**Idaho Graduation Timeline   
and Transition Planning Activities**

**for Idaho Students with Disabilities**

**and their Families**

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**How to Use This Timeline**

The first section of this timeline lists current **Idaho Graduation Requirements** by grade level. These items are required to meet Idaho Graduation Requirements for all students (Idaho Regulations - IDAPA 08.02.03 104, 105, 106) and will be completed by school staff and members of the IEP team.

The second section of this tool is an extensive list of **Suggested Transition Activities** the IEP team may want to consider when preparing transition plans and determining the student’s transition priorities. The student’s transition priorities should be determined for each individual student based upon the student’s strengths, needs, and post-school goals.

The student’s skills and interests will determine which items on the list might be needed by the student to work towards his/her post-school goals. The student, family, teachers, and IEP team can use this list to talk about transition activities that should be included on the IEP and also things the family may want to do at home. It is important to think about who will be responsible for carrying out specific transition activities with the student. The IEP team will have forms to be completed at the transition IEP team meeting that includes a checklist of required and suggested activities.

**Suggested Activities**

Activities are listed in areas of emphasis and include: Post-Secondary Education and Training Preparation, Career Exploration, Community Participation, Independent Living, and Adult Services.

Some activities may be supported at school or in the community by the teacher/staff/IEP team member and other activities may be supported by family members in the home or community.

► Note that based on the unique strengths and needs of each student, some grade level suggested activities may be more appropriate at a different grade level.

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| **Idaho Graduation Requirements** | **Person Responsible:** |
| **Grade 8:** | |
| 1. Create Student Learning Plan (include course of study that addresses required courses and credits in high school, including 2 on-line courses in high school) (form 450c) |  |
| 2. Take Pre-Algebra class, or alternate course as determined by IEP team |  |
| **Grade 9:** | |
| 1. Prior to age 16:  a. Complete Transition Assessment  b. Complete Transition Plan (forms 450b-d) |  |
| 2. Update Student Learning Plan (form 450c) |  |
| **Grade 10:** | |
| 1. Complete Transition Assessments |  |
| 2. Update Transition Plan (forms 450b-d) |  |
| 3. Update Student Learning Plan (form 450c) |  |
| 4. Pass I-SAT or I-SAT ALT |  |
| 5. Apply for accommodations for College Entrance Exam (SAT, ACCUPLACER, ACT or COMPASS) |  |
| 6. Discuss Transfer of Rights (form 450d) |  |

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| **Idaho Graduation Requirements** | **Person Responsible:** |
| **Grade 11:** | |
| 1. Complete Transition Assessments |  |
| 2. Update Transition Plan (forms 450b-d) |  |
| 3. Update Student Learning Plan (form 450c) |  |
| 4. Take College Entrance Exam in spring |  |
| 5. Discuss Transfer of Rights (form 450d) |  |
| 6. Discuss options regarding 18-21 year old Transition Services |  |
| **Grade 12:** | |
| 1. Complete Transition Assessments |  |
| 2. Update Transition Plan (forms 450b-d) |  |
| 3. Update Student Learning Plan (form 450c) |  |
| 4. Complete Senior Project |  |
| 5. Discuss Transfer of Rights (form 450d) |  |
| 6. Determine if student will continue to receive services through the semester he/she turns 21 |  |
| 7. Complete Summary of Performance (unless student enrolled in 18-21 yr. old services) (form 470) |  |
| 8. Complete Senior Exit Survey (unless student enrolled in 18-21 yr. old services) |  |

