



2011/2012 School Year

Dear Parents:

You may recall at recent IEP meetings that we spoke about vocational rehabilitation services (VR). Your school district and the service center want to report to KRS (Kansas Rehabilitation Services) any student who might need some type of transition or vocational rehabilitation service in the future. This can be done as soon as a student turns 16 and should be done within the 18 months of graduation, typically second semester of the junior year.

The process is very simple. There is a one-page referral and a release of information form to fill out and sign. After KRS receives the referral and documentation, a vocational rehabilitation counselor in the Topeka KRS Office (785-296-0513) will contact you with application information. If it is more that 18 months (three semesters) before the expected graduation, applicants will receive a packet of information explaining KRS transition services and asking you to contact them again within 18 months of your young person's graduation. If you still want to be considered for services at that time you will be sent and application for adult services. It will need to be completed and returned within 30 days or your student's name may be removed from the system. After returning the application a counselor will meet with you and your young person to determine eligibility.

Closer to graduation time, the counselor may be able to attend IEP meetings and make plans for ways KRS can help each individual student. An adult case will need to be opened if you feel services will be beneficial. Major services include transition planning, employment services, evaluations and financial planning to get formal technical or community college training. The goal is employment and independent living.

Please sign the enclosed form and release and return them to you student's special education teacher as soon as possible. Eighteen year olds can complete this process themselves. We will try to keep you updated on the process at IEP meetings and parent teacher conferences.

Thank you,

Special Education Teacher



CONSENT FOR RELEASE AND / OR EXCHANGE OF INFORMATION

Student Name: _____ DOB: _____
Parent Name: _____ Phone: _____
Address: _____ City: _____ State: _____ Zip: _____
School Name: _____ USD # _____

I HEREBY CONSENT TO THE RELEASE AND/OR EXCHANGE OF MOST RECENT:

- Speech & Language Information
Audiological Assessment
Medical Information
Discharge Summary
Intake/Admission Report
Exchange of Information over Telephone
Family Assessment
School Records/Reports
Social/Psychological Evaluation
Individual Educational Program-IEP/IFSP
Screening Results
Other - Vocational

I, the undersigned, do hereby authorize Keystone Learning Services to X receive from X disclose to:

Name/Entity: Kansas Department of Social and Rehabilitation Services
Address: Marjie Gale, PO. Box 1424, Topeka, KS 66601-1424

The purpose of this request is: To make a referral to KRS for transition services.

I understand the information obtained will not be transmitted to another party without my specific written consent or as otherwise permitted by federal regulations. (Title 45, Part 99.30-99.37) This consent will remain in effect until it is revoked in writing by me. I have the right to revoke this consent at any time.

(Parent/Legal Guardian Signature) (Relationship to student) (Date)

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. FERPA permits such disclosure to school officials with legitimate educational interests.

Revised 7/13/11

Transition Notification
Referral for Vocational Rehabilitation Services

From: School _____
Address _____
Phone _____
Educational Authority Staff _____

Keystone Learning Services
500 E. Sunflower Blvd.
Ozawkie, KS 66070
785-876-2214 fax 785-876-2629

To: Kansas Department of Social and Rehabilitation Services

Marjie Gale

P.O. Box 1424

Topeka, Kansas 66601-1424

Marjie Gale 785-296-0513

Myron Dunavan 785-296-2745

Student: Name _____
Address _____
Phone _____
Social Security Number _____
Birth Date _____
Expected Date to complete
or exit school _____

Notification Accompanied by: _____

- Signed release of information
- Current IEP
- Current Three year evaluation
- Psychological testing information as recent as age 16 if available.

CONSENT FOR REFERRAL/RELEASE OF INFORMATION

Below is the signature authorization for _____ to be referred for Vocational Rehabilitation Services. I hereby consent to the release of the information to be sent to Rehabilitation Services for vocational rehabilitation planning.

Signature of Student _____ Date _____
Signature of Parent/Legal Guardian (if appropriate) _____ Date _____

If signed by parent/legal guardian, please provide address and phone number if different than the student's.

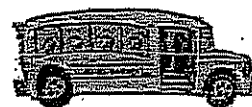
Address: _____
Phone: _____
Reasonable accommodations needed: _____

Kansas Rehabilitation Services Transition Planning Services

Change and transition are an important part of life. Everyone must adapt at various times to new responsibilities, situations and relationships.

