healthcare Authority (HCA) will pay the premium for private insurance. The state will look to see if it is advantageous for them to pay some or all the private insurance premium as a method of cost savings for Medicaid. Inquire through the Premium Payment Program. https://www.hca.wa.gov/free- or-low-cost-health-care/program-administration/premium-payment-program

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Can I stay on my parent's private insurance plan after age 26?

Some employer-based health insurance plans allow you to stay on your parent's private insurance plan after age 26 if you have a disability. You will need to contact the health insurance company when you turn 25 to ask them what kind of documentation they need in order to keep you on private pay insurance when you turn 26. They will need either:

- A Benefits Verification Letter
- A Benefits Explanation Query (more detailed)

What about Medicare Advantage Plans (Medicare Part C)?

Medicare Advantage Plans are private managed care plans that have contracted with Medicare that you can choose instead of Parts A and B. (original Medicare). They sometimes offer other benefits that traditional Medicare does not (like dental and vision). Most plans also include Part D (prescription drugs). There are certain "Special Needs Plans" (SNP) that are for individuals who are dual enrolled in Medicare and Medicaid and do not have premiums.

You can purchase a Medicare Advantage program, but there are important things to consider:

- Are the providers you need on the plan?
- If you choose a plan other than a SNP, will the plan's in-network providers accept Medicaid?
- If you choose a plan other than an SNP will the plan's providers bill correctly and/or refer to Medicaid providers as needed?
- If you choose a plan other than a SNP will the providers' office know what Medicaid covers and what the plan covers?
- There ***will be*** monthly premiums to pay if you do not choose a "Special Needs Plan". Medicaid will not cover Medicaid Advantage premiums.

Medicare Advantage Plans in King County

(2025)https://www.comparemedicareadvantageplans.org/medicare-advantage-plans-king-county/

Do I have to have a Medicare Advantage Plan?

No. This is up to you. You will want to be sure that the providers you use take both Medicare and Medicaid.

What if I have private health insurance and Medicare and Medicaid? How does that work with Medicaid Advantage Plans?

When you have both Medicare, Medicaid, and private health insurance, the order in which they pay for your healthcare costs is called "coordination of benefits." Medicare generally pays first for services it covers, followed by private insurance, and then Medicaid as a payer of last resort. If a service is not covered by Medicare or private insurance, Medicaid may cover it.

What are Medigap Plans?

Medigap plans, also known as Medicare Supplement Insurance, are health insurance policies sold by private companies to help cover the costs that Original Medicare doesn't fully cover. They essentially "fill the gaps" in Original Medicare coverage. If you have both Original Medicare (Parts A and B) and a Medigap plan, both Medicare and your Medigap policy will contribute to the cost of your healthcare.

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If I have both Medicare and Medicaid do I need a Medigap plan?

Medigap Plans are likely to be unnecessary if you are on a Developmental Disabilities Administration (DDA) Medicaid Waiver. Medicaid will pay for the same things that a Medigap plan will like co-payments, co-insurance, deductibles and other services that Medicare does not cover. Medigap plans require monthly premiums which can be significant and Medicaid will not pay for these premiums.

Resources

How you earn Social Security Credits: https://www.ssa.gov/pubs/EN-05-10072.pdf

Social Security Work Incentives
https://www.ssa.gov/disabilityresearch/wi/generalinfo.htm

Information about ABLE Accounts:
https://www.ablenrc.org/what-is-able/what-are-able-acounts/

Developmental Disabilities Endowment Trust Fund
http://ddetf.wa.gov/

Information about Special Needs Trusts
http://arcofkingcounty.org/resource-guide/legal/special-need-trusts-wills.html

State Health Insurance Benefits Advisors (SHIBA): Offers information about Medicare and can answer individual questions.
1-800-562-6900 (8am - 5pm, Monday - Friday)
https://www.insurance.wa.gov/insurance-resources/get-help-medicare/get-free-medicare-help-shiba/find-local-shiba-office

2025 Medicare Part D Plans stand-alone prescription drug plans – WA State
https://www.insurance.wa.gov/sites/default/files/2025-02/2025-part-d-medicare-standalone-plans.pdf

Apple Health for Workers with Disabilities (HWD) Program
https://www.dshs.wa.gov/esa/community-services-offices/apple-health-workers-disabilities-hwd-program

How to access the Department of Social and Health Services to apply for or learn more about Medicaid?

You may access this information online or by phone:

- **Online**: Go to Washington Connection (https://www.washingtonconnection.org/home/) and follow the prompts.
- **Phone**: Call the DSHS Customer Service Center at 1-877-501-2233.

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COLLEGE CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

This document will introduce you to some of the basic information and considerations for students with disabilities who are applying to or attending college, including legal protections and tips for success.

For questions about college or other disability related services contact The Arc of King County Information and Resource team at 206-829-7053 or ask@arcofkingcounty.org

What legal responsibilities do colleges have?

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 state that colleges and universities cannot discriminate against a student because of their disability. Colleges are required to ensure students with disabilities have an equal opportunity to access all education, programs, and other supports available to non-disabled students. Colleges must provide "Reasonable Accommodations" to ensure students with disabilities have the supports needed to equally engage.

It is important to understand the types of support students with disabilities can and cannot receive in college, and how that differs from high school. Students in college DO NOT have Individualized Education Plans (IEPs) like they may have had in K-12. In college, students with disabilities may have a 504 Plan that provides reasonable accommodations to ensure equal access to education.

What are Reasonable Accommodations?

Reasonable Accommodations are legal mandated supports with tasks or the environment that provides students with disabilities have equal opportunity to participate fully and learn. Colleges are not required to adjust the essential curriculum or course requirements to accommodate students. For example, they can approve an accommodation for longer time for tests but cannot change the test content or required scores for passing.

Examples of Reasonable Accommodations:

- ✓ Note-taker/scribe present with the person, in class.
- ✓ Sign-Language Interpreter in class.
- ✓ Extended time for testing.
- ✓ Substituting foreign language classes with specific cultural or other courses.
- ✓ Reducing course load and extending time on degree requirements.
- ✓ Auxiliary aids and services (e-textbooks, software, etc.).
- ✓ Built in breaks for medication, water, fidget, etc.
- ✓ Modify classroom activities if needed.
- ✓ Minimize strobing in PowerPoint decks for individuals with epilepsy
- ✓ Large print/text for vision impairments.
- ✓ Housing accommodations (adjusting rooms/furniture, accessible to buildings, etc.).

Examples of Accommodations Colleges are NOT Required to Provide:

- ✓ Personal devices that are otherwise covered by health insurance.
- ✓ Assistance for personal care needs (feeding, transferring, personal hygiene, etc).

- ✓ Modifying academic or program standards.
- ✓ Burdensome, as defined by the university.

Online Class

Reasonable Accommodations are legal required supports with tasks or the environment supports that provides a student with disabilities equal access to learning. This also applies to online or virtual learning settings. Accommodations will look different when they are provided in an online classroom setting. The environment will be different than meeting in-person. Also, note that online classes have limited interactions with professors. However, your professor may offer their office hours online.

Some accommodations that could be available to students taking classes online include:

- ✓ Note-taker.
- ✓ Text-to Speech for visual impairments.
- ✓ Reader/scribe online during testing.
- ✓ Sign-Language Interpreter.
- ✓ Captioning/transcription.
- ✓ Extended time for testing.
- ✓ Extending time on assignment.
- ✓ Auxiliary aids and services (e-textbooks, software, etc.).
- ✓ Minimize strobing in PowerPoint decks for individuals with epilepsy.
- ✓ Large print/text for vision impairments.
- ✓ Built in breaks for medication, water, fidget, etc. (student may leave the camera).
- ✓ Modify class discussion if needed.
- ✓ Laptop/tablet loaner (from the college with a special permission).

What should I be thinking about in the college search and application process?

Not all colleges are alike. Finding the right "fit" is important to ensuring a successful college experience. Some colleges are more inclusive and supportive of students with disabilities than others, even though all colleges must abide by ADA and Section 504 laws. Some colleges have programs and services designed to support the unique learning and social needs of students with intellectual and developmental disabilities (I/DD), while others do not. While a college cannot deny you admission because of your disability, they can determine how much or how little support they will provide.
For a summary of college programs designed to support students with I/DD in King County, see our online Resource Guide at www.arcofkingcounty.org. Below are some tips and considerations as you begin thinking about college.

Things to Consider when Deciding on a College:

- ✓ Is the college physically accessible to you?
- ✓ Will the school provide you with appropriate accommodations/services that meet your needs?
- ✓ What type of college will best fit your needs (large, small, public, private, religious, etc.)?
- ✓ Would I benefit from starting at a local Community College then transferring to a 4-year program?
- ✓ How easy is it to get in touch with professors and administration?
- ✓ Will you live at home, on campus, or somewhere else?
- ✓ How will tuition and other expenses be paid?
- ✓ How will you handle your transportation?
- ✓ How will you handle personal care assistance?

Community College	4-year College
• SAT or other exams not required • Requires a high school diploma or GED • Requires proof of residency • Smaller class size • Smaller campus • Doesn't offer a bachelor's degree • Two years to complete an associate degree or to get a certificate • Slower pace in the class • More interaction with the professor	• Requires minimum score on SAT or other exams (varies by colleges) • Requires a high school diploma/GED and a GPA • Requires certain coursework from high school • Larger class size • Large campus • Offers a bachelor's degree • Four years to complete a program • Faster pace in the class • Less interaction with the professor

The above bullets can vary between colleges.

