

Transition Checklist



A digital copy with clickable links and resource page:

<https://www.qualitycouncilmn.org/work-group/west-central-transition-work-group/>

Transition is the time between ninth grade and graduation from high school or a transition program for students with disabilities. It is the time when students, families and schools look at what the student will need, in addition to academics, to live and work as independently as possible when they transition from school to adult life.

Grade 7

- ☐ Look into adaptive sports for your school. Ask if they offer any and at what grade. Some schools will go down to 7th grade.
- ☐ Look at the clubs and other sports offered and see if your student would be interested in joining.
 - If your student is interested but needs para support, talk to the school about options.
- ☐ A sports physical is needed for sports. These are good for 3 years.



Questions? go to <https://arcminnesota.org/help-desk-now-available/>

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Grade 8

- ☐ Talk about transition as part of your child's IEP meeting.
- ☐ Get a high school course book/link from the High School Counselor or their IEP case manager. Go through the course book with your student and mark classes they would like to try.
- ☐ Ask how classes are scheduled. Go to freshman orientation. Ask if there is a specific orientation for students with support needs. Schedule a tour if needed for the high school.
- ☐ Ask when you will see a class schedule.
- ☐ Your child should start being active in his/her IEP meeting if they are not already.
 - <https://www.pacer.org/parent/php/php-c149a.pdf>
- ☐ Look at different athletics/clubs your student could be a part of. The school should have a list of these.
- ☐ Start having your child do chores at home if they are not already.
 - Wash dishes, set table, help make meals, help with grocery shopping
 - Pick up room, put dirty clothes in hamper, make bed, put clothes away, wash clothes
 - Rake leaves, water flowers, plant flowers, mow, shovel driveway



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Grade 9 (14-15)

- ☐ Review the 7th- 8th grade list.
- ☐ Ask for a MNChoices Assessment through your local county or tribal human service office. When deemed eligible, a case manager can be assigned. MNChoices assessment will help determine what type of services could be helpful to your family.
 - Becker County Social Services 218-847-5628
https://www.co.becker.mn.us/dept/human_services/social_services.aspx
 - Clay County Social Services 218-299-7152 <https://claycountymn.gov/1514/Long-Term-Care-Services-Supports---MnCho>
 - Douglas County Social Services 320-762-2302
<https://www.douglascountymn.gov/social-services>
 - Grant County Social Services 218-685-8323 <https://www.co.grant.mn.us/173/Human-Resources> (Western Prairies)
 - Norman County Social Services 218.784.5400
https://www.co.norman.mn.us/departments/social_services/index.php
 - Ottertail County Social Services 218-998-8150 <https://ottertailcounty.gov/assistance-and-support/support-for-families/long-term-care-services-and-supports/>
 - Polk County Social Services 281-3127 <https://www.co.polk.mn.us/250/Social-Services>
 - Pope County Social Services (320) 634-7755 <https://www.dcfoffices.org/office/pope-county-human-services> (Western Prairies)
 - Wilkin County Social Services 218-643-7152
<https://wilkincounty.gov/index.asp?SEC=0BD7C602-6709-4811-9251-C1DEA9FE4F6D#B70C83BD-8E02-4AB6-B3C0-DA4C197AFC62>
- ☐ Do you have a county case manager?
 - A county case manager can help you access different programs. They can be part of your transition team.
- ☐ Discuss graduation timeline in IEP meeting. Will they be able to graduate in 4 years? You should revisit this yearly to assess their transition needs. Students on an IEP can attend school until they are 22 if needed.

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- ☐ Plan for courses required for post-secondary education, if interested. Re-visit the course catalog and mark classes they might need.
- ☐ Will your student get a driver's license?
 - Classes could be held through your High School, Community Education, or a private business. Your high school should have a list of possible opportunities.
- ☐ Do you have a copy of their birth certificate and social security card? You should obtain one for your records.
 - <https://www.health.state.mn.us/people/vitalrecords/birth.html> (MN birth certificate)
 - <https://www.hhs.nd.gov/vital/birth> (ND birth certificate)
 - <https://www.ssa.gov/number-card/replace-card> (SS card)
- ☐ Transition assessment. This is done by the school.
- ☐ Learn about Pre-Employment Transition Services (Pre-ETS). This is through vocational rehabilitation (VR).
 - <https://mn.gov/deed/job-seekers/disabilities/youth/pre-ets/pre-ets-services/>
 - <https://mn.gov/deed/job-seekers/disabilities/find-vrs/> (find your closest VR office)

