



St. Croix River Education District Transition IEP Checklist

*A planning guide to help prepare
students for life after high school.*

Student: _____

School: _____

The purpose of this portfolio folder is to assist the Individual Education Plan (IEP) team with the transition process. It incorporates both educational and interagency service considerations. The portfolio is organized by age categories. Whenever appropriate, items not addressed at one age can be introduced later. The checklist for each age is not exhaustive; likewise, not all items will pertain to all students. The team should use more detailed interviews and review student progress records to help determine IEP goals and services. This portfolio is best used as an agenda and record keeping tool for transition services.

The individual student should be included in the planning process to prepare for life after high school. The portfolio serves as a planning tool maintained by both the IEP manager and the student. In addition, progress data is kept with the annual IEP record for each school year that the student is eligible for Special Education service

Prior to Age 14 Transition Evaluation

Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Provide parents and student with information about a Transition IEP and Interagency Transitional Services.					
Plan a Transition Evaluation.					

Age 14 (Grade 8)

Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
General: The student understands their disability and is aware of their special needs.					
The student participates in the IEP meeting.					
The team begins to identify their future goals in each of the 5 transition areas.					
List the courses of study the student will take during the upcoming year. Discuss Minnesota Grad Test accommodations.					
Include the Social Worker assigned if the student has an active plan with the Dept. of Human Services.					
Attain a release of information to allow interagency communication with school services.					
Home Living: Discuss home-based support services from agencies or given by the family.					
Discuss future home living goals. Identify possible resources for services.					
Increase participation and instruction with independent living skills typical of home routines at age 14.					
Increase student's understanding of personal health/medication issues.					
Increase student's understanding of safety routines in the home.					

Age 14 (Grade 8)

Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Post Secondary Education: Begin talking about high school course requirements and graduation requirements.					
Begin talking about career interests and the high school courses needed for entry into post secondary study or training.					
Record courses on "Graduation Plan Pages"					
Jobs and Job Training: Begin career investigation activities.					
Gather work related documents. (Social Security Card, Birth Certificate, and Work permits.) Provide parents and student with information on Social Security PASS program and other work incentives for persons with disabilities. Refer parents to their local SSI office or use the web site.					
Community Participation: Consider volunteer activities within the school and community.					
Develop transportation and mobility strategies.					
Increase knowledge of services in the community. (Police, Library, Banks, Hair Care Services, Dentist, etc.)					
Increase community experiences. Stores, restaurants, recreation centers, etc.					
Recreation and Leisure: Discuss current favorite activities. Develop strategies to include peers in preferred leisure time activity.					
Explore and research recreational activities.					

Age 14 (Grade 8)					
Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Related Services and Functional Domain Skills: Understands health conditions and medications.					
Needs guidance and instruction to in daily hygiene and personal care.					
Needs guidance and instruction in social skill development.					
Needs guidance and instruction in communication skills.					
Needs to develop and improve performance in social skills.					
Needs guidance and instruction in human sexuality and/or support for improving relationships with others. Needs to be aware and develop personal safety skills in the community. Consider a referral to Social Services for an assessment for vulnerability status.					
Other:					

Age 15 (Grade 9)

Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
General: The student understands their disability and is aware of special needs. The student requests accommodations.					
The student participates in the IEP meeting. The student understands the IEP process and assists with the meeting agenda.					
The student is able to identify their future goals in each of the 5 transition areas.					
List the courses of study the student will take during the upcoming year. Discuss Minnesota Grad Test accommodations.					
Include the Social Worker assigned if the student has an active plan with the Dept. of Human Services.					

Age 15 (Grade 9)

Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Home Living: Discuss home-based support services from agencies or given by the family.					
Discuss future home living goals. Identify possible resources for services. Begin gathering the applications and required documents for housing and home living services.					
Increase participation and instruction with independent living skills typical of home routines at age 15.					
Increase student's understanding of personal health/medication issues.					
Increase student's understanding of safety routines in the home.					
Post Secondary Education: Register for high school courses that meet the requirements toward graduation and future goals for post secondary training.					
Take a class about career interests and match classes with future career goals.					
Record courses on "Graduation Plan Pages"					
Jobs and Job Training: Complete career investigation activities.					
Gather work related documents. Social Security Card, Birth Certificate Work permits. Provide parents and student with information on Social Security PASS program and other work incentives for persons with disabilities.					
Participate in a class to learn about job applications. Start a work resume.					

