

TRANSITION TIMELINES



Student _____
 School _____

**TRANSITION PLANNING TIMELINE
 FOR STUDENTS WITH DISABILITIES**

Recommended Student Age/Grade Level	Action	Agency/ Person(s) Responsible	Completion Date
Elementary School	Guidance should be given to parents to look toward the future and desired outcomes. <ul style="list-style-type: none"> • Ensure access to the general curriculum as well as the development of functional skills related to the unique needs of the child. • Encourage student attendance/participation at IEP meetings. • Develop self-determination skills as part of the curriculum. • Student and family begin to define the dream for the future. 	School	Annual IEP meetings and ongoing
Entry to Middle School	Share and discuss transition information with student and parent(s). <ul style="list-style-type: none"> • Identify post-school goal. • Discuss diploma requirements and review student status. • Discuss requirements for getting into colleges or technical colleges. • Provide access to the general curriculum and the needed transition skills related to the student's unique needs resulting from the disability. • Instruction may occur in communication, self-care, mobility, independent living, and recreation as well as vocational activities. 	School	Annual IEP meeting

Middle School	<p>Begin transition portfolio with references, descriptions of acquired skills, work/experience history, and related assessment information:</p> <ul style="list-style-type: none"> • Conduct needed age appropriate transition assessments • Academic strengths and abilities • Current curriculum assessments that may impact transition such as CRCT or writing assessments • Post-school interests/abilities • Community activities • Independent living skills and strengths 	School	On-going
Ages: 14-22	<ul style="list-style-type: none"> • Determine appropriate agencies for referral. • Obtain signed releases for information sharing with other agencies. 	School, student, and parents	Prior to the senior year
Age: 15	<ul style="list-style-type: none"> • Discuss whether the student will work during school and the potential impact 	School and parents	On-going
By age 16 or entry into the ninth grade	<p>Conduct initial transition planning meeting.</p> <ul style="list-style-type: none"> • Identify classes/ courses of study, successful scheduling options, and needed transition services. • Provide access to the general curriculum and the needed transition skills related to the student's unique needs resulting from the disability. • Instruction may occur in communication, self-care, mobility, independent living, and recreation as well as vocational activities. 	School, student, and parents	Annual IEP meeting
Age: 16 and on-going	<p>Update transition portfolio with references, descriptions of acquired skills, work/experience history, and related assessment information:</p> <ul style="list-style-type: none"> • Academic strengths and abilities • Current assessments for transition • Post-school interests/abilities • Community activities • Independent living skills and strengths 	School and student	Annual IEP meeting

Age: 16	Referral to other agencies as appropriate: <ul style="list-style-type: none"> • Department of Labor, Division of Vocational Rehabilitation (DOL/VR), as appropriate. • Regional Boards for Mental Health, Developmental Disabilities and Addictive Diseases (MHDDAD). • Department of Technical and Adult Education College (Technical College) disability counselor. • College/University, Disability Services Provider. • Benefits planning assistance. • Other agencies as IEP team determines appropriate. 	School, parents, and student	After age 16, prior to graduation
By entry into high school (before ninth grade)	Annual transition meetings: <ul style="list-style-type: none"> • Determine transition assessment needs (update annually). • Consider re-evaluation needs in terms of establishing eligibility for desired post-school services and supports. • Complete vocational evaluation/ career assessment as necessary. • Determine eligibility and prepare DOL/VR Work Plan (if appropriate). • Identify and update options for community/independent living (i.e. put name on planning lists). 	School, parents, student, other agencies	Annually
High School	Provide and make available a continuum of career development activities that may include: <ul style="list-style-type: none"> • Apprenticeships • Career Technical Instruction • Career preparation/technology curriculum and coursework • Community-Based Vocation Instruction • Work study • Job shadowing 	School	On-going

High School	<p>Discuss the development and need for independent living skills. Activities may include:</p> <ul style="list-style-type: none"> • Preparing meals/ cooking • Shopping for groceries • Sorting clothes; washing laundry • Managing money; creating a budget • Opening and maintaining a savings or checking account • Completing household chores 	Student, Parent, IEP team	
11 th grade year (Assessment year)	<p>Make successful completion of high school graduation tests a priority</p> <ul style="list-style-type: none"> • Obtain supplemental material for assistance in passing the GHGT • Review successful practices and strategies • Attend any tutoring sessions or classes that the school offers in preparation for passing the GHGT 	Student, parents, IEP team, and general education teachers	
Age: 17	<p>Annual transition meeting:</p> <ul style="list-style-type: none"> • Consider family issues that involve guardianship, trusts, wills, and related services. • Inform student and parents of educational rights that will transfer at the age of 18. 	School can refer parents to sources	Annually
Age: 18	<p>The IEP team may recommend:</p> <ul style="list-style-type: none"> • A comprehensive vocational evaluation • Establishment of a definite graduation date <p>Identify and update options for:</p> <ul style="list-style-type: none"> • Employment/Vocational options • Community/independent living • Community integration and access 	Student, parents, IEP team, and other agencies	Annually, as appropriate
Age: 18	<ul style="list-style-type: none"> • Males register for Draft/Selective Service www.sss.gov (click on Register online) • Register to vote 	Parents and student	Once

<p>Transition Year Last Year in High School</p> <p>Option A Employment Option</p>	<p>Employment (competitive or supported) upon graduation.</p> <ul style="list-style-type: none"> • Job search and placement coordinated by appropriate agencies that influence school, DOL/VR, and/or other adult programs. • Job Coaching by school staff, rehabilitation services and/or adult programs. • Parent support in competitive job placement. • Develop appropriate plan. <ul style="list-style-type: none"> • ISP (Individualized Service Plan) • ESP (Employment Support Plan) through Community Service Board or other appropriate agency • Other support needed • IPE (Individual Plan for Employment through DOL/VR) • IEP Transition Plan (through school district) • Update community living options • Recreational/leisure activities 	<p>Student, parents, appropriate agencies, and services providers</p>	<p>Last year in high school</p>
<p>Transition Year Last Year in High School</p> <p>Option B Post-secondary education option</p>	<p>Further Training/Educational Programs</p> <ul style="list-style-type: none"> • Enrollment in post-secondary training programs- complete applications and meet requirements for entrance • Apprenticeship programs • Community or college programs • Vocational/technical schools • Transportation • Public services • Recreational/leisure activities <p>Visit and review services in the community</p>	<p>Student, parents, college or university, businesses, and other post-secondary programs</p>	<p>Last year in high school</p>