

TRANSITION TIMELINE

Middle School Tasks

- Develop study skills and strategies that work
- Talk to teachers to identify classroom accommodation needs
- Evaluate basic skills in reading, mathematics, oral and written language; plan for remediation if necessary
- Identify postsecondary career and personal goals
- Investigate which high school courses will prepare me for my postsecondary goals
- Attend high school orientation or schedule appointment with high school counselor or special education department chair to understand high school requirements
- Review high school diploma options and plan a course of study to meet requirements
- Explore interests through elective courses, clubs, and extracurricular activities
- Investigate enrollment in career related courses and other work-based learning options
- Begin a Career and Transition Services Career Portfolio to collect information to help plan my future
- Participate in developing my transition plan (IEP-303 and IEP-304) to include in my IEP, starting in eighth grade (or aged 14)
- Attend my IEP meeting
- List activities or objectives necessary to achieve my goals in my IEP transition plan
- Complete grade level tasks in the Academic and Career Plan

Ninth Grade Tasks

- Increase my understanding of why I have an IEP and how the accommodations in my IEP can help me
- Develop a plan to request accommodations
- Learn strategies to access the same course work as my peers
- Review diploma options, and plan a course of study to meet requirements
- Discuss enrolling in career-related courses based on my postsecondary goals with my school counselor
- Visit the high school career center and ask the career center specialist about college and career planning resources
- Discuss career assessment services offered at Woodson and Mt. Vernon Assessment centers to decide whether an assessment will be helpful for transition planning
- Continue to explore interests through elective courses, clubs, and extracurricular activities
- Update my Career Portfolio
- Complete grade level tasks in the Academic and Career Plan
- Meet with my case manager to plan my IEP meeting and discuss my role
- Create a transition plan with my case manager and the IEP team that reflects my goals and interests
- Identify my Employment and Transition Representative (ETR) and learn the ETR's role in my transition

Tenth Grade Tasks

- Ask my parent or teacher to help me explain my disability and request accommodations
- Continue to develop and use strategies for success in course work
- Review diploma options and plan a course of study to meet requirements
- Consider extending my high school graduation date by one to three years to help me reach my postsecondary goals
- Discuss enrolling in career-related courses based on my postsecondary goals with my school counselor
- Meet with my case manager to discuss available career assessment options
- If my career plans require a college degree, register and take the Preliminary Scholastic Aptitude Test (PSAT) and consider using testing accommodations and assistive technology
- Continue to explore interests through extracurricular activities, hobbies, volunteer work, and work experiences
- Identify interests, aptitudes, values, and opportunities related to occupations of interest
- Update my Career Portfolio
- Complete grade level tasks in the Academic and Career Plan
- Participate actively in my IEP meeting
- Continue to actively take part in transition planning with my case manager and IEP team

Eleventh Grade Tasks

- Identify postsecondary accommodations and assistive technology and learn how to use them efficiently
- Practice strategies to prepare for and take exams including time management, self-advocacy, and stress management
- Meet with teachers to explain my disability and request accommodations
- Review diploma options, and plan a course of study to meet requirements
- Consider extending my high school graduation date by one to three years to help me reach my postsecondary goals
- Discuss with my school counselor possible enrollment in career-related courses
- Meet with my case manager to discuss available career assessment options
- Continue to explore my interests through involvement in school or community-based extracurricular activities and work experiences
- Update my Career Portfolio
- Complete grade level tasks in the Academic and Career Plan
- Match my interests and abilities to postsecondary goals
- If my career goals require postsecondary education, find schools with courses in which I might be interested
- Speak with representatives from colleges, technical schools, training programs, and the military by visiting high school, college, and community career fairs
- Gather information about college programs that offer the disability services I need

- Visit campuses and disability services offices to verify available services and how to access them
- Keep documentation of my disability current; colleges want current testing, which cannot be more than three years old when I begin college
- Ask a school counselor about the SAT and ACT tests to decide which better matches my learning style
- Consider taking a course to prepare for the SAT or ACT
- Take the SAT or ACT and discuss with my case manager whether to request testing accommodations
- Meet with my case manager to develop a plan for leading my IEP
- Continue to take part in my IEP transition planning with my case manager and IEP team
- Contact the Department for Aging and Rehabilitative Services (DARS), the Community Services Board (CSB), and other postsecondary agencies to determine my eligibility for services
- Invite a representative of the appropriate adult services agency to attend my IEP meeting

Twelfth Grade (or aged 18-22) Tasks

- Identify ways accommodations on my IEP apply to postsecondary education and employment settings
- Continue to develop self-advocacy and study skills
- Meet with my teachers to explain my disability and request accommodations
- Review diploma options and plan a course of study to meet requirements
- Update my Career Portfolio
- Complete grade level tasks in the Academic and Career Plan
- Match my interests and abilities to postsecondary goals

- Consider extending my high school graduation date by one to three years to help me reach my postsecondary goals
- Discuss with a school counselor enrollment in career-related courses or programs
- Meet with my case manager to discuss available career assessment options
- Continue to explore my interests through involvement in school or community-based extracurricular activities and work experiences
- Meet with my school counselor and ETR early in the year to discuss my postsecondary plans
- Early in the year, visit schools, colleges, and training programs in which I am interested
- Evaluate disability services and service providers at schools in which I am interested
- Obtain copies of any school records that document my disability for postsecondary accommodations
- Take the SAT or ACT again, if appropriate
- Lead my IEP meeting
- Develop my Transition IEP and present it at my IEP meeting
- If not done in my junior year, contact the Department for Aging and Rehabilitative Services (DARS), the Community Services Board, or other adult service agency to determine my eligibility for postsecondary services
- Invite a representative from an adult services agency to attend my IEP meeting