

# Idaho Graduation Timeline and Transition Planning Tool

## How to Use This Tool

Forms - The first section of this planning tool includes forms for each grade level for the teacher and IEP team to use as a checklist for items that are required under federal and state law to meet Idaho graduation requirements and list the student's individual transition priorities.

### **Idaho Graduation Requirements**

These required items are numbered under each grade level at the top of each form. These items are required to meet Idaho Graduation Requirements (IDAPA 08.02.03 104, 105, 106) for all students.

### **Student's Transition Priorities**

These items, listed in the gray shaded boxes, should be determined for each individual student based upon the student's strengths, needs, and post-school goals. Refer to the "Suggested Activities" in the second section of this tool for ideas to help complete this portion of the form.

Suggested Activity List - The second section of this tool is an extensive list of suggested activities the IEP team may wish to consider when preparing transition plans. The student's skills and interests will determine which items on the list are relevant. The IEP team can use this list to begin a conversation about transition activities that should be addressed in the IEP. The list can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the transition IEP team meeting.

### **Suggested Activities**

Activities are listed in areas of emphasis and by grade level to determine possible activities needed to meet post-school goals. Areas of emphasis 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.

Student Name: \_\_\_\_\_

Student DOB: \_\_\_\_\_

<b>Grade 8 Idaho Graduation Requirements:</b>	Person(s) Responsible:
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	
<b>Student's Transition Priorities:</b>	Person(s) identified to assist student:
Post-Secondary Education and Training Preparation:	
Career/Employment Exploration:	
Community Participation:	
Independent Living:	
Adult Services:	

Student Name: \_\_\_\_\_

<b>Grade 9 Idaho Graduation Requirements:</b>	Person(s) Responsible:
1. Prior to age 16: a. Complete Transition Assessment b. Complete Transition Plan (forms 450b-d)	a. b.
2. Update Student Learning Plan (form 450c)	
<b>Student's Transition Priorities:</b>	Person(s) identified to assist student:
Post-Secondary Education and Training Preparation:	
Career/Employment Exploration:	
Community Participation:	
Independent Living:	
Adult Services:	

Student Name: \_\_\_\_\_

<b>Grade 10 Idaho Graduation Requirements:</b>	Person(s) Responsible:
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)	
<b>Student's Transition Priorities:</b>	Person(s) identified to assist student:
Post-Secondary Education and Training Preparation:	
Career/Employment Exploration:	
Community Participation:	
Independent Living:	
Adult Services:	

Student Name: \_\_\_\_\_

<b>Grade 11 Idaho Graduation Requirements:</b>	Person(s) Responsible:
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 18-21year old Transition Program	
<b>Student's Transition Priorities:</b>	Person(s) identified to assist student:
<p>Post-Secondary Education and Training Preparation:</p> <p>Career/Employment Exploration:</p> <p>Community Participation:</p> <p>Independent Living:</p> <p>Adult Services:</p>	

Student name: \_\_\_\_\_

<b>Grade 12 Idaho Graduation Requirements:</b>	Person(s) Responsible:
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	
5. Complete Summary of Performance (unless student enrolled in 18-21 yr. old program) (form 470)	
6. Complete Senior Exit Survey (unless student enrolled in 18-21 yr. old program)	
<b>Student's Transition Priorities:</b>	Person(s) identified to assist student:
<p>Post-Secondary Education and Training Preparation:</p> <p>Career/Employment Exploration:</p> <p>Community Participation:</p> <p>Independent Living:</p> <p>Adult Services:</p>	