Age 15 (Grade 9)					
Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Community Participation: Consider volunteer activities within the school and community.					
Develop transportation and mobility strategies.					
Increase knowledge of services in the community. (Police, Library, Banks, Hair Care Services, Dentist, etc.)					
Increase community experiences. Stores, restaurants, recreation centers, etc.					
Recreation and Leisure: Discuss current favorite activities. Develop strategies to include peers in preferred leisure time activity.					
Explore activity options.					
Consider participation in an extracurricular sport or activity.					
Related Services and Functional Domain Skills: Understands health conditions and medications.					
Needs guidance and instruction in daily hygiene and personal care.					
Needs guidance and instruction in social skill development.					
Needs guidance and instruction to in communication skills.					
Needs to develop and improve performance in social skills.					
Needs guidance and instruction in human sexuality and/or support for improving relationships with others. Needs to be aware and develop personal safety skills in the community. Consider a referral to Social Services for an assessment for vulnerability status.					
Other:					

Age 16 (Grade 10)

Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
General: Increase student participation and self advocacy skills at the IEP meeting.					
Review and clarify long -range future goals in the 5 transition areas.					
Review and clarify graduation date (with diploma). Review expectations and progress toward credit completion in each required area for a diploma.					
Identify and include adult service agency providers in the IEP process. (Human Services, Work Coordinator, Rehab Resources.)					
Complete Transfer of Rights/Responsibilities process by age 17.					
Increase disability awareness and self-advocacy skills.					
Home Living: Review current support services at home and possible future living situations.					
Determine school course work to meet home living needs.					
Review records and complete interview questions for identification of home living special instruction needs or accommodations for course work.					
Post-Secondary Education: Continue to research and identify post-secondary education and training options.					
Discuss taking college entrance exams(ACT, ACCUPLACER)					
Discuss graduation date and possible services beyond age 18 or the senior year.					
Match course choice and class schedule to future career goal.					
Record class schedule on Graduation Plan page. Review progress.					
Attend an information meeting for Post-Secondary Planning (CTIC)					

Age 16 Grade 10)					
Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Jobs and Job Training: Discuss and Identify pre-employment skills. Take a work skills class.					
Research and apply for transition services for jobs training with the appropriate service provider.					
Participate in volunteer work.					
Participate in school services for job skills in a work-based learning class. Have a completed job resume before age 17.					
Research job opportunities for students age 16 in the community. Research skill requirements and application process.					
Determine needs and goal for Job Training. Record goal progress.					
Attend an information meeting for Supplemental Security Income. Discuss application. (CTIC)					
Community Participation: Increase knowledge of services in the community or surrounding communities.					
Consider enrollment in a Driver's Training Course or apply for a Minnesota State Identification card.					
Develop transportation/mobility strategies further.					
Continue community experiences typical for age 16. Use internet for information search. Mnc3.org					
Determine needs and goal for Community Participation. Record goal progress.					
Recreation and Leisure: Review records and complete interview questions for identification of recreation and leisure special instruction needs or accommodations for course work.					

Age 16 (Grade 10)					
Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Research services from the Center for Independent Living, Special Olympics or Courage Center. Research school extra-curricular sports and activities.					
Determine needs and goal for Recreation and Leisure. Record goal progress.					
Related Services and Functional Domain Skills:					
Understands health conditions and medications.					
Needs guidance and instruction in daily hygiene and personal care.					
Needs guidance and instruction in social skill development.					
Needs guidance and instruction to in communication skills.					
Needs to develop and improve performance in social skills.					
Needs guidance and instruction in human sexuality and/or support for improving relationships with others. Needs to be aware and develop personal safety skills in the community. Consider a referral to Social Services for an assessment for vulnerability status.					
Other:					

Age 17 (Grade 11)

Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
General: Increase self-advocacy skills and take an active role at the IEP meeting. If able, the student facilitates the IEP meeting.					
Review and clarify long-range future goals in the 5 transition areas.					
Review and clarify graduation plans and current status for credits toward diploma. Plan for grad test accommodations.					

