Secondary Transition – planning checklist

by: Northern Lights Special Education Cooperative and the Interagency Coordinating Council of Duluth

Student Name:

School Name:

Northern Lights Special Education Cooperative

Quality education through cooperation and partnership

16 East Hwy 61
Esko, MN 55733
P.O. Box 40

p: 218-655-5018
f: 218-451-4511
nlsec.org

ISD 709 Duluth Public Schools

Interagency Coordinating Council of Duluth (ICCOD)

Collaborates to ensure coordinated services for individuals with disabilities, birth to 22 years, and their families

709 Portia Johnson Drive
Duluth, MN 55811

p: 218-336-8740
f: 218-336-8773
isd709.org

Secondary Transition

Introduction

The Secondary Transition planning process should take into account all of the necessary components that will help facilitate the student's transition to adulthood. Most importantly to consider and remember, is that the student's skills and interests will determine which items on this checklist are relevant and whether these items should be addressed in the IEP.

Transition is unique to each individual student and based on where they and/or their family see's them in adulthood. It is also an important time to identify and build adult supports based on the students individual needs.

Use this checklist as a discussion in preparing for life after high school.
Bring it to the student's IEP meetings to talk about progress and how best to plan for the future. The checklist is meant to be individualized and not all of the items listed may pertain to the student or need to be addressed. NLSEC and ICCOD see this as an evolving document, requiring continual refinement as we learn more about what all youth need to achieve positive school and postschool results. Lastly, this completed checklist, enables the team to keep track of services and transition activities the student has completed along with demonstrates evidence of interagency support. This is a companion to the Secondary Transition Resource Booklet.

***Please note that you will see duplicate activities under each grade level. This is to help you consider these activities or the progression of those activities each year. Also note that you can certainly consider activities across grade levels, in particular, financial planning, special needs care, etc.*

Introduction: Secondary Transition Planning for High School Students and Families

The purpose of special education is to prepare children to lead "productive and independent adult lives to the maximum extent possible." ~ IDEA 2004(c)(5)(A)

Begin with the end in mind. This idea is at the heart of assisting students in planning for their future. Starting in 9th grade, a student's IEP sets the course for planning for the future. The IEP changes to include long range planning to meet the goals (employment, post-secondary education and training, and independent living) established by the student and family. This process is called "transition planning" which also continues to focus on educational and functional needs.

In order to determine the student's future transitional needs, the team (parent, student, administrator, case manager, general education teacher, other service providers,...) will gather data from age-appropriate transition assessments which need to focus on the students needs, strengths, interests, and preferences.

Measurable Postsecondary Goals- These are goal statements describing what the student would like to do *after* high school. These goals are what drive the student's entire IEP. Below are the 3 domains with examples for each:

> **Employment**- Paid (competitive, supported, sheltered), unpaid, military, etc.
> **Postsecondary Education**- 4 year, 2 year college, technical training, vocational training, military, apprenticeships, on the job training (OJT), Job Corps, independent living skills training, adult day training program, etc.
> **Independent Living (community participation, recreation & leisure, home living)**- Adult daily living, money management, personal care, communication, transportation, safety, interpersonal skills, self advocacy, etc. *(This is the only area in which a postsecondary goal is not required for the student, unless the team determines it is appropriate and needed).*

Courses of Study: The purpose is to provide the student with opportunities and experiences that will give them the knowledge and skills they will need in order to achieve their postsecondary goals. These can include specific classes, career/technical classes, advanced placement, PSEO, work-based learning, and/or instruction in daily living and community participation. *The team has the authority to substitute/modify district/state credit requirements in order to fulfill students measurable postsecondary goals.*

Transition Services: Outlines what will be done to help students reach their measurable postsecondary goals. This can include activities and instruction such as building skills for independent living, employment, recreation and leisure and home living. Many outside agencies, such as county services, Vocational Rehabilitation Services (VRS), etc can assist in implementing activities along with the school.

Anticipated Graduation Date: should be considered during each annual IEP meeting. The team should think about what it will look like when the student is ready to graduate? What outside agencies will need to be integrated? What skills, opportunities and experiences do they need to demonstrate or participate in prior to graduating? The team should discuss whether the student will be graduating:

- with their same age peers -meaning the student is expected to meet all state standards for graduation with special education support (accommodations and/or modifications).
- by meeting certain IEP goals/objectives-meaning the student may or may not have met the minimum requirements for graduation in their district, but have ongoing transition needs identified in their IEP's, by the IEP team, and based on assessment data. Students are able to access 18-22 services in their school districts if there is continued documented needs. However, the decision may change over time depending on the student's needs, future plans and readiness to exit their programming.

All of these components are covered in NLSEC's Secondary Transition IEP Agenda.

