

# WAKE COUNTY TRANSITION PLANNING TIMELINE

## A Guide For All Who Are Involved In Transition Planning

High school completion is a landmark event for students. It marks the passage from youth and signals the beginning of adulthood. The transition to adulthood changes the options available for the future. This change is true for students with disabilities as well. Many students with disabilities look forward to assuming the universal choices and responsibilities of adulthood: work, lifestyle, health, education, and recreation. Planning for the future begins for all students as early as the elementary school years. The Individuals with Disabilities Education Act (IDEA), the Federal Education Law, recognizes the importance of early planning. IDEA requires students, families and school personnel to begin the transition process by age fourteen. Often, students with disabilities have more complex needs, requiring more coordination, added time, and supports. The IDEA entitlement to public education, including its necessary support services, ends when the student exits high school at the end of their final year. The mandate to serve students does not continue. Although adult services for persons with disabilities are required to be available in the community, there is no requirement that all persons with disabilities receive services. Entitlement for services changes to eligibility for services in most adult programs. Services may be restricted because an individual may not qualify or there is a lack of resources. Therefore, it is critical that the student, family, community agencies and school personnel develop strong, supportive, realistic transitional plans for the student's future.

The Wake County Transition Timeline is a guide for families, students and professionals. It is designed to provide an outline necessary to support a smooth flow through the high school years. Relationships among students, families and professionals change, increasing the need for all persons to be more informed and involved as school years progress.

The Timeline is intended to serve as a guide. Students with disabilities have diverse needs, and their ages may not fall exactly into the Timeline as written.

### 8<sup>th</sup> Grade (Approximate ages – 12–16)

1. Develop Individualized Transition Plan (ITP) during IEP meeting.
2. Discuss and explore recreation, leisure, vocational interests and post-secondary plans.
3. Obtain/verify Social Security Number
4. Complete interest inventory to begin career exploration or vocational education.
5. Contact Alliance Behavioral Healthcare: Access & Information to discuss available services.

### 9<sup>th</sup> Grade (Approximate ages – 14–17)

1. Revise ITP during IEP meeting.
2. Investigate driving/transportation options.
3. Assess students for vocational and career interests.
4. Contact Alliance Behavioral Healthcare: Access & Information to discuss available services.
5. Division of Services for the Blind (DSB) referral – Age 14 and older

| Student | Parent | Special Education Teacher | Regular Education Teacher(s) | Career Technical Education Teacher | LEA Representative | Transition Services Representative | Vocational Rehabilitation Representative | ID Access Coordinator | Social Security Administration Rep. | School Nurse |
|---------|--------|---------------------------|------------------------------|------------------------------------|--------------------|------------------------------------|--|-----------------------|-------------------------------------|--------------|
| X       | X      | X                         | X                            | X                                  | X                  |                                    |  |                       |                                     | *            |
| X       | X      | X                         | X                            |                                    |                    | *                                  |  |                       |                                     |              |
| X       | X      |                           |                              |                                    |                    |                                    |  |                       |                                     |              |
| X       | X      | X                         | X                            |                                    |                    | X                                  |  |                       |                                     |              |
|         | X      | X                         | +                            |                                    |                    |                                    |  | X                     |                                     |              |
|         |        |                           |                              |                                    |                    |                                    |  |                       |                                     |              |
| X       | X      | X                         | X                            | X                                  | X                  |                                    |  |                       |                                     | *            |
| X       | X      | X                         | *                            |                                    |                    |                                    |  |                       |                                     |              |
| X       |        | X                         |                              |                                    |                    | X                                  |  |                       |                                     |              |
|         | X      |                           |                              |                                    |                    |                                    |  | X                     |                                     |              |
| *       | *      | *                         | *                            | *                                  | *                  | *                                  | *  |                       |                                     |              |

IEP – Individualized Education Program  
 DD – Developmental Disabilities  
 IPE – Individualized Plan for Employment  
 SSI – Supplemental Security Income  
 ITP – Individual Transition Plan

VR – Vocational Rehabilitation  
 CTE – Career Technical Education  
 LEA – Local Education Agency  
 PSAT – Pre-scholastic Aptitude Test  
 ACT – American College Test

OCS – Occupational Course of Study  
 PASS – Plan for Achieving Self-Support  
 ASVAB – Armed Services Vocational Aptitude Battery  
 SAT – Scholastic Aptitude Test  
 DSS – Disability Support Services

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 X = Required Participation  
 \* = Optional Participation  
 + = Provide Information

The last two years of high school transition planning are busy years. Students and family members are expected to take an active role in identifying and developing possibilities appropriate for the emerging adult; getting a job, living independently, taking care of personal health, continuing with school. Connecting with agencies that support adult life in the community becomes the responsibility of the student and family rather than the responsibility of the school system. In adult service programs, eligibility for services replaces entitlement, therefore it is critical that students, families, community and school personnel develop strong, supportive realistic plans for the future of the student.