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| **Post-Secondary Education and Training Preparation**  **Post-Secondary Education is any kind of education or training a student gets after leaving high school.  It can include: 2-year and 4-year colleges/universities, vocational (job skills) training, technical schools, adult basic education, community education classes, and similar experiences.** | | |
| **Grade 8** | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| * Begin to find out about post-secondary education and training options (colleges, vocational/technical schools, on-the-job training) and programs offered. * Look at admission requirements for college and other education or training programs in which you are interested. Use this information to help develop your four year learning plan. * Start saving money and planning financially for college. * Learn about your disability and how to explain it to others. * Prepare to lead your IEP team meeting. | * Give the student/family information about Advanced Placement, tech prep, and dual credit classes the student can take while still in high school. * Help student develop four-year learning plan based on the student’s identified post-secondary education and training interests. * Provide information about the student’s disability and how he/she can advocate for his/her personal learning needs in the classroom. * Provide instruction in self-advocacy skills to prepare student to lead their IEP meeting (Self-Directed IEP). |
| **Grade 9**  **Grade 9**  ***continued*** | * Take challenging classes which will help you prepare for college. * Keep researching college and other education and training options and take classes that will meet admissions requirements. * Continue to save money and plan financially for college and other education or training programs. * Practice self-advocacy skills by knowing how to describe your disability, how it affects you, and what accommodations you need in college and other education or training programs. * Go to career information events. Ask employers what kind of education they expect their employees to have. * Participate in school activities and organizations to better meet admission requirements. * Learn to use educational technology (email, the internet, web-based research, discussion boards, wikis, etc.) and any assistive technology needed for access. * Attend local transition fairs. * Work on your leadership skills and lead your IEP team meeting. | * Teach the student how to self-advocate by knowing how to describe his or her disability, how it affects him or her, and what accommodations will be needed in post-secondary education and training options. * Inform families of school sponsored career information events. * Teach students how get information from employers regarding what education they expect their employees to have. * Prepare student to lead his or her IEP team meeting. * Explore with student and family whether student may be eligible for referral to TRiO program. * Provide information to student and family about college entrance examinations. * Get parent permission to apply for appropriate accommodations on college entrance examinations. * Determine if student has any gaps between academic abilities and college or other post-secondary entrance requirements. Use this information to help develop/update four year learning plan/IEP. * Teach the student to use educational technology (email, web-based research, discussion boards, wikis, etc.) and identify any assistive technology needed for access. |

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|  | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| **Grade 10** | * Take the PSAT test in order to prepare for testing in your junior year. * Go to college, job information, and career fairs. * Go to the Tools for Life Fair at least once during your high school experience. * Find out about scholarship opportunities and application deadlines. * Take challenging classes which will help you prepare for college and other education or training programs. * Keep researching college and other education and training options and take classes that will meet admissions requirements. * Keep saving money and plan financially for college and other education and training programs. * Practice self-advocacy skills by knowing how to describe your disability, how it affects you, and what accommodations you need in college and other education and training programs. * Keep building your leadership skills and lead your IEP team meeting. | * Provide student/family with information on the PSAT. * Apply for needed accommodations for the PSAT * Check with your school to determine when accommodations need to be requested for the SAT, ACT, COMPASS, or Accuplacer testing required in junior year. (NOTE: There is a strict deadline for submitting accommodation requests.) * Provide student /family with information on job and career fairs and the Tools for Life Transition Fair. * Determine if student has any gaps between academic abilities and college or other post-secondary entrance requirements. Use this information to update four year learning plan/IEP. * Review with student his or her four year learning plan to be sure it includes all the classes required for the post-secondary education and training options he or she is interested in attending. Make adjustments to the four year learning plan as needed. * Teach the student how to self-advocate by knowing how to describe his or her disability, how it affects him or her, and what accommodations will be needed in post-secondary education and training programs. * Prepare/support student to lead his or her IEP team meeting. |
|  | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| **Grade 11** | * Complete the college entrance examination(s) required by the college you are interested in attending (SAT, ACT, ACCUPLACER, COMPASS, etc.) * Visit college campuses and the disability services offices. * Find out about deadlines and get information needed for financial aid and college admission. Put DEADLINES on your calendar. * Keep saving money and plan financially for college and other education and training programs. * Go to college, job information, and career fairs. * Practice self-advocacy skills by knowing how to describe your disability, how it affects you, and what accommodations you need in college and other education or training programs. * Keep building your leadership skills and lead your IEP team meeting. | * If student needs accommodations on college entrance examinations, apply early for accommodations. NOTE: There is a strict deadline for submitting accommodation requests. * Refer families to the career information center or the guidance office to receive information on scholarships, financial aid, and admission deadlines, and/or provide information to family and student about resources related to applying for federal financial aid (FAFSA) in the coming year. * Determine if student has any gaps between academic abilities and college or other post-secondary entrance requirements. Use this information to update four year learning plan/IEP. * Review with student his or her four year plan to be sure it includes all classes required by the post-secondary education and training options he or she is interested in attending. Make adjustments to the four year learning plan as needed. * Review transcripts to be sure the student will have all necessary graduation credits. * Discuss with student and family the student’s possible eligibility to continue high school education through the end of the semester the student turns 21. * Prepare/support student to lead his or her IEP team meeting. |
|  | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| **Grade 12** | * Retake the college entrance/placement exam, if you need to. * Complete and submit college and other education or training program applications, scholarship applications, FAFSA, and other financial aid applications before the deadlines. * Get copies of your special education file to be placed in Chapter 4: Postsecondary Education/Training of the *Moving On Transition Binder*. * Contact the Disability Service Office at the college you will attend to talk about your assistive technology and reasonable accommodation needs. * Practice self-advocacy skills by knowing how to describe your disability, how it affects you, and what accommodations you need in college and other education or training options. * Keep building your leadership and advocacy skills and lead your IEP team meeting. | * Determine if the student will continue to receive services through the end of the semester the student turns 21. * Determine if student has any gaps between academic abilities and college or other post-secondary entrance requirements. Use this information to update four year learning plan/IEP. * Review transcripts to be sure the student has all necessary graduation credits. * Refer families to the career information center or the guidance office to receive information on post-secondary education and training option scholarships, financial aid, and admission deadlines. Remind family and student about applying for federal financial aid (FAFSA). * Complete the SOP (Summary of Performance) with the student if he or she is graduating. * Use *The 411 on Disability Disclosure* workbook to help the student practice self-advocacy skills related to Unit 6 Postsecondary Disclosure. * Prepare/support student to lead her or his IEP team meeting. |

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| **Career Exploration ~ Suggested Activities** | | |
| **Grade 8** | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| * Follow directions; finish what you start. * Complete chores at home. * Explore and talk about what you want to do in the future. * Find out about community training classes that could help build skills and add to your resume (first aid, babysitting, etc.) | * Help student complete career interest inventories at school. Describe results to student and family. * Help student learn to use the Career Information System (CIS) website. |
| **Grade 9** | * Get involved in extra-curricular activities (school clubs, sports, etc.), personal hobbies/leisure activities, and community activities that interest you. These might lead to a career. * Find out about volunteering in your community. * Work on decision-making skills (list pros/cons of a decision, possible consequences, how to get the information you need.) * Begin to set post-high school career goals. | * Teach employability skills and appropriate work behavior. * Update career assessments to identify student’s school and post-school preferences and interests. * Begin career portfolio, using the CIS website resources. * Teach resume development skills. * Support student to explore career options with guidance counselor and visit school career center. * Provide information about Career and Technical Education Program options. |

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|  | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| **Grade 10** | * Talk about your future and the money you will need to live independently. Figure out what kind of income you will need from a job. * Keep learning about different careers, participate in job shadowing, work-based learning class, or career exploration class. * Think about summer jobs or volunteer activities to explore career interests. | * Teach job seeking skills (job application/resume, interviews.) * Teach workplace basic skills (soft skills). * Complete vocational evaluations. * Support student to expand her or his career portfolio; use resources on the CIS website. * Help student identify interests, skills, values, and opportunities in jobs of his or her interest. * Help student understand what accommodations they may need in an employment setting. |
| **Grade 11** | * Begin to narrow your job choices from “a job just to make money” to “a job that interests you.” * If your community hosts a Disability Mentoring Day event, participate in activities. * Interview a professional working in your career of interest. * Talk with your family to clearly define your employment goals. * Find out about summer jobs and community volunteer opportunities. * Talk about disability disclosure (what you want or need to tell an employer about your disability.) * Apply for jobs in your community. | * Continue training to improve job-seeking skills. * Help student expand career portfolio, using resources on CIS website. * Teach student about reasonable accommodations she/he can request in employment settings. * Teach student about disability disclosure. * Provide information about Vocational Rehabilitation services or Commission for the Blind services. Help student find out if he/she is eligible; complete referral form. * If appropriate, invite Vocational Rehabilitation or Commission for the Blind representative to attend IEP team meeting. * Give the student and family information about the school district’s 18-21 transition services and discuss if the student might participate. |
|  | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| **Grade 11**  ***continued*** | * Make a plan for transportation to and from work. | * Provide information about private and government-funded resources for employment. * Talk about training and skills the student needs to continue or move forward in a job. * Help student develop clearly defined employment goals and a formal plan. |
| **Grade 12** | * Make a list of personal and family networks- people who may be able to connect you to job opportunities - “It’s who you know.” * Identify possible job leads that match your interests. Follow-up on leads. (Call for an appointment, ask to complete an application, etc.) * Interview another professional working in your career of interest. * If your community hosts a Disability Mentoring Day event, participate in activities. * Figure out if you will need support for education, vocational training, and/or employment from Vocational Rehabilitation or the Idaho Commission for the Blind. If yes, develop an Individual Plan for Employment (IPE) with a Vocational Rehabilitation counselor. * Apply for jobs in your community. * Advocate for accommodations and supports you need in the workplace. | * Continue training designed to improve job-seeking skills and work-place basic skills. * Support student to update resume and practice interview skills. * Provide community-based vocational instruction. * Help student find out about internships or apprenticeships in a career of interest. * Teach the student how to self advocate by knowing how to describe his or her disability, how it affects him or her, and what accommodations will be needed in a career. * Provide information about private and government-funded resources for employment. * Provide information about Vocational Rehabilitation services or Commission for the Blind services. Help student find out if he/she is eligible; complete referral form. |
|  | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| **Grade 12**  ***continued*** | * Make a plan for transportation to and from work. | * If appropriate, invite the Vocational Rehabilitation or Commission for the Blind representative to attend IEP meeting. * Teach student about reasonable accommodations to request in educational and employment settings. |

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| **Community Participation ~ Suggested Activities** | | |
| **Grade 8** | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| * Get involved in extra-curricular activities (school clubs, sports, etc.), personal hobbies/leisure activities, recreation, and community activities that interest you. These might include Special Olympics, 4H, Scouts, church groups, camp, etc. * Get a library card. * Find out about summer camps for teens. | * Guide student to complete leisure interest inventory. * Provide information about local libraries. * Teach student about social etiquette. |
| **Grade 9** | * Participate in school activities, clubs, athletics, and organizations. * Find out about local public transportation options and how to get a bus pass. * Find out about and participate in local community events (walks, art shows, music, etc.) | * Provide information about free or low cost leisure and community recreation activities. * Provide information about clubs, groups, athletics, and organizations at school. * Teach student about public transportation options and how to use them. * Facilitate connection to high school sports (manager, videographer, stats, concessions, etc.) |
| **Grade 10** | * Go on class-related school field trips about learning topics such as shopping, banking, swimming, etc. * Find out about community volunteering opportunities (library, hospital, animal shelter, food banks, etc.) * Get a state identification card and if you plan to travel outside of the country, a passport. | * Teach student about public transportation options and how to use them. * Teach student about community safety signs. * Teach student how to use internet sites, community calendars, newsletters, newspapers, etc. regarding community events and activities. |
|  | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| **Grade 11** | * Use community resources: doctor’s office, clinic or hospital, bank, library, post office, restaurant, etc. * Find out about how to become involved in civic activities in your community (political, environmental, service, advocacy groups, etc.) | * Teach student about voting and civic responsibility. * Provide information on opportunities for civic involvement. |
| **Grade 12** | * Find out about local community classes, parks & recreation activities, community recreation facilities, and learn how to register for classes and apply for scholarships. * Find out about local self-advocacy organizations such as Self Advocate Leadership Network, conferences, and support groups. * Find out about special interest and social clubs for adults in your community (model train, photography, biking, running, Lions, Kiwanis, Civitans, etc.) | * Teach student how to research and join or register for community groups, clubs and activities including: community education, parks & rec, self-advocacy organizations, special interest and social clubs. |

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| **Independent Living ~ Suggested Activities** | | |
| **Grade 8** | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| * Be able to tell someone about your health care needs and medications. * Make friends and find mentors. * Eat healthy and exercise regularly. * Learn skills in how to manage money, help with making meals, shopping duties, and taking care of your clothes. * Take opportunities for making your own choices (meals, things to do in your spare time, elective classes, etc.) * Add current school paperwork to your Moving On Binder. | * Teach student how to prepare for their IEP meeting and support him or her to participate actively on IEP team. * Teach student how to use technology safely – computers, internet, cell phones. * Consider instruction or experiences in money management, meal preparation, shopping, and caring for clothes. * Teach student how to identify, prevent, and report bullying (physical, verbal, and on-line). * Teach student about fire safety in the home and other environments. |
| **Grade 9** | * Learn and practice daily living skills at home in keeping yourself looking nice, keeping clean, eating, etc. * Participate in transition assessments to measure your independent living skills. * Learn how to be safe in the community and to read community safety signs. * Learn safe ways to go online and use social networking sites like Facebook. * Learn about the right times to contact 911. * Practice skills in managing your own money, help with making meals, shopping duties, and taking care of your clothes. | * Teach student daily living skills (grooming, hygiene, eating skills, etc.) * Teach student functional reading skills (recipes, maps, catalogs, websites, newspapers, etc.) * Teach student functional math skills (time, money, weights, measures, etc.) * Teach student how to manage daily time schedule, keep track of their assignments, and grades. |
|  | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| **Grade 9**  ***continued*** | * Add current school paperwork to your Moving On Binder and update what is already in there. | * Teach student how to identify and use possible assistive technology and adaptive assistance. Get an Assistive Technology assessment. * Teach student about acceptable use of cell phone, including texting. |
| **Grade 10** | * Take driver’s education. * Enroll in classes in foods, family life, and child development. * Help make family meals, do shopping for the home, and take care of your clothes. * Practice managing your own money when shopping, eating out, and start saving for something special. * Learn about issues related to sexuality, safe dating, and relationships. * Add current school paperwork to your Moving On Binder and update what is already in there. | * Help student learn how to use public transportation or how to explore transportation options. * Teach student how to manage money, budget, pay bills. * Teach student how to take care of, and communicate, personal information. * Teach student abuse awareness, prevention and reporting to include: physical, sexual, verbal, financial, emotional, and neglect. |
| **Grade 11** | * Get information about different housing options where you can live with or without supports. * Learn skills in how and when to get medical help and manage your physical health and mental health care needs. Practice making your medical appointments, keep a record of your medications, keep any medical equipment you use in good condition, etc. | * Teach student about substance abuse prevention. * Teach student how to open a bank account, use a debit card, use credit cards, and manage personal finances. (Learn about asset limits to reduce possible impact on benefits.) * Teach student how to compare costs for food and household items (appliances, linens, etc.) |
|  | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| **Grade 11**  ***continued*** | * Open a savings or checking account, including a debit card, and know safety rules for using debit and credit cards. * Add current school paperwork to your Moving On Binder and update what is already in there. * Learn about applying for Social Security Income. | * Tell student and family about student’s legal rights that will transfer to him/her at age 18. * Teach student how to protect against personal identity theft and to keep personal information safe (social security number, health information, debit card information, etc.) |
| **Grade 12** | * Register for Selective Service within 30 days of your  18th birthday. (Males) * Register to vote after you turn 18. * Finalize your plan for independent living and develop a personal budget (housing, food, leisure, transportation, etc.) * Manage your physical health and mental health care needs. Practice making your medical appointments and keep a record of your medications, etc. * Update your Moving On Binder | * Teach student how to file taxes. * Teach student about the legal rights and responsibilities of an adult (18 years old.) |

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| **Adult Services ~ Suggested Activities** | | |
|  | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| **Grade 10** | * Find out about driving skills assessment to decide if you need specialized driver’s training. | * Determine role of various related service personnel in transition planning and student gaining independent living skills. |
| **Grade 11** | * Learn about the different kinds of adult support services to determine what you might need. Examples: Medicaid services like My Voice My Choice (self-direction) or developmental disability services, employment services, and personal care services. * Find information about how adult agencies can help you and connect with those agencies (Vocational Rehabilitation, Independent Living Centers, Commission for the Blind, Targeted Service Coordination Agencies, Developmental Disabilities Agencies, Mental Health Agencies, etc.) * Gather information about how to apply for public assistance like: Medicaid, Social Security Income, Food Stamps, etc. * If you are turning 18, apply for any adult services you might need. | * Get signed releases from the student, family or guardian for information sharing with other agencies. * Determine role of various related service personnel in transition planning and student gaining independent living skills. * After getting permission from parent and student (as appropriate), invite appropriate adult service agencies to transition IEP team meeting. |
| **Grade 12** | * Get the booklet: “Being an Adult in Idaho” from the Idaho State Bar Association to learn about your rights and responsibilities as an adult. * Learn about guardianship, what it means to have a guardian, and other options that are less restrictive. | * Determine role of various related service personnel in transition planning and student gaining independent living skills. |
|  | **Student with Family** | **Teacher/Staff or other IEP Team Member** |
| **Grade 12**  ***continued*** | * Find information about local self-advocacy organizations such as the Idaho Self Advocate Leadership Network, conferences, and support groups. * Find information about how adult agencies can help you and connect with those agencies (Vocational Rehabilitation, Independent Living Centers, Commission for the Blind, Targeted Service Coordination Agencies, Developmental Disabilities Agencies, Mental Health Agencies, etc.) * Gather information regarding how to apply for public assistance: Medicaid, SSI, Food Stamps, etc. * If turning 18, apply for any adult services you need. | * After getting permission from parent and student (as appropriate), invite appropriate adult service agencies to transition IEP team meeting. |