



## Student Planning Checklist

### Making the Shift from High School to Post-High

**AGE: 14-15**  
**9th Grade**

*Use this checklist to stay on track as you organize your transition aged youth services and supports. Keep notes about contacts and progress while you and your youth make steps to prepare for the future.*

ACTION	RESPONSIBLE PARTY school/student/ parent/outside agency				IN PROGRESS		DATE COMPLETED
Transition IEP in place at age 14	___ school	___ student	___ parent	___ agency	Y	N	
Identify student's transition specialist and school counselor	___ school	___ student	___ parent	___ agency	Y	N	
Teach student to participate in/lead their own IEP meeting	___ school	___ student	___ parent	___ agency	Y	N	
Student understands and can communicate their disability, learning style, and necessary accommodations/modifications in order to be a successful learner	___ school	___ student	___ parent	___ agency	Y	N	
Student understands what secondary transition is and how the focus will change after high school	___ school	___ student	___ parent	___ agency	Y	N	
Ensure courses of study and class schedules are aligned with student's measurable postsecondary goals	___ school	___ student	___ parent	___ agency	Y	N	
Discuss Vocational Rehabilitation Services and provide <u>local VR counselor contact</u> information	___ school	___ student	___ parent	___ agency	Y	N	
Register student with the <u>Division of Services for People with Disabilities (DSPD)</u> (if appropriate) or confirm waitlist status	___ school	___ student	___ parent	___ agency	Y	N	
As appropriate, include outside service providers in the IEP, such as Vocation rehabilitation (VR)/Division of Services for People with Disabilities (DSPD), etc.	___ school	___ student	___ parent	___ agency	Y	N	
Discuss <u>Pre-Employment Transition Services (Pre-ETS)</u> , job shadowing, internships and paid employment	___ school	___ student	___ parent	___ agency	Y	N	

# AGE: 14-15

## continued

ACTION	RESPONSIBLE PARTY				IN PROGRESS		DATE COMPLETED
	student/school	parent/school/outside agency	school/outside agency	agency	Y	N	
Student participates in interest/career exploration activities/assessments	___ school	___ student	___ parent	___ agency	Y	N	
Discuss different graduation options	___ school	___ student	___ parent	___ agency	Y	N	
Develop and implement strategies to increase responsibilities and independence at home	___ school	___ student	___ parent	___ agency	Y	N	
Discuss age-appropriate home/community skills (dressing, hygiene, chores, purchasing, budgeting, phone skills, street crossing, transportation, etc.)	___ school	___ student	___ parent	___ agency	Y	N	
Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.)	___ school	___ student	___ parent	___ agency	Y	N	
Develop transportation and mobility strategies	___ school	___ student	___ parent	___ agency	Y	N	
Increase community experiences	___ school	___ student	___ parent	___ agency	Y	N	
Broaden student's experiences with community activities and help them form friendships	___ school	___ student	___ parent	___ agency	Y	N	
Increase knowledge of services available in the community such as the <u>Utah Independent Living Center</u>	___ school	___ student	___ parent	___ agency	Y	N	
Discuss guidance/instruction for safe healthy relationships and <u>healthy bodies</u> (see red section of <u>Successful Transitions</u> )	___ school	___ student	___ parent	___ agency	Y	N	

### Important notes/reminders

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## Student Planning Checklist

### Making the Shift from High School to Post-High

**AGE: 15-16**  
**10th Grade**

*Use this checklist to stay on track as you organize your transition aged youth services and supports. Keep notes about contacts and progress while you and your youth make steps to prepare for the future.*

ACTION	RESPONSIBLE PARTY school/student/ parent/outside agency				IN PROGRESS		DATE COMPLETED
Assess student self-advocacy skills and disability awareness skill level	___ school	___ student	___ parent	___ agency	Y	N	
Teach student to participate in/lead their own IEP meeting	___ school	___ student	___ parent	___ agency	Y	N	
Discuss at the IEP meeting, age of majority and alternatives to guardianship (view UPC <a href="#">Guardianship guide</a> )	___ school	___ student	___ parent	___ agency	Y	N	
Review and clarify graduation options and date expectations	___ school	___ student	___ parent	___ agency	Y	N	
Attempt to align class schedule to future career goals	___ school	___ student	___ parent	___ agency	Y	N	
Continue to research and identify post-secondary education/training options and visit campuses	___ school	___ student	___ parent	___ agency	Y	N	
Discuss accommodations at college and visit local college Disability Service offices	___ school	___ student	___ parent	___ agency	Y	N	
Discuss taking college entrance exams and review accommodation request process	___ school	___ student	___ parent	___ agency	Y	N	
Learn about/connect with <a href="#">Pre-ETS Providers</a> in the area	___ school	___ student	___ parent	___ agency	Y	N	
Consider enrollment in driver's training course (DMV accommodations <a href="#">contact</a> ) or apply for Utah State ID card (16 yrs.)	___ school	___ student	___ parent	___ agency	Y	N	
Consider having counselor review graduation class credit status	___ school	___ student	___ parent	___ agency	Y	N	

