

# High School & Beyond Plan (HSBP)/ IEP Transition Planning Checklists for Educators



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For questions or feedback regarding this resource, please contact [speced@k12.wa.us](mailto:speced@k12.wa.us)

## HSBP/IEP Transition Planning Checklist for Educators: 7-8<sup>th</sup> Grades

### **All Students:**

- ☐ Introduce and discuss postsecondary services with parents and student.
- ☐ Work with student to complete career interest inventory(s).\*
- ☐ Work with student to develop career and education/training goals that support career interests (i.e., two-year or four-year college, technical college, apprenticeship program, certificate program, the workforce or military training).\*
- ☐ Eighth grade students who have not earned at least a Level 3 on Mathematics and/or ELA state assessments must complete a student learning plan before entering 9th grade.
- ☐ Eighth grade students who have not earned at least a Level 3 on the middle school assessment in Mathematics must take a math course in both 9th and 10th grades (this course may include CTE equivalencies in math).\*
- ☐ Student develops four-year course plan that aligns with the student's career and educational goals and individualized Personalized Pathway Requirement (for students in Class of 2019 and beyond) and fulfills state and local graduation requirements. Course plan could extend beyond the four years for students with a projected extended graduation date.\*
- ☐ Students explore dual credit options available in the district and include in their four-year course plan.
- ☐ Beginning in 7th grade, work with students and families to determine eligibility for the College Bound Scholarship. Assist students in completing the application if they qualify prior to the student completing 8th grade.
- ☐ Students learn how to write a resume or activity log.
- ☐ Families are involved with and have access to their student's HSBP.
- ☐ Student, staff, and parents review student's HSBP periodically.\*
- ☐ Student's HSBP plan supports, monitors, and documents communications between student, teachers, school counselors, and family.

### **Students with Disabilities:**

- ☐ All items listed under "All Students".
- ☐ Notify parents that transition services must be incorporated into the IEP that is in effect when the student turns 16, or younger if the IEP team determines it is appropriate.
- ☐ Student learns about why creating an HSBP and an IEP are important and play an active role in the development of both plans.\*
- ☐ Goals of the student's IEP support goals in the student's HSBP are related to each other.
- ☐ The statement of transition services needs should relate directly to the student's anticipated post-school outcomes and show how he plan is linked to the outcomes.
- ☐ Annual measurable goal should be related to an identifiable post-school outcome for students needing specially designed instruction, which may include community experiences, development of post-school living skills, and acquisition of daily living skills.
- ☐ Initiate discussion with the family and student regarding the graduation plan for the student (e.g., standard credit format, standard credit format with IEP team determined substitutions, extended time, and/or other).
- ☐ If the IEP team has determined that transition planning is appropriate for this student, the education/training, career, and independent living skill (if appropriate) goals of the HSBP and the IEP support each other. If the IEP includes transition, IEP goals support postsecondary goals.
- ☐ In addition to a career interest inventory, other age appropriate transition assessments are given to the student in order to develop an appropriate HSBP and IEP.
- ☐ Involve students and families in the development of and ensure access to their student's IEP & HSBP. Student, staff, and parents review student's HSBP and IEP at least annually, and more often, as appropriate.†
- ☐ Consider need for assistive technology and/or augmentative communication system(s).†
- ☐ Include individuals in the student's HSBP and IEP planning (as appropriate): the student, parents/families, general education teachers, special education teachers and related service providers, administrators, school counselors, community, or adult agency representative (e.g., mental health, DVR, DSB, DDA) student's mentor/advisory teacher, probation officer, higher education disability service providers, etc.†

## HSBP/IEP Transition Planning Checklist for Educators: 9-10<sup>th</sup> Grades

### **All Students:**

- ☐ At least annually, update the student's four-year course-taking plan, ensuring that it fulfills state and local graduation requirements, considers dual credit options, and aligns with the student's career and educational goals and individualized Personalized Pathway Requirement (for students in Class of 2019 and beyond). Course plan may extend beyond the four years for students with a projected extended graduation date.\*
- ☐ Match career interests and skills with Career and Technical Education (CTE) course work and community work experiences. Students' preparation, including coursework, in high school supports their postsecondary and career goals.
- ☐ Student explores different types of careers that match their needs, interests, preferences, skills, and strengths.
- ☐ Participate in work-based learning opportunity (e.g., job shadow, internship) to develop self-advocacy and other employability skills.
- ☐ Work with student to gather more information on postsecondary programs and the support services they can provide.
- ☐ Work with student to gather more information on postsecondary scholarships and financial aid options.
- ☐ Student participates in postsecondary program experience (e.g., site visit, virtual tour, and meet with representative).
- ☐ Make plans to ensure student will have access to identified accommodations to take college or any other postsecondary training entrance or placement exams.
- ☐ Inform students of the importance of gathering employment-related documents, such as social security card and birth certificate.
- ☐ Consider summer employment or volunteer experience(s) for the student.
- ☐ Support and model appropriate interpersonal communication and social skills for different settings (e.g., employment, recreation, with peers, etc.).
- ☐ Encourage students to learn about self-sufficiency (budgeting, shopping, cooking, housekeeping).

