

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 middle 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.

	Student	Parent	Special Education Teacher	Regular Education Teacher(s)	Career-Technical Education Teacher	LEA Representative	Transition Services Representative	Vocational Rehabilitation Representative	DD Single Portal Representative	Social Security Administration Representative	School Nurse
Age 14											
1. Develop Individualized Transition Plan (ITP) during IEP meeting.	X	X	X	X		X					*
2. Discuss and explore recreation, leisure, vocational interests and post-secondary plans.	X	X	X				*				
3. Obtain/verify Social Security Number	X	X									
4. Complete interest inventory to begin career exploration or vocational education.	X	X	X				X				
5. Contact Wake County Human Services DD Single Portal to discuss available services.		X							X		
Age 15											
1. Revise ITP during IEP meeting.	X	X	X	X	*	X					*
2. Investigate driving/transportation options.	X	X		*							
3. Assess students for vocational and career interests.	X		X				X				
4. Contact Wake County Human Services DD Single Portal to discuss available services.		X							X		

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

VR – Vocational Rehabilitation
 C-TE – Career-Technical Education
 LEA – Local Education Agency
 PSAT – Pre-scholastic Aptitude Test

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

October 2005
 X = Required Participation
 * = Optional Participation

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.

	Student	Parent	Special Ed. Teacher	Regular Ed. Teacher(s)	C-TE Teacher	LEA Representative	Transition Serv. Rep.	Vocational Reh. Rep.	DD Single Portal	Social Security Admin. Rep.	School Nurse
Age 16											
1. Revise ITP during IEP meeting.	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	X			
5. Contact Wake County Human Services DD Single Portal to discuss available services.		X							X		
6. Complete VR referral form.	X	X	X					X			
7. Investigate paid employment options (OCS Students).	X	X	X				X				
Age 17											
1. Revise ITP during IEP meeting.	X	X	X	X	*	X	*	*			*
2. Take PSAT/SAT/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						*			
6. Assess need and complete application for Social Security.	X	X								X	
7. Inform student of legal rights that will transfer to him/her at age 18.	X	X	X								
8. Contact Wake County Human Services DD Single Portal to discuss available services.		X	X						X		
9. OCS students obtain/continue paid employment.	X	X	*				*	*			
Age 18 and Annually through Exit from School											
1. Transfer of Rights at age 18	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 Wake County Human Services DD Single Portal to discuss available services.	X	*	*						X		

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