Tips when Applying for College:

- ✓ Know what your rights are as a student.
- ✓ Know what you want and need.
- ✓ Know where you can go to get support.
- ✓ Visit the schools, in person.
- ✓ Contact the School's Disability Resources/Service Office or visit their website to see what accommodations/services they have already.
- ✓ Make sure that you explore all the schools that are available to you.
- ✓ As soon as you are accepted, contact the Disability Resources/Services Office and submit an application. Expect to have an intake meeting to discuss your accommodation needs.
- ✓ Prepare your questions and concerns before your intake meeting with the Disability Resources/Services Office.
- ✓ Advocate for your needs.
- ✓ Consider participating in the DO-IT program? For more information, visit: https://www.washington.edu/doit/.
- ✓ Check out available scholarships for people with disabilities.
- ✓ Reach out to The Arc of King County if you need support!

Will my financial aid affect my Supplemental Security Income (SSI) benefits?

Under Title IV of the Higher Education Act of 1965 (HEA) or under the Bureau of Indian Affairs (BIA), student financial aid doesn't count as income and resource, and should not impact your SSI benefits. This exemption doesn't require a time limit to increase the benefits. It is excluded from resources and it wouldn't affect the SSI eligibility criteria regardless of how long the individual receives the assistance. Any Title IV HEA or BIA assistance also doesn't count as income. Examples include Federal Work-Study, Direct Loan, Federal Supplemental Educational Opportunity Grant, and Academic Competitiveness Grant.

Also, other types of assistance like scholarships, grants, and fellowships aren't counted as the person's countable income as long as they use the resources to pay their tuition or educational expenses. Any unused resource that is saved for future is excluded from their income in the month of receipt. Unused aids will be counted as income in the month of receipt and remaining funds will be covered as a resource in the next month. If the remaining aid isn't being used for educational purposes, it will be counted as income in the month the aid is spent for other purposes.

If a student with a disability goes to a regular college or course of vocational or technical training, they are able to have limited earnings that doesn't affect t'heir SSI benefits. In 20253, the maximum amount of income that

the student can have increased by 2.5 percent to $2,350 per month, and not more than $9,460 in a year.

For further assistance or questions about financial aid and SSI benefits, please visit: https://www.ssa.gov/agency/contact/

What can I do if I'm not getting the support or accommodations I need?

- ✓ Talk to your coordinator at the Disability Resources/Services and explain how your needs are not being met.
- ✓ Contact your university's Complain/Resolution Resource Offices about your concerns.
- ✓ Contact your local Office of Civil Rights. King County Civil Rights – 206-263-2446
- ✓ Contact organizations like The Arc of King County 206-829-7053 or ask@arcofkingcounty.org

The Arc
King County

UNDERSTANDING RESPITE CARE

What is Respite?

Respite is a break for parents and primary caregivers so they may get relief from the responsibilities of providing care to their loved one with a disability. During this period of respite, the person with a disability receives care from another trained provider while the primary caregiver can rest and rejuvenate. This intermittent relief is a necessary component of caregiving; it helps prevent burn out and maintain stability by allowing the caregiver and the care recipient to get a break from one another. Most importantly, respite helps people with disabilities avoid out-of-home placement when their caregivers become overwhelmed.
There are two primary forms of respite: community-based respite and out-of-home respite.

Community-Based Respite

Community-based Respite can be for a few hours at a time, it can be overnight, or it can take place over a period of several days. It can be provided by a 1:1 caregiver in your home and in your community. Respite can also take place in the community in group settings through organizations that provide services to people with disabilities, like after-school care, summer camps, adult day centers, specialized classes, or weekend activities. The terms "respite" and "personal care" are sometimes used interchangeably, however they are two distinctly different services. See The Arc of King County documents "Understanding Personal Care for Children" or "Personal Care for Adults" here: https://arcofkingcounty.org/resource-guide/care-respite/overview.html

Accessing Funding for Community-Based Respite

You can get respite services if you or your loved one is a client of the Developmental Disabilities Administration (DDA). To access community based

respite, you must have a DDA Home and Community Based Services (HCBS) waiver.

Respite is offered through the Individual and Family Services waiver, the Basic Plus waiver, the Core waiver, and the CIIBS waiver. You can learn more about these different waivers from the Informing Families Building Trust website by clicking here. The Individual and Family Services waiver (commonly referred to as IFS) is the most accessible waiver to DDA clients—if you are in DDA and want to apply for IFS, call DDA's Service Request Line for King County at 800-974-4428. This is a message line and you leave the full name and birth date of the DDA client, your contact information, and what specific services you need. An example of a specific service could be "I need respite because I am the sole caregiver and need a break."

DDA will perform an assessment, regardless of the waiver or services they may offer you. The assessment determines the amount of funds based awarded to the person based on their need; these funds may be used for respite and/or other services. Those receiving the IFS waiver could receive $1200, $1800, $2400, or $3600; the funds are to be used over the course of a year. The other waivers offered by DDA may provide more funding for respite services.

If you want to use DDA respite funds, you must receive the actual respite service from an individual or an organization that is contracted with DDA, like the YMCA or your local Parks and Recreation department. Essentially, DDA pays for the service, but you decide where you want to spend the money. You can find some of these organizations on The Arc of King County's Resource Guide (https://arcofkingcounty.org/resource-guide/overview.html) or you can contact your DDA Case Manager. It is important to note that respite is NOT childcare, rather it is an opportunity for the caregiver to rest and recharge.

Finding a Community-Based Respite Provider

Once you or your loved one has a DDA waiver that offers respite, you'll need to find a care provider. If you are looking for a 1:1 respite provider, you can ask your DDA Case Manager for a list of providers or you can refer toConsumer Direct Care Network Washington (CDWA), who can give you a list of individual providers you may contact for availability. If you or your loved one have a friend, family member, or community member who is not the primary caregiver, and they would like to
be paid to provide respite care, they may contract with DDA as an "Individual

Provider". The respite provider must be authorized to work in the United States, pass a criminal background check, and they must not be a parent or spouse of the person with a disability. You can learn more about becoming an individual provider through the Informing Families Building Trust article here: https://informingfamilies.org/wp-content/uploads/2015/07/IP_Contracting.pdf

If you are looking for organizations that are contracted with DDA to offer respite in a group setting, you can ask your DDA Case Manager for a list of organizations or you can check out The Arc of King County's Resource Guide.

Out of Home Respite through DDA

Out of home respite is overnight respite that generally lasts a period of several days and is intended for situations in which the caregiver will be unable to provide for the individual with a disability. This could be for many reasons, including a planned occurrence like a vacation or family event, or because they are currently overwhelmed with caregiving and need a longer relief period then their waiver offers.

Overnight Planned Respite is for DDA clients aged 18+. This is for folks who live with a caregiver (paid or unpaid) who requires temporary relief from their caregiving responsibilities due to a foreseen event. This is **not** a service for emergencies. This service is often used when caregivers have an event, vacation, planned surgery, or another occasion in which they cannot bring their loved one with a disability. This respite is offered in a community setting, and can be up to 14 days per year. In King County (and the rest of DDA Region 2), DDA offers a similar respite program called Dedicated Planned Respite, for folks under the age of 18. You do not need a DDA waiver for either of these services.

Enhanced Respite is for DDA clients aged 8-18. This is a service for youth who are at immediate risk of out of home placement due to challenging behaviors. This form of respite can last up to 30 days. Placement is based upon availability, so your loved one may be placed in a residential home in a community setting anywhere in Washington state, and this service has a wait time that can be several months long. This is for families and caregivers who are overwhelmed with their duties to the point that they may no longer be able to care for the person with a disability in their own home.

Unplanned (Emergency) Respite is for DDA clients aged 16+. This is intended for unexpected crises and urgent emergencies such as out-of-town funeral, caregiver medical emergency, etc. The individual with a disability can have a short term stay at a Residential Habilitationg Center (RHC) for up to 30 days. This is considered a short-term solution and can be used for unexpected caregiver crisis.

Accessing Out of Home Respite

You do not need a waiver to access overnight respite services, but you must still be in the DDA system. To access emergency respite, enhanced respite, or planned respite, contact your DDA Case Manager or DDA's Service Request line at: 800-974-4428, and request an application. This is a message line, where you will leave the DDA client's full name and birth date, and you will get a call back. This is not an immediate service and should not be treated as an emergency line.

Additional Notes on Unplanned & Emergency Respite

The Case Manager will conduct an in-home assessment to determine the likelihood for out-of-home placement; if the person with a disability is approved for unplanned or emergency respite services, the caregiver will work with DDA to create an Individualized Support Plan (ISP) that will lay out the individual's care needs for on-going support.

When requesting overnight respite services, it is important to make it clear to DDA that your family is in need, and that without respite the person with a disability may no longer able to continue living at home. DDA will want to see what strategies for coping and behavior management your family has used to show that you need this support. After you request this service, DDA will conduct an in-home assessment to determine your family's needs regarding respite.

Non DDA

Respite

If you or your loved one does not qualify for DDA services, there are other ways to access community-based respite:

Lifespan Respite provides "respite vouchers" to Washington families. To

qualify for this program, the caregiver must provide 40 hours of unpaid care each week, they may not be receiving respite services paid by another organization, and they must be otherwise unable to afford respite. Caregivers may use these vouchers at a pre-approved community-based setting.

Gift of Time, a program of Washington Autism Alliance and Advocacy has a biannual half-day respite program for kids aged 5-10 called Gift of Time. This program is free, and it requires an application that must be submitted several weeks before the event.

