

Kentucky Student Career/Transition Plan
Addendum for Students with Disabilities
Kentucky Interagency Individual Transition
Planning Guide
for Students with Disabilities

Background and Introduction

Successful transition from school to community life is the ultimate goal for all students. The Kentucky Education Reform Act (KERA) states "schools shall be measured on the proportion of students who make a successful transition to work, post-secondary education and the military." To help meet transition outcomes for all Kentucky youth under KERA, it is recommended that, beginning in the eighth grade, all students, with and without disabilities, have a transition plan developed. This plan indicates a career objective and identifies a planned program of studies. For students with disabilities, this requires careful planning and interagency coordination occur well before the student exits high school. Specifically, the Individuals with Disabilities Education Act (*IDEA*: PL 101-476) requires that *"beginning at age 14, and updated annually, a statement of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's course of study"* must be made. In addition, *IDEA* states that *"beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of the needed transition services for the child, including when appropriate, a statement of the interagency responsibilities or any needed linkages"* must be made. Kentucky Administrative Regulations (707 KAR 1:220) require that the Admissions and Release Committee (ARC) develop a transition plan for youth with disabilities beginning no later than the age at which youth without disabilities enter high school (typically age 14).

Use of the Kentucky Student Career/Transition Plan and Addendum for Students with Disabilities satisfies the federal (*IDEA*) requirements that transition be addressed at age 14 in terms of the students' course of study and the need to develop by age 16, if appropriate, a statement of interagency responsibilities or linkages. In addition, it meets provides a mechanism for documenting transition planning in the spirit of KERA. It may also be useful for assessing the availability of services in the school and local community. Completion of these transition planning documents should occur prior to the development of the statement of needed transition services, which must be included in the IEP for students beginning no later than age 16, or younger, when determined appropriate.

Transition planning for students with disabilities is a highly individualized process which is the responsibility of the ARC. It should be viewed as both an assessment and interagency planning process. The transition plan is developed by school staff, the student and parents, as well as agency representatives that will play a role in helping the student reach their desired post-school outcomes. Information identified through the transition planning process should be used to: 1). identify goals and objectives for the IEP, and, 2). identify and project support services needed. Transition goals and objectives to be implemented by school staff are then incorporated in the IEP and must be updated annually. The transition planning process guides the IEP team in addressing all of those areas that are critical for ensuring successful post-school outcomes for an

individual student. According to IDEA, when a participating agency, other than the educational agency, fails to provide agreed upon services, the ARC shall reconvene the IEP team to identify alternative strategies to meet the transition objectives. For questions involving the use of this document, or other transition issues, call: the Kentucky Transition Collaborative, University of Kentucky, (800) 288-0961.

[To request the text of this document in an alternate format (large print, braille, computer diskette or audio tape) please call the Kentucky Transition Collaborative at (800) 288-0961]

March 2000

ntucky Student Career/Transition Plan

Addendum for Students with Disabilities

Instructions for Using the Addendum for Students with Disabilities

The *Kentucky Student Career/Transition Plan* and *Addendum for Students with Disabilities* are to be used together, as a single document, to facilitate the development of an effective transition plan. Use of this document is driven by identification of student desired post-school outcomes. The document satisfies the federal (IDEA) requirements that transition be addressed at age 14 in terms of the students' course of study and the need to develop by age 16, if appropriate, a statement of interagency responsibilities or linkages, that may support the student following exit from school. Information identified through this transition planning process should be used to: 1). identify goals and objectives for the IEP, and, 2). identify and project support services needed. Transition goals and objectives to be implemented by school staff are then incorporated in the IEP, and updated annually, fulfilling the federal IDEA requirement for a statement of the needed transition services for the child in the IEP. Sections A and B of the Addendum are a continuation of these sections from the Student Career/Transition Plan. There are six sections in the Addendum:

A. Personal Information.

B. Participants in the Planning Process - Identification of participants and the extent of their involvement in the transition planning process. Enter information on both forms. No entry indicates that the particular individual was not contacted. Enter one of three codes for all individuals contacted: A = attended transition planning meeting; I = provided input (written or verbal) but did not attend meeting; N = no response, did not attend meeting or provide input.

C. Assessment - Complete this section on the Student Career/Transition Plan.

D. Career Goals/Desired Post-School Outcomes - A statement of consensus opinion concerning projected post-school and long-range outcomes in the areas of employment,

education or training, residential, recreational/leisure and adult status. Emphasis should be placed on the student's personal preferences. Meaningful student and parent/guardian input can be facilitated by prior completion of the Student and Parent/Guardian Surveys for Transition Planning which can be obtained from the Kentucky Department of Education, Division of Exceptional Children Services. It is important that selection of outcomes be based on the wishes and needs of the student, not on availability of services in a particular community. Services that are not available should be noted and this information can be used to plan for expansion and creation of needed services.