Age 17 (Grade 11)					
Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Increase disability awareness and self-advocacy skills.					
If appropriate, investigate legal representation (guardian, conservator, wills, and trusts. Attend information meeting on Guardianship (CTIC).					
Include adult services providers at IEP meeting.					
Home Living: Review current support services at home and possible future living situations.					
Research adult living options.					
Determine school course work to meet home living needs.					
Review records and complete interview questions for identification of home living special instruction needs or accommodations for course work.					
Attend an information meeting on Guardianship (CTIC).					
Post-Secondary Education: If appropriate, take college entrance exams. Request accommodations through high school guidance office. Accommodations must be submitted several months in advance.					
If appropriate, apply for post-secondary educational programs.					
Review credits earned for a high school diploma and completion of grad test requirements.					
Match class courses with future goals and record class schedule in the Graduation Plan section.					
Discuss options to continue special education services until age 21.					
If appropriate, research day treatment and habilitation programs. Apply for disability waivers with the Department of Human Services.					
Attend an information meeting on Post-Secondary Planning (CTIC).					

Age 17 (Grade 11)					
Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Jobs and Jobs Training: If appropriate, participate in a work based learning program.					
If appropriate, apply for Division of Rehabilitation Services (RS). Applications are available at area Minnesota Work Force Center offices.					
Review records and complete interview questions for identification of job skill instruction needs or accommodations for work.					
Increase career investigation activities.					
Determine needs and goal for Jobs Training and record progress.					
Attend an information meeting on Supplemental Security Income (CTIC)					
Community Participation:					
Pursue volunteer activities with the school or community.					
Increase knowledge of services (library, government agencies, volunteer organizations, restaurants and stores.)					
Review records and complete interview questions for identification of community participation skill instruction needs or accommodations for participation. (FACES Curriculum Checklist, NEXT Checklist or other accommodations need inventory).					
Determine needs and goal for Community Participation and record progress.					
Recreation and Leisure:					
Review records and complete interview questions for identification of recreation and leisure special instruction needs or accommodations for course work. (FACES Curriculum Checklist or NEXT Checklist)					

Age 17 (Grade 11)					
Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Consider application for services from the Center for Independent Living, Special Olympics or Courage Center. Continue school extra-curricular sports and activities.					
Determine needs and goal for Recreation and Leisure. Record goal progress.					
Related Services and Functional Domain Skills:					
Understands health conditions and medications.					
Needs guidance and instruction in daily hygiene and personal care.					
Needs guidance and instruction in social skill development.					
Needs guidance and instruction to in communication skills.					
Needs to develop and improve performance in social skills.					
Needs guidance and instruction in human sexuality and/or support for improving relationships with others. Needs to be aware and develop personal safety skills in the community. Consider a referral to Social Services for an assessment for vulnerability status.					
Other:					

Age 18 (Grade 12)

Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
General:					
Increase self-advocacy skills and take an active role at the IEP meeting.					
Review and clarify long-range future goals in the 5 transition areas.					
Affirm graduation requirements and graduation ceremony plans.					
Complete exit summary from Special Education Services if leaving school before graduation with a diploma.					

Age 18 (Grade 12)					
Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Increase disability awareness and self-advocacy skills.					
If appropriate, investigate legal representation (guardian, conservator, wills, and trusts. Attend information meeting on Guardianship (CTIC).					
Include adult services providers at IEP meeting.					
Affirm plans for Post Secondary/Continuing Education					
Affirm plans for Employment.					
Affirm plans for Legal/Self-Advocacy.					
Affirm plans for Financial/Income.					
Affirm plans for Medical/Insurance/Health Care plan.					
Affirm plans for Transportation.					
Affirm plans for Recreation/Leisure.					
Home Living:					
Review current support services at home and affirm plans for future living situations after graduation.					
If appropriate, affirm plans for application for Medical Assistance and Housing services (DD waiver, CADI waiver, etc.)					
Determine school course work to meet home living needs.					
Review records and complete interview questions for identification of home living special instruction needs or accommodations for course work.					
Affirm plans for housing if entering a post secondary school or training institution.					
Post-Secondary Education:					
If appropriate, take college entrance exams. Request accommodations through high school guidance office. Accommodations must be submitted several months in advance.					
If appropriate, apply for post-secondary educational programs.					