## Post-Secondary Education and Training Preparation

### Suggested Activities

	Student with Family	Teacher or other IEP Team Member
<b>Grade 8</b>	<ul style="list-style-type: none"> <li>▪ Begin to research post-secondary education and training options (colleges, vocational/technical schools, on-the-job training) and programs offered.</li> <li>▪ Look at admission requirements for post-secondary education and training options in which you are interested. Use this information to help develop your four year learning plan.</li> <li>▪ Start saving money and planning financially for college.</li> <li>▪ Learn about your disability and how to explain it to others.</li> <li>▪ Prepare to lead your IEP team meeting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide information about AP classes, tech prep, dual credit classes the student can take while still in high school.</li> <li>▪ Help student develop four-year learning plan based on the student's identified post-secondary education and training interests.</li> <li>▪ Provide information about the student's disability and how to self advocate for personal learning needs in the classroom.</li> <li>▪ Provide instruction in self-advocacy skills to prepare student for Self Directed IEP.</li> </ul>
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>▪ Take challenging classes which will help you prepare for college.</li> <li>▪ Continue to research post-secondary education and training options and take classes that will meet admissions requirements.</li> <li>▪ Continue to save money and plan financially for post-secondary education and training options.</li> <li>▪ Practice self-advocacy skills by knowing how to describe your disability, how it affects you, and what accommodations you need in post-secondary education and training options.</li> <li>▪ Go to career information events. Ask employers what kind of education they expect their employees to have.</li> <li>▪ Participate in school activities and organizations to better meet admission requirements.</li> <li>▪ Learn to use educational technology (email, web-based</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Inform families of school sponsored career information events.</li> <li>▪ Teach students how get information from participating employers regarding what education they expect their employees to have.</li> <li>▪ Prepare student to lead his or her IEP team meeting.</li> <li>▪ Explore with student and family whether student may be eligible for referral to TRiO program.</li> <li>▪ Provide information to parents and student regarding college entrance examinations.</li> <li>▪ Get parental permission to apply for appropriate accommodations on college entrance examinations.</li> <li>▪ Apply for needed accommodations for SAT/PSAT or ACT (strongly suggested to be completed at spring of grade.)</li> </ul>

<b>Grade 9</b>	<p>research, discussion boards, wikis, etc.) and any assistive technology needed for access.</p> <ul style="list-style-type: none"> <li>▪ Attend local transition fairs.</li> <li>▪ Continue to lead your IEP team meeting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determine if student has any gaps between academic abilities and entrance requirements for post-secondary education and training options to help develop the four year learning plan as a part of the IEP.</li> <li>▪ Teach the student to use educational technology (email, web-based research, discussion boards, wikis, etc.) and identify any assistive technology needed for access.</li> </ul>
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>▪ Take the PSAT in order to prepare for testing in your junior year.</li> <li>▪ Attend college, job information, and career fairs.</li> <li>▪ Attend the Tools for Life Fair at least once during your high school experience.</li> <li>▪ Begin researching scholarship opportunities and application deadlines.</li> <li>▪ Take challenging classes which will help you prepare for post-secondary education and training options.</li> <li>▪ Continue to research post-secondary education and training options and take classes that will meet admissions requirements.</li> <li>▪ Continue to save money and plan financially for post-secondary education and training options.</li> <li>▪ Practice self-advocacy skills by knowing how to describe your disability, how it affects you, and what accommodations you need in post-secondary education and training options.</li> <li>▪ Continue to lead your IEP team meeting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide family with information on the PSAT.</li> <li>▪ Provide family with information on job and career fairs.</li> <li>▪ Provide family with information on Tools for Life Fair.</li> <li>▪ Determine if student has any gaps between academic abilities and entrance requirements for post-secondary education and training options to help develop the four year learning plan as a part of the IEP.</li> <li>▪ Review with student his or her four year 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.</li> <li>▪ 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.</li> <li>▪ Prepare student to lead his or her IEP team meeting.</li> </ul>
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>▪ Complete the college entrance examination(s) required by the college you are interested in attending.</li> <li>▪ Visit college campuses and the disability services offices.</li> <li>▪ Identify deadlines and information for admission and financial aid.</li> <li>▪ Continue to save money and plan financially for post-secondary education and training options.</li> <li>▪ Attend college, job information, and career fairs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ If student has not already applied and needs accommodations on college entrance examinations, apply early for accommodations.</li> <li>▪ 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.</li> </ul>



<p><b>Grade 11</b></p>	<ul style="list-style-type: none"> <li>Practice self-advocacy skills by knowing how to describe your disability, how it affects you, and what accommodations you need in post-secondary education and training options.</li> <li>Continue to lead your IEP team meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Determine if student has any gaps between academic abilities and entrance requirements for post-secondary education and training options to help develop the four year learning plan as a part of the IEP.</li> <li>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.</li> <li>Prepare student to lead his or her IEP team meeting.</li> </ul>
<p><b>Grade 12</b></p>	<ul style="list-style-type: none"> <li>Retake the college entrance/placement exam, if necessary.</li> <li>Complete and submit post-secondary education and training option applications, scholarship applications, FAFSA, and other financial aid applications within the required deadlines.</li> <li>Get copies of your special education file to be placed in Chapter 4: Postsecondary Education/Training of the Moving On Binder.</li> <li>Contact Disability Service Office at college of your choice to discuss assistive technology and reasonable accommodation needs.</li> <li>Practice self-advocacy skills by knowing how to describe your disability, how it affects you, and what accommodations you need in post-secondary education and training options.</li> <li>Continue to lead your IEP team meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Determine if the student will continue to receive services through the end of the semester the student turns 21.</li> <li>Review transcripts to be sure the student has all necessary graduation credits.</li> <li>Provide information to family and student to apply for federal financial aid (FAFSA.)</li> <li>Complete the SOP (Summary of Performance) with the student if he or she is graduating.</li> <li>Use <i>The 411 on Disability Disclosure</i> workbook to help the student practice self-advocacy skills related to Unit 6 Postsecondary Disclosure.</li> <li>Prepare student lead her or his IEP team meeting.</li> <li>Determine if student has any gaps between academic abilities and entrance requirements for post-secondary education and training options to help develop the four year learning plan as a part of the IEP.</li> </ul>

# Career Exploration

## Suggested Activities

	Student with Family	Teacher or other IEP Team Member
<b>Grade 8</b>	<ul style="list-style-type: none"> <li>Follow directions; finish what you start.</li> <li>Complete chores at home.</li> <li>Explore and discuss what you want to do in the future.</li> <li>Find out about community training classes that could help build skills and add to a resume (first aide, babysitting, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Help student complete career interest inventories at school. Describe results to student and family.</li> <li>Help student learn to use the Career Information System (CIS) website.</li> </ul>
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>Get involved in extra-curricular activities, personal hobbies/leisure activities, and community activities that interest you. These might lead to a career.</li> <li>Look for volunteer/service opportunities in the community.</li> <li>Work on decision-making skills (list pros/cons of a decision, possible consequences, how to get the information you need.)</li> <li>Begin to set post-high school career goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teach employability skills and appropriate work behavior.</li> <li>Update career assessments to identify student's school and post-school preferences and interests.</li> <li>Begin career portfolio, using the CIS website resources.</li> <li>Practice resume development skills.</li> <li>Support student to explore career options with guidance counselor and visit school career center.</li> <li>Provide information about Career and Technical Education Program options.</li> </ul>
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>Talk about your future financial needs and how this relates to career planning.</li> <li>Continue career exploration, participate in job shadowing, work-based learning class, or career exploration class.</li> <li>Consider summer employment or volunteer activities to explore career interests.</li> </ul>	<ul style="list-style-type: none"> <li>Teach job seeking skills (job application, resume, interviews.)</li> <li>Teach workplace basic skills (sometimes called "soft skills.")</li> <li>Complete periodic vocational evaluations.</li> <li>Support student to expand her or his career portfolio; utilize resources on the CIS website.</li> <li>Help student identify interests, aptitudes, values, and opportunities in occupations in which she or he is interested.</li> <li>Help student understand what accommodations may be needed in an employment setting.</li> </ul>
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>Begin to narrow your job selection from "a job just to make money" to "a job that interests you."</li> </ul>	<ul style="list-style-type: none"> <li>Continue training to improve job-seeking skills.</li> <li>Help student expand career portfolio, using resources on CIS</li> </ul>