The Department of Health (DOH) offers respite funds for youth under 18 with special heath care needs that are not eligible for DDA or other respite programs. To qualify for these respite funds, the family must be low-income as evidenced by being eligible for Medicaid. These DOH funds can cover respite at some day camps and overnight camps, but not with an individual provider or agency in the home. You can ask about these respite camps at your local health department.

Lastly, you can private pay for a respite provider, either to an individual or to a community agency. You can find a list of agencies that provide respite on The Arc of King County's Resource Guide, and you can find individuals to provide respite on caregiving website like and Consumer Direct Care Network Washington (CDWA).

Need more Information?

For additional information or to discuss your situation contact our Information and Family Support team at: (206) 829-7053 or ask@arcofkingcounty.org. To connect with a Spanish-speaking member of our team please call (206) 829-7030 or email: preguntas@arcofkingcounty.org

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The Arc of King County
Legal Decision Making

This document is not legal advice. Please discuss your individual situation with an attorney. Contact The Arc of King County at 206.829.7053 or ask@arcofkingcounty.org with questions.

This document contains information about:

1. Independent Decision Making,
2. Supported Decision-Making Agreements (SDMA),
3. Power of Attorney (POA),
4. Durable Power of Attorney (DPOA),
5. Legal Guardianship – Limited or Full
6. Conservatorship – Limited or Full,
7. Protective Arrangement, and
8. Guardianship for Native American adults.

Always keep in mind and center the rights and self-determination of the person in which support options are considered. There are several options for families to meet the needs of your loved ones while supporting their rights, promoting self-determination, and ensuring their health and safety. Guardianship should **ONLY** be considered if less restrictive options do not meet the individual's needs. Many parents are told by schools, providers, or other parents that they will need to apply for guardianship for their loved one. This is not always the case. Sometimes, to assure the well-being of a loved one with disabilities, well-intentioned parents and caregivers may feel the need to have control of their loved one's decision making, to nurture and to protect them. However, it is likely the more parents and caregivers manage the person with disability's decision making, the less responsibility the person with disability and others will take on, and the more reliant they will become on parents and caregivers.

1. Independent Decision Making:

Independent Decision Making is the least restrictive option for legal decision making and naturally occurs at age 18 if another decision-making option has not been previously set up.
Independent Decision Makers can still informally communicate with others to help make legal decisions. Instead of seeking to manage every interaction and decision, parents and caregivers can act as supporters. Sometimes the shift from control to support can be as simple as some small adjustments to the language used: Instead of telling someone what to do, ask them what they want to do. Making this a gradual process will give you or your loved one a sense of security in the process of moving towards greater self-determination. The more parents, caregivers, and other support people can work together to adapt and understand each other, the better independence skills will develop.

2. Supported Decision-Making Agreement (SDMA):

Supported Decision-Making (SDM) is an alternative to guardianship. It allows people with disabilities to choose people close to them to help them gather and understand information, make decisions, and communicate those decisions to others. It ensures a person's right to make their own important life decisions and to have their decisions respected with the support of the people they choose.
In 2020, Washington State passed a law that formalizes Supported Decision-Making as an alternative to guardianship. The law gives adults with disabilities the right to enter into a Supported Decision-Making Agreement (SDMA) with other adult(s) of their choice* who will provide the person with the support they want.

What does an agreement include?

- The names of the adult who will be supported and the person(s) who will support them.* Both the adult with a disability and their supporter(s) must sign the agreement in front of two witnesses and/or a notary public.
- The kind of decisions the adult wants help with, including decisions about where they live, where they work, how they spend their time, or how they manage their health care and finances.
- The kind of help the adult wants when making a decision, including help with gathering information, understanding options, or communicating their own choices.
- (Optional) Limited decision-making power to their supporter by using other guardianship alternatives in addition to a supportive decision-making agreement, including a Power of Attorney for health care and/or financial decisions, as well as Representative Payee to manage Social Security benefits.

*In order to act as a supporter, people chosen must not fall into a category listed in RCW 11.130.730.

A SDMA can be changed or ended by the adult with a disability at any time.

Step by Step

- Choose the supporter(s) you want to help you make decisions.
- Meet to talk about the kinds of decisions and help you want and need.
- Make an Agreement that spells out how you will be supported. Be sure to sign a release of information if you want your supporter(s) to communicate with others on your behalf.
- Sign the SDM Agreement. The agreement must be signed by both you and your supporter(s) in front of two witnesses and/or a notary public.
- Complete and sign: Motion and Order re: Supported Decision Making.
- File the 3 documents (SDMA, Motion to Order and Order) with the Court.

For SDMA model forms, click here; and for the **Motion (OPA 100)** and **Order re: Supported Decision Making (OPA 101)** forms, click here

3. Power of Attorney (POA)

Power of Attorney (POA) is a legal document that gives an identified individual (the **agent**) the right to speak and/or make decisions on behalf of another individual (**principal**) if they are unable to do so for themselves (Click here for RCW 11.125).

An individual who has an intellectual or developmental disability may adopt a POA so that the agent can make legal decisions on their behalf, however, should the person with disability disagree with the agent or make a different decision than the agent, the person with disability's decision overrides that of the agent. A POA can be either temporary, or be put in place for routine, ongoing support.

Power of Attorney can be used for financial decision making, medical decision making or both. Sometimes a person with a disability may struggle getting to the bank to open a new account or may need assistance communicating with physicians about decisions surrounding medications, therapies, and other medically necessary decisions. For both types of decisions, the agent can assist the person with disability by providing advice and clarification.

The only way to enact a POA is for the person with disability (principal) to grant the authority in writing for someone else (the agent) to act on their behalf. An agent can be granted broad authority through the POA that lasts a lifetime or be limited to a specific legal transaction, such as the sale of property. The rules and requirements for POAs vary from state to state, but it is typically an inexpensive and relatively simple process to complete.

The person with disability should, of course, choose an agent whom they can trust. An agent can be a family member, close friend or even an attorney. The person with disability decides what powers to give their agent through the POA and can revoke the POA at any time, unless they become deemed mentally incapacitated, in which case the POA ceases.

The POA is individualized to represent exactly what the person with disability needs assistance with. A POA requires the signature of the person with disability and can either be signed by a witness that is a non-interested party, or Notary signed. There are numerous POA templates that can be found online.

4. Durable Power of Attorney (DPOA):

The Durable Power of Attorney (DPOA) allows the agent to continue acting on behalf of the principal even if they become mentally incapacitated or too ill to make decisions on their own. The person with disability must, however, be 'mentally competent' when they first complete and sign the POA. A POA is a document through which the person with disability gives the agent legal authority to act for them; a DPOA includes language indicating that the power will continue even if the person with disability becomes incapacitated. If the document lacks this kind of language, the POA is not "durable," and it terminates if the principal becomes incapacitated.

The language used in the DPOA document determines the extent of the agent's powers. The document may give powers over financial affairs, healthcare, or both. Financial powers may be

narrow or broad. A DPOA may be written to take effect immediately or to take effect only when the person becomes incapacitated. DPOAs should include language describing how incapacity will be determined.

DPOAs have many advantages. They are relatively simple and inexpensive to arrange compared to legal guardianships. The agent under the POA/DPOA is a fiduciary, meaning legally required to manage the person with disability's assets in the interest of the principal. POAs/DPOAs can be revoked easily when the principal has the mental capacity to do so. There are numerous DPOA forms that can be found online. For sample DPOA forms:
https://www.washingtonlawhelp.org/durable-power-attorney

5. **Legal Guardianship:**

Guardianship is a legal proceeding that removes some, or all, of an individual's decision-making rights about where to live and work, their health care decisions, and whether they can marry.

Guardianship can be **LIMITED** (limited authority under the law) or **FULL** (full authority under the law).

If the guardianship is **LIMITED**, it means that the Court grants the authority to make specific decisions identified in a Court order and may be limited in duration.

If the guardianship is **FULL**, it means that the Court authorizes someone to make **ALL** decisions regarding the care, medical decisions and living arrangements of the person with a disability.

A guardian can be a parent, sibling, family member, friend, or professional agency.

Because guardianship places significant restrictions on a person's fundamental rights, there is a rigorous process in place to assess whether guardianship is needed.

What must be shown to establish legal guardianship?

a. Lack of capacity of the person with disability to make essential health, safety, and self-care decisions.

b. It is necessary to prevent harm to the disabled person; and

c. The needs of the disabled person cannot be met by a less restrictive option or protection agreement.

6. **Conservatorship:**

Conservatorship is a legal proceeding that removes some, or all, of an individual's decision-making rights to manage their financial affairs and estate.

Conservatorship can be **LIMITED** (limited authority under the law) or **FULL** (full authority under the law).

If the conservatorship is **LIMITED**, it means that the Court grants the authority to make specific decisions identified in a Court order and may be limited in duration.

If **FULL** conservatorship, it means that the Court authorizes someone to make **ALL** decisions regarding financial and estate matters.

What must be shown to establish conservatorship?

a. Lack of capacity of the person with disability to manage their assets and financial affairs.

b. It is necessary to prevent harm to the disabled person; and

c. The needs of the disabled person cannot be met by a less restrictive option or protection agreement.

7. Protective Arrangement:

In this option, the Court appoints a person to help with specific tasks, such as approving medical treatment, limiting visits from someone who might harm you, selling property, signing a contract, etc.

It is a less restrictive alternative to guardianship or conservatorship. However, the legal process is practically the same.