E. **Action Plan** - After desired outcomes have been identified, this section offers a list of potential steps that might be needed to attain these outcomes. Check each needed service and identify the person and agency responsible. Services can be provided by parents, public schools and/or community programs and agencies. During each annual transition meeting, services provided in the previous year should be circled.

F. **Educational Plan** - References the need for a statement of the needed transition services in the IEP.

Student Name: _____ **Social Security Number:** _____ - _____ - _____

A. Personal Information

12. Disability Category (*check one*): SYMBOL 179 \f "Fences" FMD SYMBOL 183 \f "Fences" MMD SYMBOL 183 \f "Fences" MD SYMBOL 183 \f "Fences" EBD SYMBOL 183 \f "Fences" PD SYMBOL 183 \f "Fences" HI

SYMBOL 183 \f "Fences" VI SYMBOL 179 \f "Fences" LD SYMBOL 183 \f "Fences" OHI SYMBOL 183 \f "Fences" SP/L SYMBOL 183 \f "Fences" DB SYMBOL 183 \f "Fences" AUT SYMBOL 33 \f "Fences" TBI

13. School District: _____

14. Type of School (*check one*): SYMBOL 33 \f "Fences" Regular high school SYMBOL 183 \f "Fences" Other (describe): _____

15. Program Placement/Adult Status (R indicates 80% or more time in regular education, S indicates 20% or more time in special education):

Student Age	14	15	16	17	18	19
Program placement (R or S)						
Projected date of school exit (month/year)						

Diploma (D) or Certificate (C)

 Adult Status: E (Emancipated), G
 (Guardianship), NA (Not
 Applicable)

B. Participants in the Planning Process

[Codes: **A**=Attendance at meeting; **I**=Input provided (written or verbal); **N**=No response]

Meeting Date
(Month/Year)

/	/	/	/	/	/
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Student Age

14	15	16	17	18	19
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- 12. Special education teacher(s)

- 13. Special education director
- 14. Psychologist
- 15. Vocational trainer/job coach

- 16. DVR or DFB counselor

- 17. JTPA representative
- 18. Community living skills training rep

- 19. Residential services provider

- 20. Adult services case coordinator

C. Assessment *(Complete this section on the Student Career/Transition Plan)*

D. Career Goals/Desired Post-School Outcomes *(Recommendation: Refer to the*

Parent/Guardian and Student Surveys for Transition Planning)

(Month/Year)

Meeting Date

/	/	/	/	/	/
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Student Age

14	15	16	17	18	19
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1. Employment (*check one*)

a. None (expected enrollment in post-secondary ed.)
.....

b. Competitive employment
.....

c. Supported employment

d. Other (*describe*)
.....

2. Post-secondary education or training (*check one*)

a. None (expected post-secondary employment)
.....

b. Community College or University
.....

c. Technical/Trade School

d. Adult Education

e. Other (*describe*)
.....

3. Residential (**I** for Immediate; **L** for Long term)

a. With parents or relatives

b. Independent living

c. Group home living

d. Other (*describe*)
.....

4. Recreation and Leisure (*check one*)

a. No assistance required to participate
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b. Support needed to participate

c. Other (describe)

E. Action Plan for Service(s) Needed in the Transition Plan to Attain Desired Post-School Outcomes. *Indicate service(s) needed with the corresponding letter code. Briefly describe each service and write the name of the person(s) and agency responsible for providing each service.*

- a. Vocational assessment/evaluation
- b. Career counseling/guidance
- c. Career development/vocational education
- d. Community work experiences
- e. Job placement
- f. Post-employment support
- g. Academic training
- h. Domestic skills instruction
- I. Community skills instruction
- j. Social skills
- k. Self advocacy training
- l. Recreation/leisure instruction
- m. Post-secondary education support
- n. Military
- o. Residential services support
- p. Social support
- q. Family support
- r. Income support
- s. Transportation assistance
- t. Medical needs/therapies
- u. Assistive technology support
- v. Case management/coordination
- w. Emancipation/guardianship
- x. Other (describe)

Meeting Date:	/	Meeting Date:	/	Meeting Date:	/	Meeting Date:	/	Meeting Date:	/
Service Description and Responsible Party	Timeline Begin/End	Service Description and Responsible Party	Timeline Begin/End	Service Description and Responsible Party	Timeline Begin/End	Service Description and Responsible Party	Timeline Begin/End	Service Description and Responsible Party	Timeline Begin/End
Letter code:	/	Letter code:	/	Letter code:	/	Letter code:	/	Letter code:	/
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F. Educational Plan: After completion of the Action Plan, above, incorporate a statement of transition services into the IEP within the present level of performance, annual goals and short-term instructional objectives.