# AGE: 15-16

## continued

ACTION	RESPONSIBLE PARTY student/parent/ school/outside agency				IN PROGRESS		DATE COMPLETED
Develop transportation/mobility strategies	___ school	___ student	___ parent	___ agency	Y	N	
Begin practicing job applications and resume, update as needed	___ school	___ student	___ parent	___ agency	Y	N	
Discuss Vocational Rehabilitation Services and <u>provide local VR counselor contact</u> information	___ school	___ student	___ parent	___ agency	Y	N	
Register student with the <u>Division of Services for People with Disabilities (DSPD)</u> (if appropriate) or confirm waitlist status	___ school	___ student	___ parent	___ agency	Y	N	
As appropriate, include outside service providers in the IEP, such as Vocation rehabilitation (VR)/Division of Services for People with Disabilities (DSPD), etc.	___ school	___ student	___ parent	___ agency	Y	N	
Discuss <u>Pre-Employment Transition Services (Pre-ETS)</u> , job shadowing, internships and paid employment	___ school	___ student	___ parent	___ agency	Y	N	
Student participates in interest/career exploration activities/assessments	___ school	___ student	___ parent	___ agency	Y	N	
Discuss <u>SSI</u> and <u>Medicaid</u> ( <a href="https://medicaid.utah.gov/">https://medicaid.utah.gov/</a> )	___ school	___ student	___ parent	___ agency	Y	N	
Increase knowledge of services available in the community such as the <u>Utah Independent Living Center</u>	___ school	___ student	___ parent	___ agency	Y	N	
Discuss guidance/instruction for safe healthy relationships and <u>healthy bodies</u> (see red section of <u>Successful Transitions</u> )	___ school	___ student	___ parent	___ agency	Y	N	

### Important notes/reminders

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## Student Planning Checklist

Making the Shift from High School to Post-High

**AGE: 16-17**  
**11th Grade**

*Use this checklist to stay on track as you organize your transition aged youth services and supports. Keep notes about contacts and progress while you and your youth make steps to prepare for the future.*

ACTION	RESPONSIBLE PARTY				IN PROGRESS		DATE COMPLETED
	school	student	parent	agency	Y	N	
As appropriate, include outside service providers in the IEP, such as Vocation rehabilitation (VR)/Division of Services for People with Disabilities (DSPD), etc.	___	___	___	___	Y	N	
Have student participate in/lead their own IEP meeting	___	___	___	___	Y	N	
Discuss at the IEP meeting the transfer of parental rights and <u>supported decision making</u>	___	___	___	___	Y	N	
Discuss at the IEP meeting , age of majority and alternatives to guardianship (view UPC <u>Guardianship guide</u> )	___	___	___	___	Y	N	
Consider having counselor review graduation credit status	___	___	___	___	Y	N	
Review and clarify graduation options and date expectations	___	___	___	___	Y	N	
Attempt to align class schedule to future career goals and consider <u>early college class options</u> such as Concurrent Enrollment (CE), Advanced Placement (AP), and technical education	___	___	___	___	Y	N	
Determine coursework to meet employment skills	___	___	___	___	Y	N	
Increase career investigation activities	___	___	___	___	Y	N	
Discuss accommodations for college and visit local college <u>Disability Services</u>	___	___	___	___	Y	N	
Discuss taking college entrance exams ( <u>ACT</u> ) and the accommodation request process for AP	___	___	___	___	Y	N	

