

# TRANSITION TIMELINES



**Student** \_\_\_\_\_  
**School** \_\_\_\_\_

## TRANSITION PLANNING TIMELINE FOR STUDENTS WITH DISABILITIES

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

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| 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"> <li>• Conduct needed age appropriate transition assessments</li> <li>• Academic strengths and abilities</li> <li>• Current curriculum assessments that may impact transition such as CRCT or writing assessments</li> <li>• Post-school interests/abilities</li> <li>• Community activities</li> <li>• Independent living skills and strengths</li> </ul> <p>Complete necessary BRIDGE requirements for Middle School before and during Transition planning</p> | School                       | On-going                 |
| Ages: 14-22                             | <ul style="list-style-type: none"> <li>• Determine appropriate agencies for referral.</li> <li>• Obtain signed releases for information sharing with other agencies.</li> </ul>   | School, student, and parents | Prior to the senior year |
| Age: 15                                 | <ul style="list-style-type: none"> <li>• Discuss whether the student will work during school and the potential impact</li> </ul>  | 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"> <li>• Identify classes/ course of study, successful scheduling options, career pathway and needed transition services.</li> <li>• Provide access to the general curriculum and the needed transition skills related to the student's unique needs resulting from the disability.</li> <li>• Instruction may occur in communication, self-care, mobility, independent living, and recreation as well as vocational activities.</li> </ul>   | School, student, and parents | Annual IEP meeting       |

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| Age: 16 and on-going                           | Update transition portfolio with references, descriptions of acquired skills, work/experience history, and related assessment information: <ul style="list-style-type: none"> <li>• Academic strengths and abilities</li> <li>• Current assessments for transition</li> <li>• Post-school interests/abilities</li> <li>• Community activities</li> <li>• Independent living skills and strengths</li> </ul>  | School and student                       | Annual IEP meeting                |
| Age: 16  | Referral to other agencies as appropriate: <ul style="list-style-type: none"> <li>• Department of Labor, Georgia Vocational Rehabilitation Agency (GVRA), as appropriate.</li> <li>• Regional Boards Division of Behavioral Health and Developmental Disabilities</li> <li>• Technical College System of Georgia disability counselor.</li> <li>• College/University, Disability Services Provider.</li> <li>• Benefits planning assistance.</li> <li>• Other agencies as IEP team determines appropriate.</li> </ul>                    | 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"> <li>• Determine transition assessment needs (update annually).</li> <li>• Consider re-evaluation needs in terms of establishing eligibility for desired post-school services and supports.</li> <li>• Complete vocational evaluation/ career assessment as necessary.</li> <li>• Determine eligibility and prepare GVRA Work Plan (if appropriate).</li> <li>• Identify and update options for community/independent living (i.e. put name on planning lists).</li> </ul> | School, parents, student, other agencies | Annually                          |

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| High School                 | <p>Provide and make available a continuum of career development activities that may include:</p> <ul style="list-style-type: none"> <li>• Apprenticeships</li> <li>• Career Technical Instruction</li> <li>• Career preparation/technology curriculum and coursework</li> <li>• Community-Based Vocational Instruction</li> <li>• Work study</li> <li>• Job shadowing</li> </ul> <p>Complete necessary BRIDGE requirements for High School before and during Transition planning</p> | 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"> <li>• Preparing meals/ cooking</li> <li>• Shopping for groceries</li> <li>• Sorting clothes; washing laundry</li> <li>• Managing money; creating a budget</li> <li>• Opening and maintaining a savings or checking account</li> <li>• Completing household chores</li> </ul>   | Student, Parent, IEP team                                  |          |
| 11 <sup>th</sup> grade year | <ul style="list-style-type: none"> <li>• Determine needs of the student necessary for successful graduation with regular education diploma</li> </ul>  | Student, parents, IEP team, and general education teachers |          |
| Age: 17                     | <p>Annual transition meeting:</p> <ul style="list-style-type: none"> <li>• Consider family issues that involve guardianship, trusts, wills, and related services.</li> <li>• Inform student and parents of educational rights that will transfer at the age of 18.</li> </ul>  | School can refer parents to sources                        | Annually |

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| Age: 18  | <p>The IEP team may recommend:</p> <ul style="list-style-type: none"> <li>• A comprehensive vocational /career evaluation</li> <li>• Establishment of a definite graduation date</li> </ul> <p>Identify and update options for:</p> <ul style="list-style-type: none"> <li>• Employment/Vocational options</li> <li>• Community/independent living</li> <li>• Community integration and access</li> </ul>  | Student, parents, IEP team, and other agencies                 | Annually, as appropriate |
| Age: 18  | <ul style="list-style-type: none"> <li>• Males register for Draft/Selective Service <a href="http://www.sss.gov">www.sss.gov</a> (click on Register online)</li> <li>• Register to vote</li> </ul>   | Parents and student  | Once                     |
| <p><b>Transition Year</b><br/>Last Year in High School</p> <p>Option A<br/>Employment<br/>Option</p> | <p>Employment (competitive or supported) upon graduation.</p> <ul style="list-style-type: none"> <li>• Job search and placement coordinated by appropriate agencies that influence school, GVRA, and/or other adult programs.</li> <li>• Job Coaching by school staff, rehabilitation services and/or adult programs.</li> <li>• Parent support in competitive job placement.</li> <li>• Develop appropriate plan. <ul style="list-style-type: none"> <li>• ISP (Individualized Service Plan)</li> <li>• ESP (Employment Support Plan) through Community Service Board or other appropriate agency</li> <li>• Other support needed</li> <li>• IPE (Individual Plan for Employment throughGVRA)</li> <li>• IEP Transition Plan (through school district)</li> <li>• Update community living options</li> <li>• Recreational/leisure activities</li> </ul> </li> </ul> | Student, parents, appropriate agencies, and services providers | Last year in high school |

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| <p><b>Transition Year</b><br/>Last Year in High School</p> <p>Option B<br/>Post-secondary education option</p> | <p>Further Training/Educational Programs</p> <ul style="list-style-type: none"> <li>• Enrollment in post-secondary training programs- complete applications and meet requirements for entrance</li> <li>• Apprenticeship programs</li> <li>• Community or college programs</li> <li>• Vocational/technical schools</li> <li>• Transportation</li> <li>• Public services</li> <li>• Recreational/leisure activities</li> </ul> <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> |
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