For Legal Guardianship/Conservatorship/Protective Arrangement in King County:

- The petition must be filed in the Superior Court of the county where the person with disability resides.
- The Court schedules the hearing (within 60 days).
- The Court appoints a Court Visitor.
- The Court appoints an attorney (for the person with disability).
- If the person's assets are less than $3,000, the county will pay for the costs of the process, the Court Visitor, and the attorney.
- Lay guardians must complete an online training and then complete the declaration of completion form. The training module and the **Declaration of Completion** form are here

After guardianship is established, guardians will be required to report to the court every 12, 24, or 36 months.

8. Legal Guardianship for Native American Adults:

For Native American adults, a guardianship proceeding is often brought into tribal court instead of state court. Many Native American Tribes have their own guardianship codes and court requirements. Before deciding whether to file a guardianship involving a Native American person in tribal court or state court, contact the tribe or a lawyer who regularly appears in the tribal court to understand the specific requirements. Tribal courts have jurisdiction over guardianship cases involving Native American individuals residing on tribal lands or who are wards of the tribal court.

Tribal courts may provide a less formal and more culturally sensitive forum for decisions regarding incapacitated tribal members. Tribal court may be the only available forum with a working

relationship with the Bureau of Indian Affairs (BIA) or tribal programs delivering BIA services.

King County Superior Court, Clerk's Offices:

- ☐ **Email**: clerksofficecustomerservice@kingcounty.gov
- ☐ **Phone**: 206-296-9300 - 9:00 a.m. - 4:30 p.m, Monday through Friday
- ☐ **Live Chat**: 9:00 a.m - 4:30 p.m., Monday through Friday
- ☐ **King County Courthouse:** 516 3rd Ave, RoomE-609, Seattle, WA 98104, (206) 296-9092

  Hours: 8:30 a.m. to 4:30 p.m. Monday to Friday
  (Limited Services from 8:30am-9:00am and 12:15 p.m.-1:15. p.m.)

  Seattle Area, defined as: All of King County north of Interstate 90 and including all of the Interstate 90 right-of-way; all the cities of Seattle, Mercer Island, Bellevue, Issaquah and North Bend; and all of Vashon and Maury Islands.

- ☐ **Norm Maleng Regional Justice Center:** 401 4th Ave N, Room 2C, Kent, WA 98032, (206) 205-2526

  Hours: 8:30 a.m. to 4:30 p.m. Monday to Friday (Limited Services from 8:30am-9:00am and 12:15 p.m.-1:15. p.m.)

  Kent Area, defined as: All of King County south of Interstate 90 except those areas included in the Seattle Case Assignment Area.

Additional Resources:

Contact **The Arc of King County** at 206.829.7053 or ask@arcofkingcounty.org for additional information or questions.

If I think an adult is being abused, neglected, or financially exploited what should I do?

- Call **1-866-ENDHARM** to ask for **Adult Protective Services (APS)** to investigate. APS may explore whether to pursue guardianship, other alternatives.

For more information on Guardianship/Conservatorship/Protective Arrangement:

https://informingfamilies.org/new-washington-adult-guardianship-law/

Resources to Establish/Maintain Guardianship/Conservatorship/Protective Arrangement:

- Guardianship/Conservatorship/Protective Arrangement Forms:
  https://www.courts.wa.gov/forms/?fa=forms.contribute&formID=139

- Or contact the **Family Law Facilitator**:
  https://kingcounty.gov/courts/superior- court/family/facilitator.aspx

Legal Resources:

- **Northwest Justice Project** CLEAR (income limits apply): https://nwjustice.org/get-legal-help

- **King County Bar Association** Neighborhood Legal Clinics**:** http://www.kcba.org/For-the-Public/Free-Legal-Assistance/Neighborhood-Legal-Clinics

The Arc King County

FINANCIAL PLANNING

For people with intellectual & developmental disabilities

This document is not legal advice. Please discuss your individual situation with an attorney.

Contact The Arc of King County at 206.829.7053 or ask@arcofkingcounty.org with questions.

When you, or your loved one with a disability, receives public benefits, financial planning is crucial! Currently in Washington state, there are three major financial planning options for people with Intellectual and Developmental Disabilities (I/DD) that can help to protect public benefits like Social Security and Medicaid. The following document will first explain the purpose of establishing a will and second outline Special Needs Trusts (including the Developmental Disabilities Endowment Trust Fund) and ABLE accounts that can be established for your loved one with I/DD. It is important to remember that you can use one or all of these tools for you or your loved one's future.

Wills and Trusts Overview

A Will is the legal document that controls the distribution of your property at death and serves several important purposes. In Washington, if a parent dies without a Will and is survived only by their children, the parent's estate will be divided equally among those children. For individuals with disabilities, the direct inheritance of money may disqualify them from Supplemental Security Income (SSI), or needed Medicaid services, like housing, job coaches, and other benefits. While this problem can often be fixed after a parent dies, it is a cumbersome process and people may be disqualified from benefits until the problem is remedied. Parents of children or adults with disabilities should therefore have a Will which directs all monies into a Special Needs Trust (SNT). A SNT can provide funds for items not covered by government benefits such as clothes, vacations, and gifts. Proper language in a SNT is critically important and an attorney familiar with SNTs should be consulted.

When setting up your Will with a SNT, you can select the Trustees to handle funds inherited by minor children and adults with disabilities. When a person with a disability inherits money, it may leave that individual vulnerable to exploitation; a trust with a chosen Trustee helps safeguard this vulnerability. The choice of a Trustee is very important because this is the person who manages the assets of the trust and decides when distributions should be made for the beneficiary with disabilities. Without a will, the parent will have had no say in who this Trustee is. Because the trust may continue for many years, it is good to select a Trustee who understands the Beneficiary's needs and who is roughly the same age as the Beneficiary. A professional Trustee may be chosen if the estate is large or if there are no family members that are able to serve as Trustee. The Developmental Disabilities Endowment Fund is a SNT operated by the State of Washington, and another option to consider, particularly for families who cannot think of someone who is trustworthy and knowledgeable enough to serve as Trustee. The Trustee must be very careful in making disbursements from the trust for the benefit of the beneficiary so as not to jeopardize eligibility for SSI and Medicaid. Increasingly, Social Security reviews the administration of SNTs to determine whether the beneficiary continues to qualify for SSI and Medicaid. If a Will with a SNT is created, it is important to change bank accounts, life insurance policies, and retirement benefit beneficiary designations to specify the trust as the Beneficiary for the portion of funds left to the person with disabilities.

While some SNTs are used for bequests in Wills, other SNTs can be set up immediately. Relatives and friends who may consider naming your child with a disability in their Wills should be advised that such a bequest must be done properly to avoid disqualification of benefits. Any such bequest should be made to a SNT, *not the individual*. If you know that someone is planning such a gift, you can set up a SNT right now, of which you could be the Trustee while you are alive. In addition, people with disabilities can save funds more than Medicaid asset limits by setting up a SNT to protect their wages or settlements. The trust can purchase a condo, a house, a specialized vehicle, or other things that a person wishes to save money to buy.

Overview originally drafted by Thompson & Howle, Attorneys at Law. Later revised by attorney Larry A Jones and most recently by attorney Karen M Thompson.

Frequently Asked Questions & Answers About Wills and SNTs

What is a Special Needs Trust?
A Special Needs Trust (SNT) provides a way for a person with a disability to receive financial support while remaining eligible for federal benefits such as Supplemental Security Income (SSI) and Medicaid. Almost all Developmental Disability Administration (DDA) services are reliant on Medicaid funding. There are set resource limits that the SSI recipient's assets need to stay below to maintain their benefit status. If assets go above the resource limit the recipient will lose those government benefits. For a single adult, the resource limit is $2,000. For a married couple, it is $3,000. If the money is properly distributed directly to the SNT, then the Beneficiary will be able to access the assets owned by the trust, without losing their benefits.

Who can contribute to a trust?

Person with a disability:

Self-Settled Trust (aka First Party Trust): a person with a disability (Beneficiary) is contributing his or her own assets into the trust. There is a "Medicaid payback provision".

Family member or friend:

Third Party Trust: Anyone but the Beneficiary may contribute to and establish a trust for a person with a disability. The Beneficiary cannot be the one to administer the trust; it needs to be established by a third party. There is no "Medicaid payback provision".

What is Medicaid Payback Provision?
Any funds left in the self-settled trust after the Beneficiary passes away must be used to pay back the government for Medicaid benefits that the beneficiary had received. This is sometimes referred to as Medicaid Recovery.

What are the options to establish a SNT?
Developmental Disability Endowment Trust Fund (DDEFT): Is an option available to clients of the Developmental Disabilities Administration (DDA), see further into this document for more details.

Private Special Needs Trusts: An individual may be the Beneficiary of more than one type of SNT. The self-settled aka first party SNT must be established and funded before the Beneficiary is age 65. A third party SNT has no age limit for funding. A private SNT can be established as a first party or third party SNT. The Trustee can be a family member or an organization of your choosing. Unless a family member is the Trustee there are Trustee fees associated with that service. An attorney will

draft the private SNT. It is important to ensure your attorney is knowledgeable on the Medicaid and SSI rules regarding SNTs. The cost of an attorney varies, when speaking with attorneys ask about their flat fees to set up a SNT.

How do I include a SNT into my Will?
There are two ways to direct your inheritance to a SNT in your Will.

1) Provision to establish Third Party Special Needs Trust: You may leave direction in your Will to establish a third party SNT starting immediately upon your death. This can be edited or revoked prior to death and nobody else can contribute.

