



Guidelines for Aligning High School & Beyond Plans (HSBP) and IEP Transition Plans

APPENDIX H: TRANSITION-PLANNING CHECKLIST FOR STUDENTS



My HSBP/IEP Transition Planning Checklist for 7th & 8th Grades

<input type="checkbox"/>	My teachers have discussed postsecondary & transition services with me & my family.
<input type="checkbox"/>	School staff told my parents and me that transition services will be part of the IEP that is in effect when I turn 16 (or younger if the IEP team determines it is appropriate).
<input type="checkbox"/>	School staff have taught me why creating an HSBP and IEP are important.
<input type="checkbox"/>	I am an active member in the development of my HSBP and IEP.
<input type="checkbox"/>	I have taken a career interest inventory before my HSBP and IEP meeting.
<input type="checkbox"/>	If my HSBP and IEP team and I have determined I need transition services included in my IEP while I am in middle school (before I turn 16), I have completed other transition assessments in addition to my career interest inventory.
<input type="checkbox"/>	I have worked with my teachers/counselors to complete interest & career inventories, identify my career interests & skills, and identify additional education or training requirements I need to meet.
<input type="checkbox"/>	I have worked with my teachers and/or counselors to develop career and education/training goals informed by skills and career interest inventory assessment(s), and my independent living and/or personal goals, as appropriate in the HSBP.
<input type="checkbox"/>	I have worked with my teachers and/or counselors to develop my HSBP including my four-year course plan that fulfills state and local graduation requirements and aligns with my career goals, educational goals, and individualized Personalized Pathway Requirement. I understand the course plan might extend beyond the four years, depending on my projected extended graduation date.
<input type="checkbox"/>	I have worked with my teachers/counselors to explore dual credit courses available in my district. This may include Advanced Placement (AP), Cambridge International, International Baccalaureate (IB), College in the High School, CTE Dual Credit (formerly Tech Prep), & Running Start.
<input type="checkbox"/>	Starting in 7th grade, and before I complete 8th grade, I have worked with my teachers and/or counselors to determine if I qualify to sign-up for the College Bound Scholarship. If I qualify, I completed my application.
<input type="checkbox"/>	My IEP goals in support or are related to the goals in my HSBP.
<input type="checkbox"/>	My family and I are involved with and have access to my HSBP and IEP.
<input type="checkbox"/>	I review my HSBP and IEP with my parents and teachers/counselors every semester (or at least annually).
<input type="checkbox"/>	My HSBP plan supports, monitors, and documents communications between me, my teachers, my counselors, and my family.
<input type="checkbox"/>	I have included the following individuals in my planning (as appropriate): myself, my parents/family, my general education and special education teachers, administrators, my counselors, Division of Vocational Rehabilitation/Department of Services for the Blind/Developmental Disabilities Administration, my mentor, and/or higher education disability service providers.

My HSBP/IEP Transition Planning Checklist for 9th & 10th Grades

<input type="checkbox"/>	I have identified community support services and programs (Division of Vocational Rehabilitation, county services, centers for independent living, etc.) that can help me when I finish school.
<input type="checkbox"/>	I review my HSBP and IEP with my parents and teachers/counselors every semester (or at least annually).
<input type="checkbox"/>	I have invited adult service providers, peers, and others to IEP transition planning meetings. I have involved Division of Vocational Rehabilitation agency representatives, as appropriate, two years before leaving school.
<input type="checkbox"/>	I am involved in recreation/community leisure activities.
<input type="checkbox"/>	I have worked with my teachers and/or counselors to match career interests and skills with Career and Technical Education (CTE) coursework, dual credit options, and community work experiences. My preparation, in high school, including coursework, matches my postsecondary and career goals.
<input type="checkbox"/>	I have investigated scholarships and financial aid to support my postsecondary and career goals.
<input type="checkbox"/>	I have worked with my teachers and/or counselors to update my HSBP, including my four-year course plan that fulfills state and local graduation requirements and aligns with my career goals, educational goals, and individualized Personalized Pathway Requirement. I understand that the course plan could extend beyond the four years, depending on my projected extended graduation date.
<input type="checkbox"/>	I have completed age-appropriate transition assessments in preparation for my IEP meeting.
<input type="checkbox"/>	I have explored different types of careers that match my needs, interests, preferences, skills, and strengths.
<input type="checkbox"/>	My teachers and/or counselors have had conversations with me about self-advocacy, including the importance of it especially after high school.
<input type="checkbox"/>	I have participated in work-based learning opportunities (e.g., job shadow, internships, etc.) to develop self-advocacy and other employability skills.
<input type="checkbox"/>	I have worked with my teachers and/or counselors to gather more information on postsecondary programs and the support services offered.
<input type="checkbox"/>	I have participated in at least one postsecondary program experience (e.g., site visit, virtual tour, met with representative).
<input type="checkbox"/>	I have arranged for accommodations to take college or postsecondary training entrance exams.
<input type="checkbox"/>	I have organized important documents that are work related (social security card, birth certificate, etc.).

My HSBP/IEP Transition Planning Checklist for 9th & 10th Grades

<input type="checkbox"/>	I have identified my health care providers.
<input type="checkbox"/>	I have talked with my teachers/and or counselors and parents about summer employment or volunteer work.
<input type="checkbox"/>	I have talked with my parents and my teachers/and or counselors about the need for financial support (SSI, state financial supplemental programs, Medicaid, Medicare, etc.).
<input type="checkbox"/>	My teachers/and or counselors talked with me about appropriate interpersonal communication and social skills for different settings (employment, recreation, with peers, etc.).
<input type="checkbox"/>	My teachers/and or counselors have talked with me and my parents about my legal status regarding decision making prior to age of majority (wills, guardianship, special needs trusts, etc.).
<input type="checkbox"/>	My teachers/and or counselors have talked with me and my parents about the importance of independent living skills (budgeting, shopping, cooking, housekeeping, etc.).
<input type="checkbox"/>	I have determined whether I need personal assistance or other enabling supports, and if so, I have learned to direct and manage these services.

My HSBP/IEP Transition Planning Checklist for 11th & 12th Grades

<input type="checkbox"/>	My teachers/and or counselors have worked with me to ensure that I have interventions, academic supports, and courses that enable me to meet the high school graduation requirements if I have not met standard on a state assessment by the end of 11 th grade (must be a part of this plan).
<input type="checkbox"/>	I have worked with my teachers and/or counselors to update my HSBP, including my four-year course plan that fulfills state and local graduation requirements, includes appropriate dual credit options, and aligns with my career goals, educational goals, and individualized Personalized Pathway Requirement. I understand that the course plan could extend beyond the four years, depending on my projected extended graduation date.
<input type="checkbox"/>	I review my HSBP and IEP with my parents and teachers and/or counselors every semester (or at least annually).
<input type="checkbox"/>	I have submitted at least one college application or alternative application (e.g., DVR, Job Corps) listed as a milestone for HSBP.
<input type="checkbox"/>	My teachers/counselors have taught me about financial literacy, specifically the financial aspects of postsecondary education/training.
<input type="checkbox"/>	My teachers/counselors have worked with me to ensure that I have interventions, academic supports, and courses that enable me to meet the high school graduation requirements if I have not met standard on a state assessment by the end of 11 th grade (must be a part of this plan).
<input type="checkbox"/>	My teachers/counselors have worked with me and my parents to investigate SSDI/SSI/Medicaid programs.
<input type="checkbox"/>	I have applied for financial support programs (Supplemental Security Income, vocational rehabilitation, personal assistant services, etc.).
<input type="checkbox"/>	I have identified my postsecondary education options and have investigated accommodations I will need. By 12th grade, I have identified places for my postsecondary education, and have contacted the Disability Services Office at each to determine what I need to do to obtain accommodations.
<input type="checkbox"/>	I have investigated and applied for postsecondary opportunities such as further training, college, military, etc.
<input type="checkbox"/>	I have applied for scholarships and financial aid that will help support my postsecondary plan.
<input type="checkbox"/>	I have a plan for my transportation after high school (driver's license, bus pass, travel attendant, etc.).
<input type="checkbox"/>	I have identified my desired job and have found paid employment (with supports if needed).
<input type="checkbox"/>	My teachers/and or counselors have worked with me and my parents to explain guardianship and emancipation issues.
<input type="checkbox"/>	I have registered to vote.

My HSBP/IEP Transition Planning Checklist for 11th & 12th Grades

<input type="checkbox"/>	I have taken responsibility for my own health care needs (making appointments, filling and taking prescriptions, etc.).
<input type="checkbox"/>	I have reviewed my health care coverage.
<input type="checkbox"/>	I have developed my resume or activity log that provides a written compilation of my education, work experience, community service and how the school district has recognized my community service and any CTE Certificates or other awards.
<input type="checkbox"/>	I have worked with my teachers/counselors to develop my Summary of Performance that includes a summary of my academic achievement and functional performance. This includes recommendations on how to assist me in meeting my postsecondary goals, which are necessary to assist me in the transition from high school to higher education, training, and/or employment, and to help establish my eligibility for reasonable accommodations and supports in postsecondary settings.