Age 18 (Grade 12)					
Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Match class courses with future goals and record class schedule in the Graduation Plan section.					
Discuss options to continue special education services until age 21.					
If appropriate, research day treatment and habilitation programs. Apply for disability waivers with the Department of Human Services. Affirm plans for date of entrance to Day Treatment and Habilitation programs (CLAC, PHASE, RISE services.)					
If appropriate, complete risk management evaluation with the Day Treatment adult services providers.					
Jobs and Jobs Training:					
If appropriate, participate in a work based learning program.					
If appropriate, apply for Division of Rehabilitation Services (RS). Applications are available at area Minnesota Work Force Center offices.					
Review records and complete interview questions for identification of job skill instruction needs or accommodations for work.					
Increase career investigation activities.					
Determine needs and goal for Jobs Training and record progress.					
Develop employment resume/portfolio.					
Community Participation:					
Pursue volunteer activities with the school or community.					
Increase knowledge of services (library, government agencies, volunteer organizations, restaurants and stores.)					
Register to vote.					
If appropriate, apply for accommodations to vote.					
Register for Selective Service.					

Age 18 (Grade 12)					
Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
Review records and complete interview questions for identification of community participation skill instruction needs or accommodations for participation.					
Determine needs and goal for Community Participation and record progress.					
Recreation and Leisure: Review records and complete interview questions for identification of recreation and leisure special instruction needs or accommodations for course work.					
Consider application for services from the Center for Independent Living, Special Olympics or Courage Center. Continue school extra-curricular sports and activities.					
Determine needs and goal for Recreation and Leisure. Record goal progress.					
Related Services and Functional Domain Skills: Understands health conditions and medications.					
Needs guidance and instruction in daily hygiene and personal care.					
Needs guidance and instruction in social skill development.					
Needs guidance and instruction to in communication skills.					
Needs to develop and improve performance in social skills.					
Needs guidance and instruction in human sexuality and/or support for improving relationships with others. Needs to be aware and develop personal safety skills in the community. Consider a referral to Social Services for an assessment for vulnerability status.					
Other:					

Ages 19 to 21 (Age Out Date) Grade 12 +

Most students will complete their high school graduation requirements at the completion of Grade 12. Those students who opt to continue Special Education Services and delay getting a diploma may do so if the IEP team determines that the student is in need of Special Education Services. Teams should use the checklist for Age 18 to complete plans for additional years.

Transition Need or Activity Consideration	Addressed √	Acted on √	Goal or Activity Plan Description	Agency Responsible for Service	Date Completed
General: Review and affirm plans for future goals in 5 transition areas.					
Affirm continued special education needs and write goals.					
Affirm special education services and if appropriate, contracted services with adult service providers.					
Continued Home Living Goal:					
Continued Post-Secondary Education Goal:					
Continued Jobs and Job Training Goal:					
Continued Community Participation Goal:					
Continued Recreation and Leisure Goal:					
Continued Related Services:					
Graduation Plan Review:					
If Appropriate, Affirm Contracted Services Plan and Contracts with Special Ed Director.					

Graduation Plan

**Grade 8
Class Schedule
Class Sem 1**

Class Sem 1	Class Sem 2	Class Sem 3	Final Grade/ Credit

**Grade 9
Class Schedule
Class Sem 1**

Class Sem 1	Class Sem 2	Class Sem 3	Final Grade/ Credit

**Grade 10
Class Schedule**

Class Sem 1	Class Sem 2	Class Sem 3	Final Grade/ Credit

**Grade 11
Class Schedule**

Class Sem 1	Class Sem 2	Class Sem 3	Final Grade/ Credit

Record of Grad Test Progress

Reading	Math	Writing	Science	

**Grade 12
Class Schedule
Class Sem 1**

Class Sem 1	Class Sem 2	Class Sem 3	Final Grade/ Credit

**Grade 12
Class Schedule
Class Sem 1**

Class Sem 1	Class Sem 2	Class Sem 3	Final Grade/ Credit

Graduation Ceremony Date: _____

Diploma Awarded on: _____

Work History:

Job Title:	Work Location:	Employer Reference:

Extra Curricular Participation:

Sport or Activity:	Dates of Participation:	Awards: