

## **Transition Planning Process for Students with Educational Disabilities Relationship Between the Individual Education Program and the Individual Graduation Plan**

Since 1990, transition services have been a requirement of law for students who are 16 years or older, or younger if deemed appropriate by the IEP Team. The services are planned at the IEP meeting to which students must be invited. Now, under the latest reauthorization of the IDEA in 1997 (IDEA 97), this involvement has been expanded. In addition to transition services beginning at age 16, a statement of transition service needs is required at age 14. At this time, and update annually, thereafter, the IEP Team looks at the child's courses of study (such as advanced placement courses or vocational education programs) and determines whether or not these courses of study are leading the student to where the student needs to be upon graduation. What other courses might be indicated, given the student's goals for life after secondary school? Beginning to plan at age 14, with an eye to necessary coursework, is expected to help students plan and prepare educationally. Then, age 16, or younger if appropriate, transition services are delivered in a wide range of areas and a statement of interagency linkages and responsibilities, if appropriate, is developed. (OSEP IDEA '97 Training Package, Module 9, pp. 9 – 11 through 9 – 13).

In Kentucky, these requirements for transition planning are documented within the Individual Education Program (IEP) and the Individual Graduation Plan (IGP). The following steps outline this documentation process.

- 1). For student's ages 14 and older, documentation begins on page 6 of the KDE recommended IEP form by addressing the following question: "How were the student's preferences and interests considered?" The purpose of this question is to assure that input has been obtained from the student and his/her parent or guardian regarding desired post-school outcomes.
- 2). Address student transition needs in relation to the course of study. At this point, the state recommended IEP form directs the user to the IGP, where these needs are documented under Section "J", *Education Plan Inclusive of Academic Requirements (704 KAR 3:305) and Career Related Courses*. Courses listed here, are those determined by the ARC as important for the student in terms of working toward the identified desired post-school outcomes and take into account gaps in needed competencies that can be addressed through the Program of Studies. Both required and elective courses are included.
- 3). Go back to the IEP under the "Present Level of Performance" section, "Transition Needs", page 1 of the KDE recommended form. At age 14, the transition need area being addressed for the typical student will be "instruction". In developing the present level of performance statement in relation to "instruction", it may be helpful to think in terms of following questions:
  - How does the student's disability impact acquiring the competencies needed in terms of the courses (listed on the IGP)?
  - What competencies does the student already have (strengths)?
  - Where are the gaps (needs)?

4). After the present level of performance statement is developed, documentation of the Annual Goals and Benchmarks/Short-Term Objectives must be made. These provide a way to measure student progress toward areas of identified need and, ultimately, toward achievement of student desired post-school outcome(s). This documentation is made on page 3 of the KDE recommended IEP form.

5). Beginning at age 16, or younger, if appropriate, student desired post-school outcomes are formally documented on the IEP, a statement of interagency linkages and responsibilities is developed, and transition services are delivered in a wider range of areas. This documentation, on the KDE recommended IEP form, is found in the following places:

■ ***Student desired post-school outcomes are formally documented*** – At age 16, student plans, and needs for support, following life after high school become more defined. These are, in turn, documented on page 6 of the KDE recommended IEP form under the “Desired Post-School Outcomes/Services” section.

■ ***Statement of interagency linkages and responsibilities is developed*** – Any needs for assistance from agencies, other than the Local Education Agency, in making the transition from school to post-school environments are listed here.

■ ***Transition services are then delivered in a wide range of areas*** - page 1, under the Present Levels of Performance, Transition Needs section. At age 16, the student is two years closer to leaving the school setting and has, hopefully, more clearly defined his/her desired post-school outcomes. Thus, student needs in relation to transition typically go beyond that of “instruction” only. The additional needs of related services, community experiences, employment, daily living skills, post school adult living, and functional vocational evaluation must also be considered at this time. After identification by the ARC, they are noted and present level of performance statements, annual goals, and short term objectives/benchmarks are developed.