One of the most important transition periods we all face is finishing high school and moving into the adult world. For young adults with IEP's, this transition process can be especially challenging. Important decisions need to be made about:

- Whether to seek additional education or training
- Where to live and work
- How to arrange for necessities, such as health care, transportation and community support services
- What opportunities will be available for leisure activities, a social life and meaningful relationships with family and friends.



Transition planning to live and work in the community

To help special education students with disabilities and their parents plan for a smooth transition to adult life, Kansas Rehabilitation Services (KRS) has established the Transition Planning Services Program. This program is a cooperative effort with special education programs; employers; adult service agencies; and community rehabilitation and residential organizations.

Through this program, transition planning services, such as rehabilitation counseling, information and referral to community services, are available for special education students who are at least 16 years old.

How to receive transition services

To begin receiving transition planning services, a student may be referred to KRS by the local school or may contact KRS directly to inquire about services. With permission from the student's parents, the school will send KRS information about the student, including copies of current evaluations and Individual Education Plans (IEPs).

KRS will review this information and determine whether the student can be accepted for transition services within available resources. After a student is accepted for the program, a rehabilitation counselor is assigned to the student.

The counselor will meet with parents and the student to learn about his or her abilities and goals. Next, the counselor will contact the school and other appropriate resources to discuss a schedule for transition planning that will meet the individual student's needs. During this process, students and their parents will have an opportunity to discuss a variety of issues with the counselor, including:

- Life after school, identifying their goals, priorities and preferences
- Residential, employment and support programs
- Application procedures, eligibility criteria or waiting lists for needed services

(over)

- Information about community resources and assistive technology
- Information about the IEP process
- Advocacy

These discussions are an important part of preparing to develop the statement of transition services for the IEP. This transition statement, which is now required by the federal Individuals with Disabilities Education Act, should be customized according to the student's needs, abilities, preferences and interests. It should address a variety of issues including:

- Career planning options
- Postsecondary education options
- Employment or job training options
- Personal management needs
- Community participation options
- Self-advocacy needs
- Advocacy/legal service needs
- Socialization and friends
- Leisure and recreation needs
- Medical needs
- Living arrangement options
- Transportation options



Promoting access to adult activities and planning for the future

The goal of transition planning and of the transition statement in the IEP should be to promote a smooth movement from school to adult activities. For example, the IEP may call for instruction in daily living skills that would prepare a student to live on his or her own in an apartment. Or the IEP may call for a student to learn about vocational options using realistic work settings in the community.

Throughout this transition planning process, the KRS counselor is available as a resource for students and parents, helping them identify their preferences, learn about the adult service system and access community programs and employment. If needed, the KRS counselor may participate in the IEP meetings to assist the student and parents.



Kansas Rehab. Services

(Vocational Rehabilitation)

Dear, Jefferson and Jackson County High School Administrators, Special Education Cooperative Staff, Counselors, Teachers, Nurses and Others.

Services for high school students

VR services are available to help high school students with disabilities prepare for employment after leaving school. For more information or to apply, contact Kathleen Whitacre at 785-296-4764 or Myron Dunavan at 785-296-2745

* In the past we have worked successfully with a variety of Kansas high school students, and are happy to bring you this reminder that we are available to work with seniors and juniors who will need transitional rehabilitation services to be successful in heading into the work world. We receive a large number of referrals based upon cognitive disabilities, but hope to remind you that we also work with persons with mental, physical, and addictive disabilities as well. Don't forget the students with mental health diagnoses, addiction and those with severe asthma, heart and other internal disabilities, as well as those with obvious physical disabilities.

All eligible clients will receive vocational counseling and guidance at no cost. The type of other services that will be provided will depend on individual circumstances and will be listed on your Individualized Plan for Employment (IPE).

Payment for some services will be based on financial need guidelines. You will be expected to help pay for your rehabilitation program according to your ability to do so. [This rule does not apply to people who are eligible for Supplemental Security Income (SSI) or Social Security Disability Income (SSDI).]