Prior to Age 14

	Discussed	Action Plan	Date Completed	Notes
General:	✓			
Provide parents and students with Secondary Transition Resource Booklet in preparation for high school and changes to IEP.				
Prepare students for participating in their IEP's for high school by using the "Tool for Developing A Vision" form.				
If appropriate, call your county and request a case manager as well as a MN CHOICES Assessment.				
Ensure 2 age appropriate transition assessments are included in special education evaluation(s)/re-evaluation(s).				
Investigate assistive technology tools that can increase community involvement and employment opportunities.				
Student Preparation:				
Understand relationship of school to work.				
Understand interests, preferences, and aptitudes.				
Understand work, education, independent living, and community options.				
Determine a general courses of study for high school.				
Identify needed accommodations and supports for high school.				
Specify transition services needed to reach desired postsecondary goals.				
Develop and implement strategies to increase responsibilities and independence at home.				
Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).				
Additional considerations (if any):				

(Highlights in blue are hyperlinks available on the website file. **www.nlsec.org**)

Secondary Transition

Age 14 & 15

	Discussed	Action Plan	Date Completed	Notes
General:	✓			
Increase student and family engagement/input in IEP. (Send/complete forms ahead of IEP meeting.)				
Student understands and can communicate his/her disability, learning style and necessary accommodations/modifications in order to be a successful learner and worker. (Self-Advocacy)				
Learn and practice informed decision-making skills.				
Investigate assistive technology tools that can increase community involvement and employment opportunities.				
Review and revise student's measurable post-secondary goals (employment, post-secondary education/training, independent living).				
Ensure courses of study are aligned with students measureable postsecondary goals.				
List appropriate transitional services/activities.				
As appropriate, include outside service providers in the IEP, such as county SW's, VRS, etc (ask parents if they would like to include others at the IEP meeting).				
If appropriate, attain a county case manager.				
Understand what secondary transition is and how the focus will change in high school.				
Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).				
Home Living:				
Discuss current home-based support services.				
Increase instruction with independent living skills.				
Increase student's understanding of personal health/medication issues.				
Develop and implement strategies to increase responsibilities and independence at home.				
Post-Secondary Education:				
Begin career exploration activities.				
Talk about post-secondary options and requirements.				

Age 14 & 15 –continued

	Discussed	Action Plan	Date Completed	Notes
Jobs & Job Training:	✓			
Include work-based learning coordinator at meeting.				
Identify pre-employment skills needs.				
Determine availability of work-related documentation (SS card, birth certificate, work permit).				
Begin career investigation activities.				
Community Participation:				
Consider volunteer activities within the school & community.				
Increase knowledge of services available in the community.				
Develop transportation and mobility strategies.				
Increase community experiences.				
Broaden the child's experiences with community activities and help him or her form friendships.				
Recreation & Leisure:				
Discuss current activities.				
Explore activity options (with peers, extra curriculuar, community offerings, etc).				
Medical & Health Related:				
Understands health conditions and medications.				
Needs guidance and instruction in human sexuality and healthy relationships.				
Discuss possible health care providers.				
Additional considerations (if any):				

(Highlights in blue are hyperlinks available on the website file. **www.nlsec.org**)

Age 16

	Discussed	Action Plan	Date Completed	Notes
General:	✓			
Increase **student** and **family engagement/input** in IEP. (Send/complete forms ahead of IEP meeting.)				
As appropriate, include outside service providers in the IEP, such as county SW's, VRS, etc (ask parents if they would like to include others at the IEP meeting).				
If the family does not have a county social worker and it is appropriate, apply for services.				
Review and revise long-range goals in 5 transition areas.				
Review and clarify graduation date expectations.				
Discuss at the IEP Meeting the transfer of parental rights–provide **Supported Decision Making Pamphlet.**				
Complete the **SDM Stoplights: Identifying Alternatives to Guardianship** form.				
Increase disability awareness and self-advocacy skills.				
Investigate assistive technology tools that can increase community involvement and employment opportunities.				
Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).				
Home Living:				
Review current support services at home and possible future living situations. **county can support.*				
Determine school course work to meet home living needs.				
Identify and begin learning skills necessary for independent living (budgeting, cooking, shopping, housecleaning, etc).				
Post-Secondary Education:				
Continue to research and identify post-secondary education/training options.				
Discuss taking college entrance exams.				
Discuss graduation date and possible services beyond 18.				
Attempt to align class schedule to future career goals.				

