

Transition Checklist

Beginning in High School

TRANSITION IOWA

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☐	Job/ Career Skills Student participates in a number of activities that build skills for employment	This may be in general education and/ or through IVRS Services, as an IEP goal, or outside of the school day. Work skills may include teamwork, communication, following directions, and how to manage time. Self-advocacy skills and understanding the rules of work are also important.
☐	Assess Community Mobility/ Transportation Student needs and skills required for mobility in the community are assessed	Transportation options are identified. Options outside of family transportation must be considered. Skills that need development may be included as IEP goals or through services provided by IVRS. These skills can include using public transportation, assistance learning pre-driving skills i.e., understanding the drivers ed manual or items that might be on the driver's test.
☐	Assess for Assistive Technology The student's needs for technology are considered in the areas of living, learning, and working.	Needs and skill development plans may be included in the IEP i.e., communication, accessing the curriculum like a Smart pen to help take notes, apps for helping with shopping list, etc.
☐	Health Care The student learns about and practices personal wellness and health care	The student can identify health care providers. The student learns about sexuality and family planning options. The student takes responsibility for health care needs (making appointments, filling, and taking prescriptions, etc.).
☐	Community Supports Student and parents collect information from groups that provide adult programs and services.	Programs and services that meet the students' needs are identified. This may include county services, waiver services, community services, etc.
☐	Apply DHS/ HCBS Services Parents contact County DHS Office to apply for county funding for services and supports.	DHS services may include Home and Community Based (HCBS) Medicaid waiver services, and Medicaid.
☐	Disability Documentation Parents and student will keep updated information about the student's disability.	Information may be in the areas of education, physical or mental health. The student will need proof of disability no older than 3 years to qualify for many adult services. Services might include accommodations for work or school. Social Security, Medicaid and waiver services will also need current information. The school will also provide a Summary of Performance (SOP) prior to the student graduating or exiting services. This documentation should indicate accommodations and supports.

Beginning in High School (continued)

☐	4+ Programming The IEP team will discuss whether programming is appropriate beyond the fourth year of high school.	If the student has unmet needs, the IEP team considers options for meeting those needs on an annual basis and a plan is identified by the IEP team to address those needs.
☐	Apply for IVRS Student applies for Vocational Rehabilitation services (VR)	Student eligibility and VR support are determined. VR helps people to prepare for work and get a job.
☐	IVRS at IEP Meeting The teacher or parents invite Vocational Rehabilitation (VR) services to attend the IEP meeting.	The team discusses VR services and how VR and the school can work together.
☐	Supported or Independent Living/ Housing Student, parents, and case manager discuss where the student will live as an adult and what supports will be needed.	This may include living own their own, with family members or roommates, in a group home or residential facility. Thought will be given to the location and costs, student's need for support and accommodations, and activities and services that are available. The student and parents visit those locations to choose the best fit for the student.
☐	Employment Supports IEP Team explores options for supported employment services.	Case Manager may be invited to IEP meeting. Options for vocational and life skills training after high school are identified.
☐	Workforce Services Student and teacher or parent explore services and youth programs that support the student's skill development.	Job training and experiences are identified. This may include Iowa Works summer services.
☐	Job Seeking The student creates a resume and list of references.	The student develops and practices interview skills. These skills are needed to apply and interview for work.
☐	College Options The student learns about college admission requirements	It is important to understand the application process for admission and if there are remedial course requirements (community colleges). This includes disability services that are offered and requirements to get those services.
☐	College Preparation Student meets with counselor or teacher to discuss accommodations for college entrance tests	This may include ACT, SAT, and Community college placement tests. Accommodations for tests are requested.
☐	Training Options The student learns about training school admission requirements	It is important to understand the application process for admission and if there are course requirements. This includes disability services that may be offered and requirements to get those services.
☐	FAFSA, College Scholarships Student and parents complete the Free Application for Federal Student Aid (FAFSA).	Scholarship applications are also completed. This helps determine the cost for students wanting to go on to community or four-year college.

Beginning in High School (continued)

☐	Work Experiences Student participates in work experiences while in high school.	Work may be paid or non-paid. The work may be community jobs outside the school day or provided through general education at school. Experiences may be provided as an IEP goal or through IVRS Pre-Employment Transition Services (Pre-ETS).
☐	Review Plan for Transition The student's plan for transition is reviewed by the student, parents, and school staff to check for anything that still needs to be addressed.	The following questions might be helpful: • What needs must be addressed? • What services still need to be planned for? • Who do we need to talk to?
☐	Age of Majority The teacher shares information about Age of Majority with the student and parent.	Many rights will transfer to the student at age 18 unless guardianship options are in place.
☐	Guardianship/ Shared Decision Making Student and parents learn about guardianship and supported decision-making options	Options that are appropriate for the student are identified. Actions are taken to implement those options. The help of an attorney may be needed.
☐	Day Services Parents explore options for daily activities or day habilitation services that are available through waiver services.	Case Manager may be invited to IEP meeting. Options identified for students who need daily supports, vocational and life skills training after high school.
☐	Apply SSI/ SSDI Student applies for Supplemental Security Income (SSI) and/ or Social Security Disability Income (SSDI). Discuss financial benefits with a benefits counselor.	These programs may provide support for living expenses for students who have limited financial resources and meets disability requirements (at age 18, individual becomes family of one).
☐	Identification and Registration The student gets identification card (if needed) and registers to vote.	If male, the student needs to register for selective service. Official proof of identity is needed for many things including work.