Available Services in the VR Counselor's Tool Box

Counseling and guidance

Counseling and guidance is a major service provided by Rehabilitation Services (RS). Your counselor will talk with you, advise you and help you to plan for employment. Some examples of counseling services are:

- Help in learning about your disability, abilities, aptitudes and interests.
- Help in choosing work goals, based on your preferences, the results of your vocational assessments and the availability of jobs.
- Help in planning to reach your employment goals.
- Help in learning about jobs, education, health services, and community programs.

Physical and mental restoration services

1. The physical and mental restoration services that may be provided by RS include:

- Prosthetic and orthotic devices, such as artificial limbs or braces and denture.
- Corrective surgery or treatment, including outpatient care, if it directly relates to your ability to get or keep a job.

- Eyeglasses and visual services.
- Dentistry.
- Diagnosis and treatment for mental and emotional disorders (in-patient drug/ alcohol treatment is generally limited to a maximum of 25 days).
- Special services, including:
 - Speech therapy to help you understand and overcome speech problems.
 - Physical and occupational therapy to help you develop physical abilities and teach you how to use such things as braces, wheelchairs, crutches and other devices if you need them.
 - Nutritional services to help you develop an individualized diet for special health problems that interfere with employment.

Training

If you need training to get or keep a job, your counselor can tell you more about the different kinds of training offered. Generally, there are several types of training programs available:

Work Skills Training: Sometimes you might have trouble adjusting to work, or returning to work after an accident. This may be because you don't have enough confidence in yourself. Or, you may have trouble getting along with other people at work. Or, you may have some habits that cause problems at work, like not doing things on time. If you have these kinds of issues, RS may refer you to a work skill program. This kind of training can help you change habits or work out problems that cause difficulty at work.

Daily Living Skill Training: Instruction may be given on a variety of topics, including:

- Communication skills.
- Orientation and mobility skills.
- Self-care skills.
- Use of community resources and agencies for health, recreation and leisure, education and transportation services.

Vocational Training: In some cases, you may need to learn specific skills to reach the vocational goal listed on your IPE. This training may be provided on-the-job or at technical/trade schools, colleges or universities. If your plan includes training, it is up to you to do the best you can. If you have problems with the training or adjusting to it, you must talk with your counselor about it. If you are receiving training, you must:

- Apply for PELL grants or other available financial aid. Use these grants or funds, if you receive them, to help pay for training costs.
- Maintain a satisfactory performance level as agreed to by you and your counselor.
- Provide a copy of your grades to your counselor at the end of each semester or quarter. Keep in touch with your counselor throughout your training.

On-the-job Training in business or industrial settings may also be arranged to help you achieve specific employment objectives. This type of training must be agreed to you, your counselor and the employer.

Other services

Other important items or services can be provided through RS, if you need them for a job. These items or services may include:

- Books, equipment, tools, supplies, licenses and stock needed to begin work.
- Reader, interpreter and tutor services.
- Personal assistance services.
- Rehabilitation technology to change a work site, or provide you with an adaptive device, to help reduce barriers to employment.
- Telecommunications, sensory and other technological aids and devices, such as hearing and optical aids.

RS may also help you arrange transportation during your training, or pay relocation and moving expenses if needed to help you get a job. Sometimes RS can help with living expenses, such as room and board, child care and travel expenses, if no other financial resources are available and if you need this assistance to benefit from your vocational rehabilitation (VR) program. RS will also refer you to other agencies and programs to help you get the services you need.

Supported employment

Supported employment gives people with the most significant disabilities opportunities for employment in regular work situations. Intensive training is provided while you're learning the job. Then long-term ongoing support is provided to help you keep the job. If your disability has prevented you from working, or if you need long-term support services to keep a job, supported employment may be an option for you. Please check with your counselor for additional information.

Job placement services

The goal of RS is to help you get or keep a job. Your counselor, a job placement specialist or another service provider may show you how to fill out application forms or help you decide what to say in a job interview. Your counselor can also provide help in lessening obstacles that interfere with your ability to get or keep a job. For example, special accommodations can be made for transportation or in the equipment you will use in your job. Please remember—your counselor can guide you, but you have the primary responsibility to find a job. It is important that you participate actively in looking for employment.

After you begin to work, your counselor will want to be sure that you and your employer are satisfied and see if you need any help in staying on the job.

Once you are employed, follow-up services, such as additional counseling and guidance, can be provided if needed to help you keep your job.