# AGE: 16-17

## continued

ACTION	RESPONSIBLE PARTY				IN PROGRESS		DATE COMPLETED
	school	student	parent	agency	Y	N	
If appropriate, apply for post-secondary education programs. This can also include vocational schools and post-secondary programs for students with intellectual disabilities	___	___	___	___	Y	N	
Discuss post-high program options for 18-22 (if appropriate)	___	___	___	___	Y	N	
Apply for <u>Vocational Rehabilitation Services</u>	___	___	___	___	Y	N	
Enroll in <u>Pre-ETS program</u>	___	___	___	___	Y	N	
Consider transportation alternatives from UTA ( <u>travel training program</u> , <u>reduced fare card</u> , or <u>para-transit pass</u> ) if available.	___	___	___	___	Y	N	
Discuss/assess post-secondary goals addressing independent living skills (dressing, hygiene, chores, budgeting, phone skills, etc.)	___	___	___	___	Y	N	
Discuss guidance/instruction for safe healthy relationships and <u>healthy bodies</u> (see red section of <u>Successful Transition</u> )	___	___	___	___	Y	N	
Begin practicing job application, resume and interview skills (update as needed)	___	___	___	___	Y	N	
Discuss job shadowing, internships and paid employment options	___	___	___	___	Y	N	
Register with <u>DSPD</u> (if appropriate) OR confirm student is still on waiting list	___	___	___	___	Y	N	
Discuss <u>SSI</u> and <u>Medicaid</u> ( <a href="https://medicaid.utah.gov/">https://medicaid.utah.gov/</a> )	___	___	___	___	Y	N	
Discuss community goals and connect with <u>Independent Living Centers</u>	___	___	___	___	Y	N	

### Important notes/reminders

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## Student Planning Checklist

Making the Shift from High School to Post-High

**AGE: 17-18**  
**12th Grade**

*Use this checklist to stay on track as you organize your transition aged youth services and supports. Keep notes about contacts and progress while you and your youth make steps to prepare for the future.*

ACTION	RESPONSIBLE PARTY school/student/ parent/outside agency				IN PROGRESS		DATE COMPLETED
Include outside service providers in the IEP, such as Vocation Rehabilitation (VR)/Division of Services for People with Disabilities (DSPD), as appropriate	___ school	___ student	___ parent	___ agency	Y	N	
Have student participate in/lead their own IEP meeting	___ school	___ student	___ parent	___ agency	Y	N	
Discuss at the IEP meeting the transfer of parental rights and <u>supported decision making</u>	___ school	___ student	___ parent	___ agency	Y	N	
Discuss at the IEP meeting , age of majority and alternatives to guardianship (view UPC <u>Guardianship guide</u> )	___ school	___ student	___ parent	___ agency	Y	N	
Register to <u>vote</u> (Visit this informative video <u>Disabilities and Things to Consider When Voting</u> )	___ school	___ student	___ parent	___ agency	Y	N	
Register for the <u>Selective Service</u> (US citizens or immigrants who are born male ages 18-25 regardless of disability. <u>Read here</u> )	___ school	___ student	___ parent	___ agency	Y	N	
Consider having a counselor review graduation credit status	___ school	___ student	___ parent	___ agency	Y	N	
Review and clarify graduation options, date expectations, graduation ceremony policies and review Utah's graduation competencies ( <u>Portrait of a Graduate</u> )	___ school	___ student	___ parent	___ agency	Y	N	
Discuss post-high program options for ages 18-22 (if appropriate)	___ school	___ student	___ parent	___ agency	Y	N	

**AGE: 17-18**  
continued



ACTION	RESPONSIBLE PARTY				IN PROGRESS		DATE COMPLETED
	student/parent/school/outside agency	student	parent	school/outside agency	Y	N	
Obtain <u>Summary of Performance (SOP)</u> (document required by LEA to special education students who graduate from high school with a regular diploma or “ages out” of special education)	___ school	___ student	___ parent	___ agency	Y	N	
Visit/tour post-secondary education programs, including vocational training schools and programs for students with intellectual disabilities and apply for school acceptance.	___ school	___ student	___ parent	___ agency	Y	N	
Teach Americans with Disabilities Act (ADA) laws for workplace/postsecondary education ( <a href="https://www.ada.gov/">https://www.ada.gov/</a> )	___ school	___ student	___ parent	___ agency	Y	N	
Discuss accommodations for college, trade, tech & vocational schools and visit their <u>Disability Resource Centers</u> . (modifications are likely not available at a post-secondary level, meaning IEP does not transfer to these settings. See <u>Section 504 and post-secondary ed.</u> )	___ school	___ student	___ parent	___ agency	Y	N	
Discuss taking college entrance exams ( <u>ACT</u> ) and the accommodation request process	___ school	___ student	___ parent	___ agency	Y	N	
Investigate <u>assistive technology</u> tools that can increase community involvement and employment opportunities	___ school	___ student	___ parent	___ agency	Y	N	
Enroll in the <u>Pre-ETS program</u>	___ school	___ student	___ parent	___ agency	Y	N	
Apply for <u>Vocational Rehabilitation Services</u> for support in post-secondary education, job coaching, and job development.	___ school	___ student	___ parent	___ agency	Y	N	
Obtain driver’s license OR Utah State ID (for accommodations, contact <u>Utah DMV</u> )	___ school	___ student	___ parent	___ agency	Y	N	
Consider transportation alternatives from UTA ( <u>travel training program, reduced fare card, or para-transit pass</u> ) if available	___ school	___ student	___ parent	___ agency	Y	N	
Discuss/assess post-secondary goals addressing independent living skills (dressing, hygiene, chores, budgeting, phone skills, transportation, etc.)	___ school	___ student	___ parent	___ agency	Y	N	
Determine school coursework to meet education and employment goals	___ school	___ student	___ parent	___ agency	Y	N	



# AGE: 17-18

## continued

ACTION	RESPONSIBLE PARTY student/parent/ school/outside agency				IN PROGRESS		DATE COMPLETED
Identify and learn skills necessary for independent living and implement strategies to increase responsibility (budgeting, cooking, shopping, house cleaning, etc.)	___ school	___ student	___ parent	___ agency	Y	N	
Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.)	___ school	___ student	___ parent	___ agency	Y	N	
Discuss what happens with your medical/health rights when turning 18 and review healthcare readiness skills (sample youth health readiness assessment at <a href="#">Got Transition</a> )	___ school	___ student	___ parent	___ agency	Y	N	
Discuss guidance/instruction for safe healthy relationships and <u>healthy bodies</u> (see red section of <u>Successful Transitions</u> )	___ school	___ student	___ parent	___ agency	Y	N	
Develop employment resume/portfolio and interview skills (update as needed)	___ school	___ student	___ parent	___ agency	Y	N	
Discuss job shadowing, internships and paid employment options	___ school	___ student	___ parent	___ agency	Y	N	
Investigate <u>assistive technology</u> tools that can increase community involvement and employment opportunities	___ school	___ student	___ parent	___ agency	Y	N	
Register with <u>DSPD</u> (if appropriate) or confirm student is still on waiting list	___ school	___ student	___ parent	___ agency	Y	N	
Discuss <u>SSI</u> and <u>Medicaid</u> ( <a href="https://medicaid.utah.gov/">https://medicaid.utah.gov/</a> )	___ school	___ student	___ parent	___ agency	Y	N	
Discuss community goals and connect with <u>Independent Living Centers</u>	___ school	___ student	___ parent	___ agency	Y	N	

### Important notes/reminders

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## Student Planning Checklist

Making the Shift from High School to Post-High

### AGE: 18-22 Post-High & Post Secondary

*Use this checklist to stay on track as you organize your transition aged youth services and supports. Keep notes about contacts and progress while you and your youth make steps to prepare for the future.*

ACTION	RESPONSIBLE PARTY				IN PROGRESS		DATE COMPLETED
	school	student	parent	agency	Y	N	
Discuss post-high program options for ages 18-22 (if appropriate)	___	___	___	___	Y	N	
Include outside service providers in the IEP, such as Vocation Rehabilitation (VR)/Division of Services for People with Disabilities (DSPD), as appropriate	___	___	___	___	Y	N	
Assess/teach student self-advocacy skills and disability awareness skills	___	___	___	___	Y	N	
Have student participate in/lead their own IEP meeting	___	___	___	___	Y	N	
Discuss at the IEP meeting, the transfer of parental rights and supported decision making	___	___	___	___	Y	N	
Discuss at the IEP meeting, age of majority and alternatives to guardianship (view UPC <a href="#">Guardianship guide</a> )	___	___	___	___	Y	N	
Register to vote (view video <a href="#">Disabilities and Things to Consider when Voting</a> )	___	___	___	___	Y	N	
Register for the <a href="#">Selective Service</a> (US citizens or immigrants who are born male ages 18-25 regardless of disability. <a href="#">Read here</a> )	___	___	___	___	Y	N	
Review and clarify graduation options and date expectations (diploma options can still be achieved in post-high setting, if appropriate)	___	___	___	___	Y	N	
Determine coursework to align with career and employment goals and skills	___	___	___	___	Y	N	

# AGE: 18-22

## continued

ACTION	RESPONSIBLE PARTY				IN PROGRESS		DATE COMPLETED
	student/parent/school/outside agency						
Identify and learn skills necessary for independent living and implement strategies to increase responsibility (budgeting, cooking, shopping, house cleaning, etc.)	___ school	___ student	___ parent	___ agency	Y	N	
Discuss/assess post-secondary goals addressing independent living skills (dressing, hygiene, chores, budgeting, phone skills, transportation, etc.)	___ school	___ student	___ parent	___ agency	Y	N	
Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.)	___ school	___ student	___ parent	___ agency	Y	N	
Discuss age-appropriate home/community goals (housing options and day programs)	___ school	___ student	___ parent	___ agency	Y	N	
Teach Americans with Disabilities Act (ADA) laws for workplace/postsecondary education ( <a href="https://www.ada.gov/">https://www.ada.gov/</a> )	___ school	___ student	___ parent	___ agency	Y	N	
Explore further post-secondary educational options and entrance requirements (if interested)	___ school	___ student	___ parent	___ agency	Y	N	
Discuss accommodations for college, trade, tech & vocational schools and visit their <a href="#">Disability Resource Centers</a> . (Modifications are likely not available at a post-secondary level, meaning IEP does not transfer to these settings. See <a href="#">Section 504</a> and post-secondary ed.)	___ school	___ student	___ parent	___ agency	Y	N	
Discuss job shadowing, internships and paid employment options	___ school	___ student	___ parent	___ agency	Y	N	
Investigate <a href="#">assistive technology</a> tools that can increase community involvement and employment opportunities	___ school	___ student	___ parent	___ agency	Y	N	
Enroll in <a href="#">Pre-ETS program</a> (still available during post-high settings)							
Apply for <a href="#">Vocational Rehabilitation Services</a> for support in post-secondary education, job coaching and job development	___ school	___ student	___ parent	___ agency	Y	N	
Obtain driver's license OR Utah State ID (for accommodations, contact <a href="#">Utah DMV</a> )	___ school	___ student	___ parent	___ agency	Y	N	



# AGE: 18-22 continued

ACTION	RESPONSIBLE PARTY student/parent/ school/outside agency				IN PROGRESS		DATE COMPLETED
Consider transportation alternatives from UTA ( <u>travel training program</u> , <u>reduced fare card</u> , or <u>para-transit pass</u> ) if available	___ school	___ student	___ parent	___ agency	Y	N	
Discuss what happens with your medical/health rights at 18 and review healthcare readiness skills (visit blue section of <u>Successful Transitions</u> )	___ school	___ student	___ parent	___ agency	Y	N	
Discuss guidance/instruction for safe healthy relationships and <u>healthy bodies</u> (see red section of <u>Successful Transitions</u> )	___ school	___ student	___ parent	___ agency	Y	N	
Develop employment resume/portfolio and interview skills (update as needed)	___ school	___ student	___ parent	___ agency	Y	N	
Register with <u>DSPD</u> (if appropriate) or confirm student is still on waiting list	___ school	___ student	___ parent	___ agency	Y	N	
Discuss <u>SSI</u> and <u>Medicaid</u> ( <a href="https://medicaid.utah.gov/">https://medicaid.utah.gov/</a> )	___ school	___ student	___ parent	___ agency	Y	N	
Discuss community goals and connect with <u>Independent Living Centers</u>	___ school	___ student	___ parent	___ agency	Y	N	
Explore recreational/leisure activities the student can participate in as an adult (visit orange section of <u>Successful Transitions</u> )	___ school	___ student	___ parent	___ agency	Y	N	
Obtain Summary of Performance (SOP) (Document required by LEA to special education students who graduate from high school with a regular diploma or “ages out” of special education)	___ school	___ student	___ parent	___ agency	Y	N	

## Important notes/reminders

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