Secondary Transition

Age 16 –continued

	Discussed ✓	Action Plan	Date Completed	Notes
Jobs & Jobs Training:				
If appropriate, participate in the WBL program.				
Arrange for student connection with Vocational Rehabilitation Services VRS. Advocate for parents to complete application packet. If appropriate, invite VRS to annual IEP Meeting.				
Identify pre-employment skill needs.				
Acquire an identification card and the ability to communicate personal information.				
Discuss application for SSI, medical assistance and/or incoming support.				
Begin career investigation activities.				
Begin practicing job applications and resume, update as needed.				
Community Participation:				
Pursue volunteer activities within the school/community.				
Increase knowledge of services available in the community.				
Consider enrollment in driver's training course or applying for a state ID card.				
Develop transportation/mobility strategies.				
If necessary, continue community experiences.				
Broaden the child's experiences with community activities and help him or her form friendships.				
Recreation & Leisure:				
Consider connection with the Center for Independent Living.				
Explore and pursue activity options (peer mentorship, school extra-curricular, community offerings, etc).				
Medical & Health-Related:				
Understands health conditions and can describe them.				
Needs guidance/instruction in human sexuality and healthy relationships.				
Understands and can manage/administer medications.				
Discuss possible health care providers.				
Identify needed personal assistance or enabling supports, and if appropriate, learn to direct and manage these services.				
Additional considerations (if any):		(Highlights in blue are hyperlinks available on the website file. **www.nlsec.org**)		

Age 17

	Discussed ✓	Action Plan	Date Completed	Notes
General:				
Increase student and family engagement/input in IEP. (Send/complete forms ahead of IEP meeting.)				
As appropriate, include outside service providers in the IEP, such as county SW's, VRS, etc (ask parents if they would like to include others at the IEP meeting).				
Review and revise long-range goals in 5 transition areas.				
Review and clarify graduation date expectations.				
Increase disability awareness and self-advocacy skills.				
Inform of alternatives to guardianship (health care directives, supported decision making). Who can support your child in making decisions? Investigate guardianship if appropriate at: arcminnesota.org/resource/arc-guide-to-guardianship/				
Discuss at the IEP Meeting the transfer of parental rights–provide Supported Decision Making Pamphlet.				
Complete the SDM Stoplights: Identifying Alternatives to Guardianship form.				
Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, peers, etc).				
Investigate assistive technology tools that can increase community involvement and employment opportunities.				
Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).				
Home Living:				
Review current support services at home and possible future living situations.				
Start to consider and process adult living situation for student and skills needed.				
Determine school course work to meet home living needs.				
Continue to develop and implement strategies to increase responsibilities and independence at home.				
Post-Secondary Education:				
If appropriate, apply for post-secondary education programs. This can also include post secondary programs for students with intellectual disabilities, such as Minnesota Independence College & Community, Bethel, etc.				
If appropriate, take college entrance exams.				
If appropriate, discuss programming options for 18-22 programming.				
If appropriate, participate in a transition/life skills, independent living class to increase skills.				

Age 17–*continued*

	Discussed	Action Plan	Date Completed	Notes
Post-Secondary Education (continued):	✓			
Consider having counselor review class credit status.				
Attempt to match class schedule to future career goals.				
Accommodations should be similar to what is offered at a post secondary program. Modifications are likely not available at a post secondary level.				
Jobs & Job Training:				
If appropriate, participate in WBL program.				
Apply for VRS.				
Determine course work to meet employment skills needs.				
Increase career investigation activities.				
For more self-directed students, consider applying for a paid work experience with Yes Duluth (Duluth citizens) or NEMOJT (greater North East communities).				
Community Participation:				
Pursue volunteer activities within school/community.				
Increase knowledge of services available within the community.				
Consider enrollment in driver's training course or applying for a state ID card.				
Develop transportation/mobility strategies.				
Broaden the child's experiences with community activities and help him or her form friendships.				
Medical & Health-Related:				
Discuss what happens with your medical/health rights when turning 18.				
Complete Sample Transition Readiness Assessment for Youth to determine healthcare needs.				
Needs guidance/instruction in human sexuality and healthy relationships.				
Understands and can manage/administer medications.				
Discuss possible health care providers.				
Discuss health insurance changes and needs.				
If appropriate, reach out to Social Security to apply for benefits or re-determine eligibility for adulthood. ***18th birthday or after.* Provide information for Disability Hub.				
Identify needed personal assistance or enabling supports, and if appropriate, learn to direct and manage these services.				
Additional considerations (if any):				

(Highlights in blue are hyperlinks available on the website file. **www.nlsec.org**)

