



## **Transition Planning Checklists/Timeline** **for Educators and Parents of Students Receiving** **Specialized Instruction or Combination of Modified and Standards Based Curriculum**

All students will receive instruction in the areas of reading, writing and mathematics with a focus on subject matter, daily living and independent living as agreed upon by the IEP Team. In addition, appropriate social skills such as interacting with peers, family members and adults in a variety of environments and circumstances, following safety rules and procedures, problem solving and functional daily-living skills will also be addressed.

It's important for parents/guardians to know about other areas that may need their action and/or attention to further enhance supports and training at home or to prepare for future needs and services.

The following is a timeline of action items recommended for parents of students:

### **Ages 5-11:**

- Apply for Medicaid by visiting the DFCS office.
- If denied by Medicaid due to income, apply for Katie Becket for assistance with medical services and financial supports.
- Eligibility of SSI before the age of 18 is by level of income in addition to the student's disability and needs.
- Apply for Family Supports through AVITA. Family Supports is an additional financial support for families with children ages 3 and up who have developmental and/or intellectual disabilities. Funds can pay for Respite services, children's camps, supports for the family and more. The typical cap is \$3,000 per year.
- Identify areas of supports for RESPITE if needed – including time to go to the store, bank, make appointments, etc. without the child present.
- Keep a notebook of doctor names and contacts, psychologicals and IEP's and any other important information that pertains to your son/daughter.
- Keep birth certificate and social security card in safe place for future reference.
- Make a list of preferences and interests your child has and talk to your child often about them while exploring further.
- Identify ways in which you can support the IEP goals at home by reinforcing the same techniques and strategies and practicing learned skills each week.
- Explore recreation opportunities or extra-curricular activities and sports provided by the school, Parks and Recreation, Special Olympics, Miracle League and/or other organizations.
- Begin Financial Planning Discussions and update your will. Make plans for your son/daughter that will give you peace of mind if anything should happen to you.
  - Explore financial planning resources by Parent-to-Parent of Georgia including ABLE savings accounts and Special Needs Trusts:  
<http://roadmap.p2pga.org/index.php/financial-a-legal-planning>

*Modified from Forsyth County School System transition timeline, 2017*



- ❑ Begin setting money aside now to plan for expenses at the age of 18 when you might consider filing for guardianship and/or expenses of post-secondary education.
- ❑ Network with other parents to gain insight and reviews regarding various service providers including doctors, dentists, financial planners, etc.

### **Ages 12-15:**

- ❑ Read K-5 Recommended Action Items and identify actions that need to be taken – including recreation and social opportunities, Financial Planning, SSI (if applicable), Medicaid (if applicable) and Family Supports.
- ❑ Add new IEPs, doctor visits, psychological(s), evaluations and other reports to your child's notebook.
- ❑ Research the NOW/COMP Waiver and apply using the most recent psychological, reevaluation and IEP. **Don't wait** – get it behind you while the reports are no more than 3 years old. NOW/COMP funds support the individual with a disability similar to the Family Supports funds, however the funds can range from as little as \$3,00 up to \$25,000 or more per year. There is a waiting list and funds are typically not provided until the need is present – which will more likely be once the individual turns 22 and s/he is no longer receiving services from the public school.
- ❑ Complete [the NOW/COMP waiver application linked here](#)
- ❑ Watch this Parent-to-Parent of Georgia webinar focusing on NOW/COMP waivers: <http://p2pga.org/index.php/component/content/article/66-education/archived-webinars/260-archived-webinar-the-new-options-and-comprehensive-supports-waiver-programs>
  - ❑ Visit the [dbhdd.georgia.gov](http://dbhdd.georgia.gov) website for more information about NOW/COMP waivers
  - ❑ Read this [Guide for Understanding the Medicaid Waiver](#)
- ❑ If you haven't already done so, think about and research the option of setting up a Supplemental Needs Trust. Research the pros and cons.
- ❑ By age 16, obtain a state ID
- ❑ Prepare for the Transition to HS and beyond by looking at the Transition Plan Goals Template/Guide. The Transition Plan is added to a student's IEP by the age of 16 or before they enter HS. The case manager will assist the team in developing goals that are relevant to the student's post-secondary goals and that will assist the student in researching and achieving his/her outcome goals.
- ❑ Identify Post-Secondary Education/Vocational Training Options. Post-Secondary Inclusion programs can also be found at [thinkcollege.org](http://thinkcollege.org).
- ❑ Student should begin to further explore career awareness, interests, aptitudes and job skills.