<p><b>Grade 11</b></p>	<ul style="list-style-type: none"> <li>▪ If your community hosts a Disability Mentoring Day event, participate in activities.</li> <li>▪ Interview a professional working in your career of interest.</li> <li>▪ Talk with your family to clearly define your employment goals.</li> <li>▪ Find out about summer jobs and community volunteer opportunities.</li> <li>▪ Talk about disability disclosure (what you want or need to tell an employer about your disability.)</li> <li>▪ Apply for jobs in your community.</li> <li>▪ Make a plan for transportation to and from work.</li> </ul>	<p>website.</p> <ul style="list-style-type: none"> <li>▪ Teach student about reasonable accommodations she/he can request and control in educational and employment settings.</li> <li>▪ Provide instruction about disability disclosure.</li> <li>▪ Provide information about Vocational Rehabilitation services or Commission for the Blind services. Help student find out if eligible; complete referral form.</li> <li>▪ If appropriate, invite the Vocational Rehabilitation or Commission for the Blind representative to attend IEP team meeting.</li> <li>▪ Provide information about school district's 18-21 transition programs and discuss student's possible participation.</li> <li>▪ Provide information about private and government-funded resources for employment.</li> <li>▪ Discuss training and skills needed to continue or enhance employment.</li> <li>▪ Help student develop clearly defined employment goals and a formal plan.</li> </ul>
<p><b>Grade 12</b></p>	<ul style="list-style-type: none"> <li>• Discuss your personal and family networks regarding possible employment opportunities - "It's who you know."</li> <li>• Identify possible job leads that match your interests. Follow-up on leads. (call for an appointment, ask to complete an application, etc.)</li> <li>• Determine support needed from Vocational Rehabilitation or Idaho Commission for the Blind and Visually Impaired for education, vocational training, and/or employment, and develop Individual Plan for Employment (IPE) with Vocational Rehabilitation counselor.</li> <li>▪ Interview another professional working in your career of interest.</li> <li>▪ If your community hosts a Disability Mentoring Day event, participate in activities.</li> <li>▪ Apply for jobs in your community.</li> <li>▪ Advocate for accommodations and supports needed for employment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue training designed to improve job-seeking skills and work-place basic skills.</li> <li>▪ Support student to update resume and practice interview skills.</li> <li>▪ Provide community-based vocational instruction.</li> <li>▪ Help student find out about internships or apprenticeships in a career of interest.</li> <li>▪ 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.</li> <li>▪ Provide information about private and government-funded resources for employment.</li> <li>▪ Provide information about Vocational Rehabilitation services or Commission for the Blind services. Help student find out if eligible; complete referral form</li> <li>▪ If appropriate, invite the Vocational Rehabilitation or Commission for the Blind representative to attend IEP meeting.</li> <li>▪ Teach student about reasonable accommodations to request and control in educational and employment settings</li> </ul>

- Make a plan for transportation to and from work.

## Community Participation

### Suggested Activities

	Student with Family	Teacher or other IEP Team Member
<b>Grade 8</b>	<ul style="list-style-type: none"> <li>▪ Engage in and/or expand extra-curricular, recreation, and community activities including Special Olympics, 4H, Scouts, church groups, camp, etc.</li> <li>▪ Obtain library card.</li> <li>▪ Identify personal leisure and recreation preferences.</li> <li>▪ Find out about summer camps for teens.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Guide student to complete leisure interest inventory.</li> <li>▪ Provide information about local libraries.</li> <li>▪ Provide instruction in social etiquette.</li> </ul>
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>▪ Participate in school activities, clubs, athletics, and organizations.</li> <li>▪ Identify local transportation options and how to obtain a bus pass.</li> <li>▪ Find out about and participate in local community events (walks, art shows, music, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide information about free or low cost leisure and community recreation activities.</li> <li>▪ Provide information about clubs, groups, athletics, and organizations at school.</li> <li>▪ Provide instruction in public transportation options and use.</li> <li>▪ Facilitate connection to high school sports (manager, videographer, stats, concessions, etc.)</li> </ul>
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>▪ Participate in curriculum-based field trips such as shopping, banking, swimming, etc.</li> <li>▪ Find out about community volunteering opportunities (library, hospital, animal shelter, food banks, etc.)</li> <li>▪ Obtain a state identification card and if student plans to travel outside of the country, a passport.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide instruction in public transportation options and use.</li> <li>▪ Provide instruction in community safety signs.</li> <li>▪ Provide instruction in accessing internet sites, community calendars, newsletters, newspapers, etc. regarding community events and activities.</li> </ul>
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>▪ Use relevant community resources: health care facilities, bank, library, postal services, restaurant, etc.</li> <li>▪ Find out about how to become involved in civic activities in your community (political, environmental, advocacy groups, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide instruction in voting and civic responsibility.</li> <li>▪ Provide information on opportunities for civic involvement.</li> </ul>

<b>Grade 12</b>	<ul style="list-style-type: none"> <li>▪ Research community education, parks &amp; recreation classes, community recreation facilities, and learn how to register for classes and apply for scholarships.</li> <li>▪ Research local self-advocacy organizations such as Self Advocate Leadership Network, conferences, and support groups.</li> <li>▪ Research special interest and social clubs for adults in your community (model train, photography, biking, running, Lions, Kiwanis, Civitans, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide instruction in how to research and join or register for community groups, clubs and activities including: community education, parks &amp; rec, self-advocacy organizations, special interest and social clubs.</li> </ul>

## Independent Living

### Suggested Activities

	Student with Family	Teacher or other IEP Team Member
<b>Grade 8</b>	<ul style="list-style-type: none"> <li>Be able to state health care requirements and medication needs.</li> <li>Establish relationships (friends, mentors.)</li> <li>Eat healthy and exercise regularly.</li> <li>Develop money management skills and assist in meal preparation, shopping duties, and caring for clothing.</li> <li>Take opportunities for making independent choices (meals, leisure activities, elective classes, etc.)</li> <li>Add current school paperwork to Moving On Binder.</li> </ul>	<ul style="list-style-type: none"> <li>Instruct student in how to participate actively on IEP team.</li> <li>Provide instruction in safe technology use – computers, cell phones.</li> <li>Consider instruction or experiences in money management, meal preparation, shopping, and caring for clothes.</li> <li>Provide instruction in identifying, preventing, and reporting bullying (physical, verbal and cyber.)</li> <li>Provide instruction in fire safety in the home and other environments.</li> </ul>
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>Participate in transition assessments regarding independent living skills.</li> <li>Learn relevant community safety signs.</li> <li>Learn to be safe in the community (e.g. stranger danger.)</li> <li>Learn safe ways to use social networking and access the internet.</li> <li>Identify appropriate times to contact 911.</li> <li>Add current school paperwork to Moving On Binder and update existing information.</li> </ul>	<ul style="list-style-type: none"> <li>Provide instruction in daily living skills (grooming, hygiene, eating skills, etc.)</li> <li>Provide instruction in functional reading skills (recipes, maps, catalogs, websites, newspapers, etc.)</li> <li>Provide instruction in functional math skills (time, money, weights, measures, etc.)</li> <li>Provide instruction in how to manage daily time schedule, monitor assignments, and grades.</li> <li>Provide instruction in how to identify and utilize possible assistive technology and adaptive assistance. Get an Assistive Technology assessment.</li> <li>Provide instruction in acceptable use of cell phone, including texting.</li> </ul>
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>Take driver's education.</li> <li>Enroll in courses in foods, family life, and child development..</li> <li>Be informed of issues related to sexuality</li> <li>Add current school paperwork to Moving On Binder and update existing information.</li> </ul>	<ul style="list-style-type: none"> <li>Provide instruction in use of public transportation or how to explore transportation options.</li> <li>Provide instruction in how to manage money, budget, pay bills.</li> <li>Provide instruction in how to communicate personal information.</li> <li>Provide instruction in abuse awareness, prevention and reporting</li> </ul>

		to include: physical, sexual, verbal, financial, emotional, and neglect.
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>▪ Gather information about a variety of adult housing options with and without supports.</li> <li>▪ Gain skills in how and when to seek medical assistance and manage personal health and mental health care needs (schedule medical appointments, record personal medications, maintain durable medical equipment, etc.)</li> <li>▪ Open a savings or checking account including a debit card and know safety rules for use of debit and credit cards.</li> <li>▪ Add current school paperwork to Moving On Binder and update existing information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instruct student in substance abuse prevention.</li> <li>▪ Provide instruction in how to open a bank account, use an ATM card, use credit cards, and manage personal finances.</li> <li>▪ Provide instruction in how to compare costs for food and household items (appliances, linens, etc.)</li> <li>▪ Inform student of legal rights that will transfer to him or her at age 18.</li> <li>▪ Instruct student in how to protect against personal identity theft and to keep personal information safe (social security number, health information, debit card information, etc.)</li> </ul>
<b>Grade 12</b>	<ul style="list-style-type: none"> <li>▪ Register for Selective Service within 30 days of 18<sup>th</sup> birthday. (males)</li> <li>▪ After 18<sup>th</sup> birthday, register to vote.</li> <li>▪ At 18<sup>th</sup> birthday, apply for SSI, if appropriate</li> <li>▪ Finalize independent living arrangements and community connections.</li> <li>▪ Develop a personal budget in preparation for independent living (housing, food, leisure, transportation, etc.)</li> <li>▪ Demonstrate ability to seek medical assistance and manage personal health and mental health care needs (schedule medical appointments, record personal medications, maintain durable medical equipment, etc.)</li> <li>▪ Add current school paperwork to Moving On Binder and update existing information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instruct student how to file taxes.</li> <li>▪ Provide instruction in legal rights and responsibilities of an adult (18 years old.)</li> </ul>

## Adult Services

### Suggested Activities

Grade 8	Student with Family	Teacher or other IEP Team Member
	<ul style="list-style-type: none"> <li>▪ Not applicable</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not Applicable</li> </ul>
Grade 9	<ul style="list-style-type: none"> <li>▪ Not Applicable</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not Applicable</li> </ul>
Grade 10	<ul style="list-style-type: none"> <li>▪ Find out about driving skills assessment to decide if student needs specialized driver's training.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determine role of various related service personnel in transition planning and transition skill acquisition.</li> </ul>
Grade 11	<ul style="list-style-type: none"> <li>▪ 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.)</li> <li>▪ Gather information regarding how to apply for public assistance: Medicaid, SSI, Food Stamps, etc.</li> <li>▪ If turning 18, apply for any adult services the student needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Obtain signed releases for information sharing with other agencies.</li> <li>▪ Determine role of various related service personnel in transition planning and transition skill acquisition.</li> <li>▪ After obtaining permission from parent, invite appropriate adult service agencies to transition IEP team meeting.</li> </ul>
Grade 12	<ul style="list-style-type: none"> <li>▪ Obtain Idaho State Bar Guardianship Booklet.</li> <li>▪ Find information about local self-advocacy organizations such as the Idaho Self Advocate Leadership Network, conferences, and support groups.</li> <li>▪ 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.)</li> <li>▪ Gather information regarding how to apply for public assistance: Medicaid, SSI, Food Stamps, etc.</li> <li>▪ If turning 18, apply for any adult services the student needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ After obtaining permission from parent, invite appropriate adult service agencies to transition IEP team meeting.</li> <li>▪ Determine role of various related service personnel in transition planning and transition skill acquisition.</li> </ul>