Age 18

	Discussed	Action Plan	Date Completed	Notes
General:	✓			
Increase **student** and **family engagement/input** in IEP. (Send/complete forms ahead of IEP meeting.)				
As appropriate, include outside service providers in the IEP, such as county SW's, VRS, etc (ask parents if they would like to include others at the IEP meeting).				
Discuss at the IEP Meeting the transfer of parental rights– provide **Supported Decision Making Pamphlet.**				
Investigate assistive technology tools that can increase community involvement and employment opportunities.				
Complete the **SDM Stoplights: Identifying Alternatives to Guardianship** form.				
Affirm plans for legal/self-advocacy.				
Affirm plans for recreation/leisure.				
Affirm plans for financial/income.				
Affirm plans for transportation.				
Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).				
Home Living:				
Review current support services at home and possible future living situations.				
Research **adult living** situation. Can arrange tours with county, if appropriate.				
Determine remaining needs in home living skills.				
Post-Secondary Education:				
Affirm plans for post-secondary education/training.				
If appropriate, apply for post-secondary education programs.				
If appropriate, take college entrance exams.				
If applicable, contact college disability coordinator.				
If appropriate, participate in a transition/life skills, independent living class to increase skills.				
Review credit status.				
Jobs & Job Training:				
If **appropriate**, participate in **WBL** Program.				
If appropriate and not completed, apply for **VRS**.				
Determine coursework to meet post school employment goals.				
Explore **apprenticeship** programs.				
Develop employment resume/portfolio.				

Age 18 –*continued*

	Discussed	Action Plan	Date Completed	Notes
Jobs & Job Training (continued):	✓			
Increase career investigation activities. For more self-directed students, consider applying for a paid work experience with Yes Duluth (Duluth citizens) or NEMOJT (greater North East communities)				
Community Participation:				
Increase knowledge of services available within the community.				
Register to vote.				
Register for the Selective Service.				
Consider enrollment in driver's training course or applying for a state ID card.				
Develop transportation/mobility strategies.				
Broaden the child's experiences with community activities and help him or her form friendships.				
Recreation & Leisure:				
Consider connection with Center for Independent Living.				
Explore or pursue activity options (peer mentorship, school extra-curriculuar, community offerings, etc.).				
Explore day programming and waiting lists with social worker.				
Medical & Health-Related:				
Discuss what happens with your medical/health rights when turning 18.				
Complete Sample Transition Readiness Assessment for Youth to determine healthcare needs.				
Needs guidance/instruction in human sexuality and healthy relationships.				
Understands and can manage/administer medications.				
Discuss possible health care providers.				
Discuss health insurance changes and needs.				
If appropriate, reach out to Social Security to apply for benefits or re-determine eligibility for adulthood. ***18th birthday or after.* Provide information for Disability Hub.				
Affirm plans for medical/health.				
Affirm plans for counseling.				
Identify needed personal assistance or enabling supports, and if appropriate, learn to direct and manage these services.				
Additional considerations (if any):				

(Highlights in blue are hyperlinks available on the website file. **www.nlsec.org**)

Ages 18- 22

Students who have not met their IEP/IIIP goals by the time of their same age peer's graduation date are eligible to continue their education until those goals are met or the year they turn 22 years old. Typically, services from ages 18-22 are community/transition based rather than academically focused. Students no longer engage in high school coursework, but concentrate on attaining the skills, knowledge, and connections related to employment and independent living along with collaborating with outside agencies. Each school has the ability to design an individualized transition program for students based on the needs documented in the evaluation/IEP. The team determines what is appropriate and necessary to assist the student in reaching their postschool goals. Please make sure to reach out to your case manager to determine the appropriateness of such programming for your child.

The items listed below is not exhaustive and may not apply for all students in such programming.

	Discussed	Action Plan	Date Completed	Notes
General:	✓			
Remember to include outside agencies to IEP meetings during this specialized programming.				
If not already connected, apply for **VRS.** VRS works in unison with any 18-22 year old transition programs.				
Explore further post-secondary educational options if interested .				
Apply for **housing.**				
If not already connected, apply for **county services** to request a **MnChoices Assessment** if you have not yet done so.				
Explore continuing education options.				
Confirm day programming option.				
Confirm employment provider.				
Continue to support and/or increase community participation.				
Explore recreational/leisure activities the student can participate in currently and as an adult.				
Consider completing a vault account through **Disability Hub MN** to organize transitional documents and supports.				
Discuss current programming for student, emphasizing programming to support the movement towards more independence in the areas of employment, post-secondary education/training and independent living. -Is the student participating in transitional/life skills courses that increase skills for adulthood? -Is the student participating in work experience opportunities if appropriate? -Is the student participating in the community or partnering with community supports/agencies (if appropriate) in order to transition successfully?				
Other:				
Consider **ABLE account** and trusts				
Consider **Minnesota Supplemental Aid (MSA)** cash assistance to pay for basic needs.				
Consider **MSA Housing Assistance** to provide help for housing costs				
Consider if appropriate, **Medical Assistance.**				
Consider a **Special Needs Plan** for the future. **Planning Tips**				
Consider a **Care Guide**				
Consider **special needs financial planning**				
Additional considerations (if any):				

(Highlights in blue are hyperlinks available on the website file. **www.nlsec.org)**