### **Ages 16-17:**

- ❑ Read K-8 Recommended Action Items and identify actions that need to be taken – including recreation and social opportunities, Financial Planning (this is very important to



begin taking action at this stage), SSI (if applicable), Medicaid (if applicable), Family Supports (if applicable) and NOW/COMP waiver application.

- ❑ Begin Discussions on Guardianship and update your will. Make plans for your son/daughter that will give you peace of mind if anything should happen to you.
  - ❑ Watch this Parent-to-Parent of Georgia webinar on guardianship:  
<http://p2pga.org/index.php/archived-webinars/66-education/archived-webinars/325-archived-webinar-guardianship-of-adults-with-disabilities-2>
  - ❑ Determine if an attorney is necessary and seek references from other parents.
- ❑ Understand that the parent's rights are transferred to the student at age 18 ([review this Majority Rights document](#)) – this includes educational, medical and financial records. The school system will always include the parents in educational decisions, but ultimately the student will have final say in his/her educational future unless a parent has legal guardianship.
- ❑ Research and understand the factors of Supplemental Security Income (SSI), application process and how the individual's income is affected.
- ❑ Update the Transition Plan as needed with the IEP team with a continued focus on career interests and exploration, job training and/or enhancing independence and post-secondary options. The student will always be invited to the IEP meeting so that s/he can develop career and independent living goals and have a say in his/her preferences. The student will be encouraged to participate in the IEP meeting by providing information and giving feedback and sharing his/her post-secondary goals.
- ❑ The Vocational Rehabilitation (VR) Counselor will be introduced to the student between the ages of 17-21. Complete the VR application and release of information allowing the VR counselor to meet with the student and assist the IEP Team with Transition Plan Goals and Action Steps.
  - ❑ Find more information about VR by visiting the Vocational Rehabilitation website at <https://gvs.georgia.gov/vocational-rehabilitation-division>
- ❑ Find opportunities for your son/daughter to volunteer and gain social and vocational experience outside the school system, such as following set rules, procedures and multi steps directions.

### **Age 18:**

- ❑ Review all previous action items and identify (and follow through on) any areas that have not been completed.
- ❑ Apply for SSI at the age of 18
- ❑ Apply for Guardianship at the age of 18 (if desired)
- ❑ Complete Paperwork for Vocational Rehabilitation Services and Supports
- ❑ Schedule visits to post-secondary options (Post-Secondary Inclusion programs, Vocational Training programs, and/or Day Programs)
- ❑ If the IEP team agrees to refer the student to the Transition-to-Work program, complete application for Project LIFE and return to the student's teacher.



- ❑ Identify the student's circle of support and establish a team of people to assist and further guide the individual towards independence.
- ❑ By the age of 18, the student should be actively participating in the IEP/Transition Plan meeting.

**Ages 19-21:**

- ❑ Review all previous action items and identify (and follow through on) any areas that have not been completed.
- ❑ If you have completed the SSI, Guardianship (if applicable), NOW/COMP Waiver, VR and Financial Planning (including the legal will) ..... Congratulations! You have hit many milestones for your child's future!
- ❑ The Transition Plan Goals and Actions will continue to address the student's independent living skills, vocational skills and community access.
- ❑ Call your NOW/COMP Waiver liaison and let them know that your child will be graduating soon (give them the date). Update the needs assessment if applicable so that funds will be available sooner rather than later upon graduation.
- ❑ Continue to communicate with the VR counselor about future plans, program options and transportation.
- ❑ Assist the student, VR Counselor and teacher to complete a skills resume.
- ❑ The student will also complete the Summary of Performance prior to graduation which will identify final Transition Goals and resources available once the student exits the school system.
- ❑ The student will graduate the semester s/he turns age 22 (unless the IEP team determines otherwise based on mastered IEP goals). Be sure to review the Regular Education Diploma for Students with Significant Cognitive Disabilities Graduation Requirements for any student on the Georgia Alternate Assessment (GAA).

For information about Transition and Transition Resources, please contact:

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