### **Students with Disabilities:**

- ☐ All items listed under "All Students".
- ☐ Apply for a Washington State driver's license, or other form of identification (e.g., Washington State ID Card) (age 15-16).
- ☐ School staff has conversations with students/provides educational services about self-advocacy, including the importance of it especially after high school. Include self-advocacy and self-determination goals in the IEP, as appropriate.
- ☐ Explore recreation/community leisure activities, as appropriate.
- ☐ Determine graduation date.
- ☐ Identify community support services and programs (e.g., Division of Vocational Rehabilitation, county services, centers for independent living, etc.).
- ☐ Explore legal status regarding decision-making prior to age of majority (wills, guardianship, special needs trusts, etc.).
- ☐ Determine the need for financial support (e.g., SSI, state financial supplemental programs, Medicaid, Medicare, etc.).
- ☐ Identify needed personal assistance or enabling supports, and if appropriate, learn to direct and manage these services.
- ☐ Identify student's health care providers as appropriate.
- ☐ Teach and promote Independent living skills (self-sufficiency) (budgeting, shopping, cooking, housekeeping).
- ☐ School staff teach students about the importance of and skills related to self-determination and self-advocacy including how critical having these skills are after high-school.

## HSBP/IEP Transition Planning Checklist for Educators: 11-12<sup>th</sup> Grades

### **All Students:**

- ☐ For students who have not met standard on a state assessment by end of 11th grade, interventions, academic supports, and courses that enable student to meet the high school graduation requirements must be a part of the HSBP.\*
- ☐ At least annually, update the student's four-year course-taking plan, ensuring it fulfills state and local graduation requirements, considers dual credit options, and aligns with the student's career and educational goals and individualized Personalized Pathway Requirement (for students class of 2019 and beyond). Course plan may extend beyond four years for students with a projected extended graduation date.\*
- ☐ Planning contains documentation that student has submitted at least one college application or alternative application (e.g., DVR, Job Corps) listed as a HSBP milestone.
- ☐ Student understands financial literacy, specifically the financial impact of postsecondary education/training.
- ☐ Apply for financial support programs (Supplemental Security Income, vocational rehabilitation, personal assistant services, etc.).
- ☐ Apply for postsecondary scholarships and financial aid options.
- ☐ Identify the postsecondary school plan and arrange for accommodations.
- ☐ Obtain driver's training and license and/or assess transportation options.
- ☐ Specify desired job and obtain paid employment with supports as needed.
- ☐ Investigate Social Security Disability Income (SSDI), Social Security Income (SSI), Medicaid, etc.
- ☐ Consider and seek guardianship or emancipation.
- ☐ Investigate and apply for postsecondary opportunities (educational training, college, military, etc.).
- ☐ Assume responsibility for health care need (e.g., making appointments, filling and taking prescriptions, etc.); Review health insurance coverage.
- ☐ Register to vote.
- ☐ Resume or Activity Log by end of 12th grade that provides a written compilation of student's education, work experience, and community service, and how the school district has recognized the community service, any CTE Certificates, or other awards.

### **Students with Disabilities:**

- ☐ All items listed under "All Students".
- ☐ Apply for a Washington State driver's license, or other form of identification (e.g., Washington State ID Card).
- ☐ District provides Summary of Performance for a student graduating or exiting special education that includes a summary of the student's academic achievement and functional performance, with recommendations on how to assist the student in meeting his/her postsecondary goals (WAC 392-172A-03030) necessary to assist the student in the transition from high school to higher education, training, and/or employment, and to help establish a student's eligibility for reasonable accommodations and supports in postsecondary settings.
- ☐ Invite adult services providers, peers, and others to the IEP transition planning meetings. Involve DVR, as appropriate within two years of school exit, or earlier as appropriate.
- ☐ If eligible, support student's enrollment and participation in DVR-sponsored pre-employment services.
- ☐ Assist student to open checking account (age 18).
- ☐ If eligibility is suspected, refer student to application process for SSI benefits (age 18).
- ☐ If eligible, student enrolls in Medicaid (age 18).
- ☐ Determine the need for an educational representative per WAC 392-172A-05135.
- ☐ Encourage family to:
  - ☐ Consider decision-making alternatives to guardianship.
  - ☐ Request long-term employment supports from DDA (age 20-21).
  - ☐ Apply for short-term employment services from DVR (or, if available, from county DD program) (age 20-21).
- ☐ Consider postsecondary specialized transportation/mobility strategies/options such as:
  - ☐ Independent travel skills training and/or need for travel attendant
  - ☐ Public or paratransit transportation.