

High School Transition Planning Checklist

The High School Transition Planning Checklist helps students, families, and IEP teams make sure all important steps for life after high school are included in the IEP. It keeps planning organized, supports student goals, and prepares each student for education, work, and independent living after graduation. This document should be included in the transition section of the IEP folder.

9th Grade

Transition Assessments & Goal Refinement

- ☐ Update transition assessments to reflect changing interests and abilities
- ☐ Review and refine postsecondary goals in IEP
- ☐ Begin documenting student input more prominently in the transition plan

Academic Planning

- ☐ Confirm diploma pathway and align coursework accordingly
- ☐ Support enrollment in electives or CTE programs aligned with career interests
- ☐ Monitor progress toward graduation requirements

Self-Advocacy & Skill Development

- ☐ Expand instruction on self-determination and self-advocacy
- ☐ Encourage student-led portions of IEP meetings
- ☐ Continue building soft skills and workplace readiness

Family Engagement

- ☐ Provide families with updated information on graduation pathways, diploma endorsements, credential opportunities, post-secondary supports, and adult service agencies
- ☐ Discuss importance of daily living and financial skills for independence

10th Grade

Career & Postsecondary Exploration

- ☐ Provide job shadowing or career day opportunities
- ☐ Facilitate exploration of postsecondary education options (e.g., college visits, virtual tours, info sessions)
- ☐ Help student research job training programs, apprenticeships, or military pathways

Refined Transition Planning

- ☐ Reassess transition needs and update IEP goals accordingly
- ☐ Begin discussing accommodations in postsecondary settings
- ☐ Review course selection to support student's chosen path

Family and Agency Collaboration

- ☐ Involve relevant adult service providers in the IEP meeting (with consent)
- ☐ Share timelines for applying to services (e.g., Vocational Rehabilitation, SSI)
- ☐ Offer parent workshops or transition fairs

11th Grade

Preparation for Postsecondary Steps

- ☐ Support applications for dual enrollment, internships, or summer work programs
- ☐ Begin working on college applications or job readiness portfolio

- ☐ Teach job application, interview skills, and resume development

Updated Assessments & Planning

- ☐ Conduct updated transition assessments and revise postsecondary goals
- ☐ Ensure measurable goals are realistic and reflect the student's progress and preferences

Independent Living & Functional Skills

- ☐ Provide community-based instruction when appropriate (e.g., travel training, banking, grocery shopping)
- ☐ Review and support development of independent living skills

12th Grade (Possible Exit Year)

Final Transition Preparation

- ☐ Finalize postsecondary plan in IEP
- ☐ Ensure student has necessary documentation (e.g., resume, transcript, IEP summary, accommodations plan)
- ☐ Prepare Summary of Performance (SOP) for student exit

Agency Linkages

- ☐ Confirm referrals to adult service agencies are complete
- ☐ Facilitate warm hand-offs to postsecondary supports

Student Empowerment

- ☐ Ensure student leads or co-leads final IEP meeting
- ☐ Provide opportunities for student to reflect on and articulate their goals
- ☐ Reinforce self-advocacy in real-life contexts (e.g., speaking to a counselor, contacting services)
- ☐ Family Support

- ☐ Provide guidance on FERPA, guardianship, and adult decision-making options
- ☐ Share postsecondary resources and contact lists for ongoing support

18–22 Years Old (Post–High School Transition Program)

Individualized, Community-Based Transition Services

- ☐ Align services with the student's postsecondary education/training, employment, and independent living goals
- ☐ Provide instruction in natural environments (e.g., job sites, community locations, public transit systems)
- ☐ Focus on increasing independence, functional skills, and real-world application of IEP goals

Employment Preparation/ Job Readiness & Work-Based Learning

- ☐ Provide access to supported or competitive employment opportunities
- ☐ Coordinate job coaching and workplace accommodations
- ☐ Develop and maintain a resume or employment portfolio
- ☐ Practice job interview skills in real-world settings
- ☐ Support paid or unpaid internships, volunteer work, or part-time jobs

Postsecondary and Training Connections/Skill Building and Agency Linkages

- ☐ Teach skills needed for vocational training, community college, or adult education participation (if appropriate)
- ☐ Ensure agency linkages are in place for postsecondary supports (e.g., LRS, Office for Citizens with Developmental Disabilities)
- ☐ Support applications for adult services (e.g., Medicaid Waiver programs, SSI, Section 8 housing)

Independent Living Skills/Daily Living and Community Integration

- ☐ Provide instruction and practice in:
 - ☐ Personal care and hygiene
 - ☐ Cooking and meal planning
 - ☐ Public transportation or travel training
 - ☐ Community safety and emergency skills
 - ☐ Budgeting, banking, and money management
- ☐ Facilitate participation in recreation and leisure activities in the community
- ☐ Explore residential options and support levels based on student and family goals

Social and Communication Skills: Functional Communication and Social Development

- ☐ Provide ongoing instruction in social interaction, conflict resolution, and relationship-building
- ☐ Reinforce appropriate workplace communication

Family and Agency Collaboration: Ongoing Coordination and Transition to Adult Services

- ☐ Maintain frequent communication with families to review progress and future planning
- ☐ Conduct joint meetings with adult service providers prior to exit
- ☐ Confirm all documentation needed for adult service eligibility is in place (e.g., psychological evaluations, diagnostic reports)
- ☐ Coordinate a warm hand-off from school staff to agency personnel

Final Year of Services (Exit Year at Age 22) Preparation for Post-School Life

- ☐ Complete Summary of Performance (SOP) with input from student and team

- ☐ Confirm student has a clear plan for daytime activities (e.g., employment, day programs, supported living, recreation)
- ☐ Review guardianship or supported decision-making arrangements, if applicable
- ☐ Provide a transition portfolio with key documents (e.g., SOP, resume, agency contact sheet, medical records summary)
- ☐ Ensure the student has practiced accessing supports independently to the greatest extent possible