2) A stand-alone Third Party Special Needs Trust: when a Will directs inheritance to a third party SNT that is already established. If you believe that other family members or loved ones are planning to leave money inform them about the SNT.

Is it easier to leave my inheritance to someone else who understands my wishes and uses the money to meet the beneficiary's needs?
It may seem easier but ultimately it is a safer option to establish a SNT. For example, if the person you leave the money to is in an accident and is liable to pay for damages, is sued, files bankruptcy, or goes through a divorce the inheritance intended for the family member with a disability is not protected. There are no legal ramifications for siblings abiding by the wishes of the parent to distribute the funds for the person with a disability.

What if I am not a DDA client but want to participate in a pooled trust?
Contact The Arc of King County for updated SNT resources.

How should I ensure the trust funds are being used in the Beneficiary's best interest?

- Choose the Trustee wisely, they make decisions regarding the trust.
- Include a Trust Protector, or someone to oversee the interest of the Beneficiary, within the drafting of the trust. The Trust Protector can be a friend or family member that provides checks and balances of the trust. The Trustee needs approval from the Trust Protector to distribute funds.
- Include a Letter of Intent within the trust, a detailed description of the individual's needs and what the trust should be used for to assist the trustee.
- When a person agrees to become a Trustee, that person assumes a fiduciary duty, which means they are required to act in the best interest of the trust Beneficiary, not in the Trustee's own self-interest. A Trustee can be sued for violating their fiduciary duty. To report suspected financial exploitation, call 1-866-END-HARM

Special Needs Trust Resources

The Arc of King County – www.arcofkingcounty.org, 206.829.7053, ask@arcofkingcounty.org.
Special Needs Trust Resource Guide: https://arcofkingcounty.org/resource-guide/legal/special-need-trusts-wills.html
Disability Rights of Washington - https://www.disabilityrightswa.org/, 206-324-1521, info@dr-wa.org
NOLO Law for All How to leave property to a special needs trust: http://www.nolo.com/legal-encyclopedia/how-leave-property-special-needs-trust.html Choosing a trustee for a special needs trust: http://www.nolo.com/legal-encyclopedia/choosing-trustee-special-needs-trust.html

When should you consider a pooled trust?: https://www.specialneedsalliance.org/blog/when-should-you-consider-a-pooled-trust/#:~:text=There%20are%20usually%20enrollment%20and,a%20family%27s%20special%20needs%20planning.
Book: Special Needs Trusts: Protect Your Child's Financial Future (10th Edition) Authors: Attorneys Kevin Urbatsch & Jessica Farinas Jones This book is located in King County Seattle Public Library System
Book: Special Needs Trust Administration Manual: A Guide for Trustees (2005 edition) Authors: Barbara D Jackins, Richard S. Blank, Ken W. Shulman, Peter M. Macy, & Harriet H. Onello

The Developmental Disabilities Endowment Trust Fund (DDEFT)

Establishing a private SNT is not the only financial planning option families have for their loved one's future. The Developmental Disabilities Endowment Trust Fund (DDEFT), formerly called the Developmental Disabilities Life Opportunities Trust (DDLOT) is a pooled trust that enables families or individuals to open first or third party SNTs with a minimal cost.

The DDEFT can be used to pay for things like education, transportation, vacations, personal care support, clothing, and more. The Trust cannot pay for expenses such as housing/shelter costs (like rent, heat, water, etc.) or food. These costs should be paid through Social Security such as SSI.

To be eligible for the DDEFT first or third party SNT the individual with a disability must:

(1) be under the age of 65 at the time of enrollment
(2) reside in Washington State
(3) meet the state definition of developmental disability as determined by a representative of the Washington State Developmental Disabilities Administration (DDA). In this definition, the developmental disability must have occurred before the age of 18.
(4) Additionally, for first-party SNTs, the trust must be irrevocable and funded with the beneficiary's own assets.

Depending on the type of trust set up, the savings in a DDEFT may be subject to Medicaid payback. There is no payback required in a Third-Party trust; however, Medicaid/Medical Assistance Recovery will occur in a self-settled First Party trust.

Contribution to the trust can occur until the individual turns 65 years old. An attorney is not required to set up this trust. The state offers some incentives in the form of state matching funds on fees. The DDEFT has selected The Arc of Washington State to act as the Trust Manager. For up-to-date information regarding the DDEFT, refer to this website: ddetf.wa.gov/ or call 1-888-754-8798 EXT 1.

If you are unsure whether the DDEFT or a private trust is best for you or your loved one, consult with both DDEFT and an attorney familiar with the DDEFT and private SNTs to discuss your circumstances.

The Washington State ABLE Savings Plan (ABLE Accounts)

The Washington State ABLE Savings Plan (also known as ABLE Accounts) is form of 529 Account Tax Favored Qualified ABLE program in IRS code. In other words, it is a savings plan for people with

disabilities who receive Supplemental Security Income (SSI) benefits or Social Security Disability Insurance (SSDI). An ABLE Account can be used by people with disabilities to save money for qualified expenses without having their savings impact their eligibility for Social Security and Medicaid. Qualified expenses include: basic living expenses, housing, transportation, education, assistive technology, employment training, personal support services, legal fees, health and wellness.

There are different reasons why a family or individual would open an ABLE savings account in addition to, or instead of, a Special Needs Trust. One of the major advantages offered through an ABLE account is the ability to use funds for housing related expenses, which you cannot do with a Special Needs Trust.

To be eligible for an ABLE Account, the individual with a disability must:

receive SSI or SSDI OR have their licensed physician sign a document (sample disability certificate) including the diagnosis and stating that they have "marked and severe" functional limitations which began before age 26.have documentation that the disability or condition occurred / existed before the age of 26

Savings will be available on a prepaid debit card that can be used anywhere a MasterCard can be used (cannot be used at an ATM). There are three different investment options: conservative, moderate and aggressive. It is important to note that savings in an ABLE Account are subject to Medicaid payback, after the person with disability passes away. For up-to-date information on investments and costs, see the Washington State ABLE Savings Plan website: www.washingtonstateable.com or call 1-844-600-2253

If you have general questions about ABLE Accounts, please contact the Arc of King County. For questions specific to you and your loved one's finances, contact a financial planner or a private attorney.

The Arc
King County

LEGAL SUPPORT RESOURCE LIST

For people with intellectual & developmental disabilities

Disclaimer: The decision to retain an attorney is a very personal one, and an important one – a decision you must make carefully based on your own judgment and evaluation of that attorney. We strongly recommend you contact more than one attorney and interview each of them carefully to be sure they feel "right" for your legal and financial situation before making any decisions about who should represent you.

This information is only one source of information among many sources that may be available to identify and locate an attorney (or other legal services) for disability-related legal matters. This information is simply available to help guide you and intended to provide **general** information for people seeking legal counsel and advice in King County about disability-related issues. It is not meant to be comprehensive. The Arc of King County does not verify, match, validate, approve or confirm the services that each of the attorneys provides nor does it guarantee, endorse, or warranty (express or implied) the legal ability, competence, quality or reliability of any individual attorney, law firm, or legal services provided on these pages. We will attempt to keep a list of attorneys up-to-date as frequently as possible, but we may not be aware of or know about every attorney, law firm, or legal service that can assist you with a disability law-related issue. We will not refer you to a specific attorney or service nor will we provide any sensitive or confidential information provided to us by you to any attorney or service – this is your sole responsibility.

Questions? Contact The Arc of King County at 206.829.7053 or ask@arcofkingcounty.org**.**

Attorneys listed below represent individuals/families with the following disability-related legal services:

- Free and Low-Cost Legal Services
- Legal Guardianship
- Estate Planning including Wills and Trusts
- Social Security Appeals
- Vulnerable Adult Protection Orders, Abuse, and Neglect
- Special Education
- Immigration
- Discrimination Law
- Family Law

FREE AND LOW-COST LEGAL SERVICES	
NEIGHBORHOOD LEGAL CLINICS *Provide 30 minute consultations with an attorney. Available at 34 locations throughout King County. Attorney will: provide legal advice for civil legal issues, help answer papers, summons and requests, and provide referral and resource information.* http://www.kcba.org/pbs/NLC.aspx To Access: • Call (206) 267-7070 Tuesday - Thursday from 9:00 AM - 12:00 PM	**NORTHWEST IMMIGRANT RIGHTS PROJECT** *For low-income immigrants, refugees, and asylum seekers seeking legal representation.* https://www.nwirp.org/ To Access: • Call (800) 445-5771 on Monday - Friday from 9:30 AM - 12:00 PM and 1:00 PM - 4:00 PM
N.W. JUSTICE PROJECT *Provides civil legal assistance and representation to low-income families and individuals.* www.nwjustice.org To Access: • Referral through 211 • Referral through Neighborhood Legal Clinics • **Legal issues in King County**: Call 2-1-1 weekdays 9 am to 5 pm. They will refer you to a legal aid provider. • **Outside King County**: Call the CLEAR Hotline at 1-888-201-1014 weekdays 9:15 am - 12:15 pm. • Seniors (age 60 and over) can also call CLEAR*Sr at 1-888-387-7111	**SEATTLE COMMUNITY LAW CENTER** *Helps people who are already receiving SSI or SSDI when they have a problem with their benefits; also helps people who are homeless and applying for Social Security benefits* http://seattlecommlaw.org/ To Access: • Call (206) 686-7252 on Monday - Friday between 9:00 AM – 5:00 PM
HOUSING JUSTICE PROJECT *Provides free legal assistance to renters facing eviction in King County.* https://www.kcba.org/?pg=Housing-Justice-Project To Access: • Call (206) 267-7069 on Monday – Friday 9AM – 1PM	**COLOMBIA LEGAL SERVICES** *Advocates and provides civil legal aid to marginalized people in community.* http://www.columbialegal.org/ To Access: • Referral through 211 Referral through Neighborhood Legal Clinics • Call (206) 464-5911 (No hours listed)

WASHINGTON LAW HELP *A guide to free civil legal information and materials for individuals to solve legal problems. Includes, in some cases, detailed instructions and forms to help you represent yourself in court.* http://www.washingtonlawhelp.org/	**KING COUNTY BAR ASSOCIATION'S LAWYER REFERRAL SERVICE** *Refers members of the public, who are seeking representation and willing to pay attorney fees, to attorneys registered with this program. It is a regular fee referral service, and callers are informed of this at the outset.* https://www.kcba.org/?pg=Lawyer-Referral-Service

FREE AND LOW-COST LEGAL SERVICES ASSIST WITH ADULT GUARDIANSHIP

DISABILITY RIGHTS WASHINGTON
Offers resources and support related to adult guardianship applications, including information on avoiding guardianship pitfalls and ensuring the person needing guardianship is at the center of decision-making. They provide guidance on modifying or ending a guardianship, filing complaints, and accessing legal representation if needed. They also offer a guide to guardianship and restoration.
http://www.disabilityrightswa.org/

To Access:
- Call (206) 324-1521 or in WA State (800) 562-2702 Monday - Friday 9:00 AM -12:00 PM and 1:00 PM - 4:00 PM

SOUND GENERATION'S SENIOR RIGHTS ASSISTANCE
Empowers people to utilize their legal rights by providing expert advice free of charge. Topics they help with include Estate Planning, Power of Attorney, Probate, and Guardianship.
https://soundgenerations.org/our-programs/senior-rights-assistance/

To Access:
- Call 206.448.5720 or email info@soundgenerations.org. Business hours are Monday – Friday, 9 AM – 4 PM.

EASTSIDE LEGAL ASSISTANCE PROGRAM'S GUARDIANSHIP LEGAL CLINIC
Provides free 45-minute legal consultation to help community members navigate new legal rules around adult guardianship, conservatorship, and other protective arrangements.
bit.ly/ELAPGLC

To Access:
- Call Intake Line on Monday – Thursday, 10 a.m. – 3:30 p.m.
  - 425-747-7274 (English)
  - 425-620-2778 (Español)

OFFICE OF GUARDIANSHIP AND ELDER SERVICES
Dedicated to providing resources, education, and information about guardianship and conservatorships. They support professional guardians, lay guardians, advocates, attorneys, and court staff.
bit.ly/AOCOGES

To Access:
- Call (360) 704-1925 on Monday – Friday, from 8:00 AM – 5:00 PM

ATTORNEYS WHO ASSIST WITH GUARDIANSHIP

For more information and resources regarding guardianship, please see The Arc of King County's Guardianship Resource Page: https://arcofkingcounty.org/resource-guide/legal/guardianship.html

SEATTLE	
DELERANKO, Florence 1200 5th Ave, Suite 625 Seattle, WA 98101 Phone: (206) 682-8400 Website: http://thompsonhowle.com/	**NICOLAISEN, Andrea** 7010 35th Avenue NE Seattle, WA 98115 Phone: (206) 523-0442 Email: andreanicolaisen@comcast.net
BROTHERS HENDERSON DURKIN, P.S. 936 N 34th Street, Suite 200, Seattle, WA 98103 Phone: 206-536-2446 Website: http://www.bhdlaw.com/	**REED LONGYEAR ATTORNEYS** 801 Second Ave, Suite 1415 Seattle, WA 98104 Phone: (206) 624-6271 Website: https://www.reedlongyearlaw.com
REDINGER, Denise 1315 Harbor Ave SW, Suite 400 Seattle, WA 98116 Phone: (206) 774-0900 Website: http://www.redingerlaw.com/	**SMITH MCBROOM TRIBAL ATTORNEYS & LAW COUNSELORS** 16400 Southcenter Parkway, Suite 210 Seattle, WA 98188 Phone: (206) 737-2568 Website: https://smithmcbroom.com/
SOUTH KING COUNTY	
LINN, SCHISEL & DeMARCO, PS 860 SW 143rd Street Burien, WA 98166 Phone: (206) 242-9876 Website: http://www.lsand.com/	**McDANIEL, Beth** 272 Hardie Avenue SW Renton, WA 98057 Phone: (425) 251-8880 Website: http://www.bethmcdaniel.com/
RIDGWAY, Sheila C 860 SW 143rd Street Burien, WA 98166 Phone: (206) 838-2501 Website: http://www.ridgwaylawgroup.com/	

EAST KING COUNTY	
McDANIEL, Beth 2370 130th Avenue NE Suite 103 Bellevue, WA 98005 Phone: (425) 251-8880 Website: http://www.bethmcdaniel.com/	**JONES & IBRAHIM, PLLC** 14711 NE 29th Pl. Suite 202 Bellevue, Washington 98007 Phone: (206) 405-3240 Website: https://www.seattledisabilitylaw.com

King County Superior Court Family Law Facilitators

Family Law Facilitators can provide instruction packets to help explain family law process and procedures and guide you through filling out required court forms. ***They can review your completed forms but cannot fill them out for you****. Office is located inside the courthouse.*
Walk-in hours: Monday - Friday: 9 AM - 12:00 noon
https://kingcounty.gov/en/court/superior-court/courts-jails-legal-system/court-programs-children-families/divorce-custody-adoption/family-law-facilitators

Kent Office: Maleng Regional Justice Center (MRJC)
401 Fourth Avenue North, Kent, WA 98032
Help desk located at 1D (near the elevators on the First Floor).

Seattle Office: King County Courthouse
516 Third Avenue, Seattle, WA 98104
Help desk located at W-280 (same hallway as Family Law Courtrooms on the Second Floor)

ATTORNEYS WHO ASSIST WITH ESTATE PLANNING including WILLS and TRUSTS

SEATTLE	
DELERANKO, Florence 1200 5th Ave, Suite 625 Seattle, WA 98101 Phone: (206) 682-8400 Website: http://thompsonhowle.com/	**REED LONGYEAR ATTORNEYS** 801 Second Ave, Suite 1415 Seattle, WA 98104 Phone: (206) 624-6271 Website: https://www.reedlongyearlaw.com
REDINGER, Denise 1315 Harbor Ave SW, Suite 400 Seattle, WA 98116 Phone: (206) 774-0900 Website: http://www.redingerlaw.com/	**RIDGWAY, Sheila C** 860 SW 143rd Street Burien, WA 98166 Phone: (206) 838-2501 Website: http://www.ridgwaylawgroup.com/
JONES & IBRAHIM, PLLC 14711 NE 29th Pl. Suite 202 Bellevue, Washington 98007 Phone: (206) 405-3240 Website: https://www.seattledisabilitylaw.com	**BROTHERS & HENDERSON DURKIN, P.S.** 936 N 34th Street, Suite 200, Seattle, WA 98103 Phone: 206-536-2446 Website: http://www.bhdlaw.com/

ZOTTMAN, Diana M. Gateway II 915 118th Avenue SE, Suite 360 Bellevue, WA 98005 Phone: (425) 289-5360 Website: https://www.three60law.com/	**GUSTAD LAW GROUP, PLLC** 7815 Greenwood Ave. N. Seattle, WA 98103 Phone: (206) 533-2222 Website: http://www.gustadlaw.com/

SOUTH KING COUNTY	
REHBERG LAW GROUP 18000 International Blvd, Suite 350 SeaTac, WA 98188 Phone: (206) 246-8772 Website: http://rehberglaw.com/	**TRACY, David** 108 Wells Ave S Renton, WA 98057 Phone: (425) 277-0977 Website: http://www.lawofficeofdavidptracy.com/
LINN, SCHISEL & DeMARCO, PS 860 SW 143rd Street Burien, WA 98166 Phone: (206) 242-9876 Website: www.lsand.com	**McDANIEL, Beth** 272 Hardie Avenue SW Renton, WA 98057 Phone: (425) 251-8880 Website: http://www.bethmcdaniel.com/
EAST KING COUNTY	
McDANIEL, Beth 2370 130th Avenue NE, Suite 103 Bellevue, WA 98005 Phone: (425) 251-8880 Website: http://www.bethmcdaniel.com/	**REHBERG LAW GROUP** 40 Lake Bellevue Drive, Suite 100 Bellevue, WA 98005 Phone: (206) 246-8772 Website: http://rehberglaw.com/

ATTORNEYS WHO ASSIST WITH SOCIAL SECURITY APPEALS

SEATTLE	
DELERANKO, Florence 601 Union Street, Suite 3232 Seattle, WA 98101 Phone: (206) 682-8400 Website: http://thompsonhowle.com/	**REED LONGYEAR MALNATI AHRENS, PLLC** 801 Second Avenue Suite 1415 Seattle, WA 98104 Phone: (206) 624-6271 Email: info@reedlongyearlaw.com Website: http://reedlongyearlaw.com/
REDINGER, Denise 1315 Harbor Ave SW, Suite 400 Seattle, WA 98116 Phone: (206) 774-0900 Website: http://www.redingerlaw.com/	**CHIHAK AND ASSOCIATES** 506 2nd Avenue, Suite 1400 Seattle, WA 98104 Phone: (206) 838-3320 Website: http://wadisability.com/

SOUTH KING COUNTY	
LEONARD W. MOEN & ASSOCIATES 403 SW 41st St Renton, WA 98057 Phone: (425) 227-4260 Website: http://www.leonardmoen.com/	
GUSTAD LAW GROUP, PLLC 7815 Greenwood Ave N Seattle, WA 98103 Phone: (206) 533-2222 Website: http://www.gustadlaw.com/	**BROTHERS HENDERSON DURKIN, P.S.** 936 N 34th Street, Suite 200 Seattle, WA 98103 Phone: 206-536-2446 Website: http://www.bhdlaw.com/
DOUGLAS DRACHLER McKEE & GILBROUGH, LLP 1215 Fourth Ave., Suite 1350 Seattle, WA 98161 Phone: (206) 623-0900 Website: http://www.ddmglaw.com	**CALBOM AND SCHWAB** 800 5th Avenue #4100 Seattle, WA 98104 Phone: (509) 761-6033 Website: http://www.calbomschwab.com/
JONES & IBRAHIM, PLLC 14711 NE 29th Pl. Suite 202 Bellevue, Washington 98007 Phone: (206) 405-3240 Website: https://www.seattledisabilitylaw.com	**DAVID OLIVER AND ASSOCIATES** 5608 17th Avenue NW #1089 Seattle, WA 98107 Phone: (206) 971-5385 Website: http://www.sslawyer.org/
SCHROETER GOLDMARK & BENDER 401 Union Street, Suite 3400 Seattle, WA 98101 Phone: (206) 622-8000 or 1-800-809-2234 Website: http://sgb-law.com/	**THE WALTHEW LAW FIRM** 3000 1st Avenue Seattle, WA 98121 Phone: (206) 203-9246 Website: http://www.walthew.com/
BENEFITS LAW CENTER 1404 E. Yesler Way, Suite 203 Seattle, WA 98122 Phone: (206) 686-7252 Website: https://benefitslawcenter.org/	

ATTORNEYS WHO ASSIST WITH SPECIAL EDUCATION For more information and resources, please see The Arc of King County's Special Education Resource Page: https://arcofkingcounty.org/resource-guide/special-education/overview.html	
BROTHERS HENDERSON DURKIN, P.S. 936 N 34th Street, Suite 200 Seattle, WA 98103 Phone: 206-536-2446 Website: http://www.bhdlaw.com/	**CASSADY LAW** 7001 Seaview Ave. NW Suite 160 – #510 Seattle, WA 98117 Phone: (206) 452-5665 Website: https://cassadylaw.org/
JOHNSTON GEORGE LLP 2800 First Ave, Suite 226 Seattle, WA 98121 Phone: 206-832-1820 Website: https://johnstongeorge.com/	**JONES & IBRAHIM, PLLC** 14711 NE 29th Pl. Suite 202 Bellevue, Washington 98007 Phone: (206) 405-3240 Website: https://www.seattledisabilitylaw.com
CEDAR LAW PLLC 600 1st Ave Ste 330 PMB 96563 Seattle, WA 98104 Phone: (206) 607-8277 Website: https://cedarlawpllc.com/	**REDINGER, Denise** 1315 Harbor Ave SW, Suite 400 Seattle, WA 98116 Phone: (206) 774-0900 Website: http://www.redingerlaw.com/
Here's Legal Assistance List For Special Education Due Process Disputes created by the Office of Administrative Hearings (OAH): https://oah.wa.gov/sites/default/files/2024-03/legal%20referral%20list.pdf	

ATTORNEYS WHO ASSIST WITH IMMIGRATION	
GAIRSON LAW, LLC 4606 Martin Luther King Jr Way S Seattle, WA 98108 Phone: (206) 357-4218 Website: https://www.gairson.com/	**RIOS IMMIGRATION DEFENSE, P.S.** 1109 1st Ave., Suite 212 Seattle, WA 98101 Phone: 206-970-2781 Website: www.riosimmdefense.com/?utm_source=avvo
CHOQUETTE IMMIGRATION LAW GROUP 121 Lakeside Avenue #100B Seattle, WA 98122 Phone: (206) 565-0989 Website: https://www.choquettelaw.com/	**ERM IMMIGRATION LAW, PLLC** 105 14th Avenue, Suite 110 Seattle, WA 98122 Phone: (206) 814-7896 Website: http://www.ermimmigrationlaw.com/

For more attorneys who specialize in Immigration/Citizenship law, please refer to American Immigration Lawyers Association's "Find an Immigration Lawyer" tool: https://www.ailalawyer.com/english/default.aspx

ATTORNEYS WHO ASSIST WITH DISCRIMINATION LAW (I.E. EMPLOYMENT, HOUSING, ETC.)	
REDINGER, Denise 1315 Harbor Ave SW, Suite 400 Seattle, WA 98116 Phone: (206) 774-0900 Website: http://www.redingerlaw.com/	**TELLER LAW** 300 Lenora St. PMB. 1471 Seattle, WA 98121 Phone: (206) 324-8969 Website: https://stellerlaw.com/

ATTORNEYS WHO ASSIST WITH FAMILY LAW (WITH AWARENESS FOR DISABILITY ISSUES)	
BROTHERS HENDERSON DURKIN, P.S. 936 N 34th Street, Suite 200 Seattle, WA 98103 Phone: 206-536-2446 Website: http://www.bhdlaw.com/	**ELISE BUIE FAMILY LAW** 720 3rd Ave #2015 Seattle, WA 98104 Phone: (206) 408-3818 Website: https://elisebuiefamilylaw.com/
NICOLAISEN, Andrea 7010 35th Avenue NE Seattle, WA 98115 Phone: (206) 523-0442 Email: andreanicolaisen@comcast.net	**JONES & IBRAHIM, PLLC** 14711 NE 29th Pl. Suite 202 Bellevue, Washington 98007 Phone: (206) 405-3240 Website: https://www.seattledisabilitylaw.com
REDINGER, Denise 1315 Harbor Ave SW, Suite 400 Seattle, WA 98116 Phone: (206) 774-0900 Website: http://www.redingerlaw.com/	**KIMBALL LAW** 14205 SE 36th Street, Suite 100 Bellevue WA 98006 Phone: (425) 271-4437 Website: http://www.kimball-law.com/

Checklist for Transitioning to Adult Healthcare

Someday your child will need to transfer their care to doctors and other providers who see adults. This may seem like a long way away or feel like it's just around the corner. Wherever you are, planning ahead for this transition will help make this big change smoother and easier.

This checklist was made by parents who have gone through the process of transitioning to adult care. It was created to help you know what to expect and how to plan. Some questions may apply to you, and some may not.

Use this checklist as a tool to talk with your child's providers. Your family will have unique needs for transition that are best planned for with them.

Tips for using this checklist

- Take your time. Ideally, this process will occur over a period of years.
- Start these conversations with your child's providers starting around age 13. Include your child as much as possible and as appropriate for them.
- Take this checklist with you to clinic visits and start asking questions that you need help with.

Planning the move to new providers and clinics

- ❑ What are all the clinics and departments where my child receives care?
- ❑ For each of these specialties, where will they receive this care as an adult? (Where will my young adult be living? What will their insurance be? What is important to them in this choice?)
- ❑ What medical records will need to be transferred, and how is this done?
- ❑ Is there information that may not be part of the medical record, but is important for the new provider to know? (i.e., my child needs sedation for blood draws, or my son needs a sign language interpreter).
- ❑ When and how will this information be communicated to the new provider?
- ❑ It may take up to a year to get in to see an adult specialist for your child so you may need to schedule this appointment well in advance of their transition.

Tip: Visit gottransition.org for resources to help you and your doctors plan this transfer of care. They have sample care plans, transfer letters, medical summaries, and emergency care plan forms.

To Learn More

- Patient and Family Partnerships
- Ask your child's healthcare provider
- seattlechildrens.org

Free Interpreter Services

- In the hospital, ask your nurse.
- From outside the hospital, call the toll-free Family Interpreting Line, 1-866-583-1527. Tell the interpreter the name or extension you need.

Seattle Children's
HOSPITAL • RESEARCH • FOUNDATION

Preparing to manage adult care

- ❑ Who will be my young adult's primary care provider (PCP)? What role are they prepared to play in coordinating and managing their care? How important is it that they understand my young adult's conditions and diagnoses?
  (Even if your child does not currently have a PCP, in the adult care system the PCP often plays a key coordinating role. If your child's PCP is a pediatrician, they will need an adult provider for primary care.)
- ❑ At age 18, will my young adult be managing their own care, or do they have developmental, mental or cognitive disabilities that mean they will need a legal guardian or other form of support?
- ❑ How do I transfer or manage prescriptions if my young adult can't?
- ❑ How will our current provider help my child develop self-management skills and maximize their independence in managing their medical care?
- ❑ What advocacy might my young adult need for their healthcare (for example, needs medication or sedation for procedures such as blood draws)? Will their PCP help advocate for them?
- ❑ If my young adult is not independent, who is involved in their care (parent or guardian, group home or agency, etc.)? Have their respective roles and responsibilities been clearly defined?

Planning for emergencies

- ❑ Are there special considerations if my young adult needs emergency care?
- ❑ What information will care teams need to best treat and support my young adult in an emergency? How will this information be conveyed (medical bracelet, wallet card, smartphone, etc.)?
- ❑ Is it best they be taken to a specific place? What records should they have in advance? Will they take records in advance? How do I arrange this?

Understand healthcare privacy laws

Beginning at age 13, youth gain rights with respect to consent and confidentiality for certain kinds of care. To comply with Washington state law, as well as to protect a child's privacy, at age 13, access to much clinical information, including test results, medications, allergies, and provider notes, is restricted for parents and guardians. Talk to your teen's care team to learn more about what this means for you and your teen.

Resources

Tools to share with your current providers:

- A plan can be developed with you, your child, and their current provider to set priorities that integrate their health and personal goals. Examples include the "Health Care Plan of Care" from gottransition.org/6ce/?leaving-plan-care.
- A **Portable Medical Summary** can be filled out to share important information about your health when meeting a new provider or transferring care. You can access our handout at seattlechildrens.org/pdf/PE3160.pdf

Assessing your and your child's readiness for transition:	• Health Care Transition Quiz for Parents & Caregivers gottransition.org/parents-caregivers/hct-quiz.cfm • Health Care Transition Quiz for Youth & Young Adults – gottransition.org/youth-and-young-adults/hct-quiz.cfm
Medication management:	MyMedSchedulePlus free app allows users to access their medicine schedules wherever they go and automatically sends reminders. Includes images of many meds and the ability to add your own photos and allows for sharing of information with your care team. Could be used with an adolescent learning to manage their medicines.
Transition starter resources:	• Gottransition.org • Articles, guides, and online trainings designed for parents and youth at parentcenterhub.org/transition-starters/
For youth with intellectual and developmental disabilities:	
Available at arcofkingcounty.org	• Transition from School to Adulthood (covers SSI, SSDI, DDA services, employment supports, legal information, school-to-work, medical coverage, care, respite, and housing) • Transition Packet provides information and resources arcofkingcounty.org/resource-guide/transition-into-adulthood/transition-into-adulthood-overview.html
Available at informingfamilies.org:	• Transition tools, videos, and resources informingfamilies.org/ages/ages-14-21
Available at seattlechildrens.org	• Your Child With Disabilities Is Turning 18 (On-Demand Virtual Class) seattlechildrens.org/health-safety/classes-events/child-disabilities-turning-18 • Transitioning to Adult Healthcare seattlechildrens.org/patients-families/transitioning-adult-healthcare
Spanish resources:	
	• Planificación Para la Vida Después de la Escuela de informingfamilies.org/topic/spanish • Información para jóvenes y familias de gottransition.org/resources-and-research/youth-and-families.cfm

Available at gottransition.org resources section

- Health Care Transition Timeline for Parents/Caregivers
  gottransition.org/resource/hct-timeline-parents-caregivers
- Health Care Transition Timeline for Youth and Young Adults **gottransition.org/resource/hct-timeline-youth-young-adults**
- Questions to Ask Your Child's Doctor About Transitioning to Adult Health Care (for Parents and Caregivers) in partnership with Family Voices
  gottransition.org/resource/hct-questions-ask-doctor-parents
- Questions to Ask Your Doctor About Transitioning to Adult Health Care (for Youth and Young Adults) in partnership with Family Voices
  gottransition.org/resource/hct-questions-ask-doctor-youth
- Setting up the "Medical ID" Feature on Apple's Health App and on Android Phones
  gottransition.org/resource/setting-up-medical-id-smartphones

Seattle Children's offers free interpreter services for patients, family members and legal representatives who are deaf or hard of hearing or speak a language other than English. Seattle Children's will make this information available in alternate formats upon request. Call the Family Resource Center at 206-987-2201. This handout has been reviewed by clinical staff at Seattle Children's. However, your needs are unique. Before you act or rely upon this information, please talk with your healthcare provider.

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PE2643

The Arc
Washington State

2638 State Ave NE · Olympia, WA 98506 · (360) 357-5596

Washington State DD Endowment Trust Fund RCW 43.330.431	Washington State ABLE Savings Plan ABLE Act** - Federal Law PL 113-295
Who is it for? • A person with a developmental disability, under age 65, who has been determined eligible for state DDA services • The condition happened at the age 18 or before • Lives in the state of Washington at the time of enrollment	**Who is it for?** • A Washington resident eligible for SSI benefits or the Social Security Disability, Retirement, and Survivor's program or who submits certification that meets the criteria for a disability certification • Condition happened before age 26
What is it? • Special Needs Trust • Trust 1 Third Party Trust • Trust 2 Self-Settled Trust	**What is it?** • A savings plan • A form of 529 Account Tax Favored Qualified ABLE program in IRS code
Are there limits in contributions and spending? • No limits on contributions • No limits on spending, except room and board for those on SSI • Does not affect SSI or Medicaid eligibility	**Are there limits in contributions and spending?** • $15,000 a year • $500,000 overall limit • Spending is approved for qualified disability related expenses • First $ 100,000 does not affect SSI eligibility
Are taxes involved? • Earnings from investments are taxed when spent, if the person has taxable income • Qualified Disability Trust	**Are taxes involved?** • ABLE accounts are not taxed • Taxes and a 10% federal tax penalty for distributions not used for qualified disability expenses
What occurs if the beneficiary passes away? • Trust 1 Third Party: no pay back required; Distributed according to Trust documents • Trust 2 Self-Settled: Medicaid/Medical Assistance Recovery before distribution according to trust documents	**What occurs if the beneficiary passes away?** • Medicaid/Medical Assistance Recovery (regardless of contributor) before distribution of assets to remainder beneficiaries
What does it cost? • Enrollment fee of $600; minimum annual management fee $75.00; and a $75 tax prep fee. Fees are offset by a state match	**What does it cost?** • Annual fee of $35.00 • Annual investment fee of 0.30-0.38% depending on the investment portfolio
When is it available? • Individuals can enroll now	**When is it available?** • Accounts may be available in summer 2018

**Details of the federal ABLE Act are subject to change, pending federal rules and state legislative action.

For questions regarding Washington ABLE contact Peter Tassoni, Disability Workgroup Manager, Department of Commerce. (360) 725-3125 or peter.tassoni@commerce.wa.gov

Which Housing Model is Right for You?

By Robin Tatsuda, The Arc of King County – Updated 7/2/2025

	Adult Family Homes	Shared Living	Supported Living	Companion Homes
Eligibility Requirements	Eligible for Personal Care AKA Community First Choice Does NOT require DDA	None	DDA Core Waiver REQUIRED	18 years or older DDA HCBS core waiver required Able to cover costs with personal financial resources
Roommates	2-6 people	Yes, the number is determined by the families	Depends on the Provider agency	Maybe, established in typical family settings, companion home provider could have family or pets in home
Extent of Care Services	1 live-in, licensed provider implements care plan based on annual CARE Assessment. Care plan identifies "Daily Rate".	Residents each use their Personal Care hours and share a caregiver.	State-paid care services based on annual CARE Assessment that includes personal care, access to medical care, and support in community activities. • Services can range from 24/7 to just a few hours a week. • Provider agency hires, trains, and oversees care providers (Direct Support Professionals).	Certified home provider supports with 24 hour support and supervision. Aiming to support with independence, personal care, life skills, and following service plans
Bricks & Mortar	Included in model	Families must locate the home themselves	Depends on the Provider Agency • Some agencies have homes with up to 4 residents • Some agencies support clients in their own home/apartment	Participant lives in the home of their DDA companion provider.

	Adult Family Homes	Shared Living	Supported Living	Companion Homes
Family vs. State Oversight	Heavily regulated by state; family involvement encouraged but not required	Limited state oversight, primary oversight comes from family	Heavily regulated by state; family involvement encouraged but not required	Companion is certified by the state. Ongoing family involvement is required
Behavior Supports	Limited – most AFHs will not accept residents with challenging behavior	Depends on the agreement between families and caregiver	Yes, included in support plan and paid by state. However, if a client's behavior puts agency staff at risk or exceeds their expertise, they may choose to discharge the client.	Limited, should meet the needs in their Person-Centered Service Plan
Involuntary Discharge	30-day notice if the AFH is going to voluntarily close or they are discharging a resident. Client can be involuntarily discharged if it is needed for their own welfare, the welfare of other residents, or house rules are consistently broken.	Depends on the agreement between families and caregiver	Services can be discontinued with as little as 10 days' notice Allowable Reasons: refusal of services, support needs exceed provider expertise, danger to staff (either due to client behavior or behavior of people they associate with), guardian asks for services beyond provider expertise or becomes a barrier to providing services, client is homeless.	Companion provider can discontinue services at any time. They must provide 60 days' notice to participants before services stop.
Financial Considerations	Resident pays room and board based on income, often leaving very little for other expenses. Family cannot supplement the "Daily Rate"	Resident often obtain a Section 8 Voucher through King County HASP to subsidize rent. Family can negotiate plan to cover other costs such as food, transportation, recreation, etc.	Client pays for rent, food, and other expenses not related to care. Clients often obtain a Section 8 Voucher through King County HASP to subsidize rent. Family cannot supplement payment, unless the service is not paid by state.	Clients are typically responsible for paying a monthly room and board fee directly to the provider. This amount is capped by DDA guidelines but varies depending on the client's income and benefits.

	Adult Family Homes	Shared Living	Supported Living	Companion Homes
Other Considerations	~430 AFHs in King County accept DD residents, but <50 specialize in DD. The others focus on aging adults. Turnover is low and spots are hard to find. It is a very long process to become a licensed provider, which means change over between providers can become complicated.	Requires extensive family oversight including very close collaboration between families. Aging parents will want to have a plan for who will provide oversight when they are no longer able to do it	Most support the state offers Many people utilizing this model have little to no family involvement	Companion Home Providers cannot be parents of participant

	Things I Like	Things I Don’t Like	Other Considerations
Adult Family Homes			
Shared Living			
Supported Living			
Companion Homes			