At the age of eighteen, students, including students with disabilities, are legally declared adults. School systems are required to notify the student and family of this right when the student is seventeen. This may include guardianship.

**10<sup>th</sup> Grade (Approximate ages – 15-18)**

|   | Student | Parent | Special Ed. Teacher | Regular Ed. Teacher(s) | Car. Tech. Ed. Teacher | LEA Representative | Transition Serv. Rep. | Vocational Reh. Rep. | IDD Access Coord. | Soc. Sec. Admin. Rep. | School Nurse |
|---|---------|--------|---------------------|------------------------|------------------------|--------------------|-----------------------|----------------------|-------------------|-----------------------|--------------|
| 1. Revise ITP during IEP meeting. Remember to discuss testing accommodations. (PSAT/SAT/ACT/ASVAB)                              | X       | X      | X                   | X                      | *                      | X                  | *                     |                      |                   |                       | *            |
| 2. Discuss and explore post-secondary education and/or training options.  | X       | X      | X                   |                        |                        |                    | X                     | X                    |                   |                       |              |
| 3. Consider part-time and/or summer employment to explore career interests.   | X       | X      | *                   |                        |                        |                    | *                     |                      |                   |                       |              |
| 4. Assess students for vocational and career interests.   | X       |        | X                   |                        |                        |                    | X                     | *                    |                   |                       |              |
| 5. Contact Alliance Behavioral Healthcare: Access & Information to discuss available services.                                  |         | X      |                     |                        |                        |                    |                       |                      | X                 |                       |              |
| 6. Complete VR referral form.   | X       | X      | X                   |                        |                        |                    |                       | X                    |                   |                       |              |
| 7. Investigate/obtain paid employment options.  | X       | X      | X                   |                        |                        |                    | X                     |                      |                   |                       |              |
| 8. Begin to explore social security and guardianship at age 17 ½. (Legal rights.)   |         |        |                     |                        |                        |                    |                       |                      |                   |                       |              |
| <b>11<sup>th</sup> Grade (Approximate ages – 16-19)</b>   |         |        |                     |                        |                        |                    |                       |                      |                   |                       |              |
| 1. Revise ITP during IEP meeting.   | X       | X      | X                   | X                      | *                      | X                  | *                     | *                    |                   |                       | *            |
| 2. Take PSAT/SAT/ACT/ASVAB  | X       |        |                     |                        |                        |                    |                       |                      |                   |                       |              |
| 3. Complete and submit VR referral form, if not done.   | X       | X      | X                   |                        |                        |                    |                       | X                    |                   |                       |              |
| 4. Assess students for vocational and career interests.   | X       | X      | X                   |                        |                        |                    |                       | X                    |                   |                       |              |
| 5. Apply to post-secondary institutions and/or employers.   | X       | X      | X                   |                        |                        |                    | X                     | X                    |                   |                       |              |
| 6. Assess need and complete application for social security at age 17 ½.  | X       | X      | +                   |                        |                        |                    |                       |                      |                   | X                     |              |
| 7. Inform student of legal rights that will transfer to him/her at age 18. (At age 17.)   | X       | X      | +                   |                        |                        |                    |                       |                      |                   |                       |              |
| 8. Contact Alliance Behavioral Healthcare: Access & Information to discuss available services.                                  |         | X      | X                   |                        |                        |                    |                       | X                    |                   |                       |              |
| <b>12<sup>th</sup> Grade (Approximate ages – 17-22)</b>   |         |        |                     |                        |                        |                    |                       |                      |                   |                       |              |
| 1. Transfer of Rights at age 18 unless guardianship is obtained.  | X       | X      |                     |                        |                        |                    |                       |                      |                   |                       |              |
| 2. Revise ITP during IEP meeting.   | X       | *      | X                   | X                      | *                      | X                  | *                     | *                    | *                 | *                     | *            |
| 3. Determine need for support from VR for education, vocational training, and/or employment, and develop IPE with VR counselor. | X       | *      | X                   | X                      | *                      | X                  | *                     | *                    | *                 | *                     | *            |
| 4. Contact Alliance Behavioral Healthcare: Access & Information to discuss available services.                                  | X       | *      | *                   |                        |                        |                    |                       |                      | X                 |                       | *            |
| 5. Establishment of learning accommodations through DSS at post-secondary training institution.                                 | X       | X      | X                   | *                      |                        |                    |                       | X                    | X                 |                       | *            |

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