Skills to develop during high school

- Banking, budgeting, and money skills
 - https://drive.google.com/file/d/1_euxsxDxVb9ksyfE7qAOwYeNi0YZAUif/view
- Communication skills, email, text, using a phone
- Transportation knowledge-using public transportation
- Self-Cares
 - Restroom use, personal hygiene, dressing and undressing, washing clothes, grooming,
 - Kitchen skills
 - Cooking, meal planning, shopping, kitchen safety
- Following instructions
- Managing time



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Grade 10 (15-16)

- ☐ Review 7-9th grade list
- ☐ Invite outside agencies to your IEP meeting
 - County case manager, summer youth employment, Vocational Rehabilitation, outside therapist, service providers
- ☐ Start to think about summer employment options or volunteer options. Volunteering will help give your student an idea of different tasks he/she likes.
 - If your student needs assistance or a job coach, contact VR. (there might be a wait list) <https://mn.gov/deed/job-seekers/disabilities/find-vrs/>
 - Concentrated Employment Program (CEP) <https://www.rmcep.com/individuals/youth-services-overview>
- ☐ Obtain a state ID or driver's license.
 - <https://dps.mn.gov/divisions/dvs/forms-documents/Documents/ReducedFeeIdentificationCardEligibility.pdf> www.dps.mn.gov
 - Student needs to have proof of residency
 - A bank statement with his/her name and address
 - SSI paperwork with name and address
 - A bill from a Dr. office
- ☐ Ask your school about their 18-22 program.
 - What does their program look like?
 - Curriculum
 - Days
 - Hours
 - Job expectations
- ☐ Some schools have specific 18-22 transition programs, and some do not.
 - There might be other districts willing to open enroll if there is a program you like.
 - It might seem early to do this but there might be wait lists for these programs in other districts.



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Grade 11 (16-17)

- ☐ Review list from 9th and 10th grade
- ☐ Watch for transition fairs or transition open houses.
- ☐ Identify options for colleges, vocational, or technical schools. Tour potential schools, find out what entrance requirements they have. Keep an open mind, many colleges are developing programming for those with disabilities.
 - Check to see what type of accommodations the college provides.
 - This is done through disability services through the college.
 - Entrance requirements might include ACT, SAT. These are entrance exams.
 - https://thinkcollege.net/college-search?f%5B0%5D=tc_state_province%3AMinnesota&f%5B1%5D=tc_state_province%3ANorth%20Dakota
 - <https://www.pacer.org/transition/learning-center/postsecondary/college-options.asp>
- ☐ Re-visit school timeline for graduation
 - Talk about transition goals and make sure IEP reflects those goals. Should include goals for
 - Training
 - Education
 - Employment
 - Recreation and leisure
 - Home living
 - Community participation
- ☐ Consider starting a transition folder. This can help keep you organized.
 - List of skills
 - Volunteer log and jobs
 - List of references from school, personal, and professional contacts
 - Current IEP
 - Extra curriculars
 - Medical records
 - List of Interests
 - Transcript
 - Template of completed job application
 - One page

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- ☐ Learn about guardianship and other options, such as supported decision making
 - <https://arcminnesota.org/learn-connect/learning-center/guardianship-disabled-adults/>
 - <https://arcminnesota.org/resource/arc-guide-to-guardianship/>
 - <https://www.youtube.com/watch?v=Pv-V2PsyRUc>

- ☐ Connect with Vocational Rehabilitation (VR). This is a state run program that can help your student get work experience or a job
 - Keep in mind there could be a wait list for VR services (2-6 months)
 - <https://mn.gov/deed/job-seekers/disabilities/find-vrs/>

- ☐ Find volunteer opportunities
 - Volunteering helps develop job skills. This could help the student make connections in the community that might help with job opportunities in the future.
 - Check local non-profits, Ronald McDonald House, faith groups, pantrys

- ☐ Start a list of preferred places in the community, preferred activities, organizations, restaurants

- ☐ Student should learn to plan recreation and leisure activities

- ☐ Be aware that the IEP at age 17 mentions Transfer of Rights at Age of Majority. Parents still have the right be notified about changes and evaluations, but the student is the decision maker. A Power of Attorney or a limited guardianship for education decisions may be needed.



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Grade 12 (17-18)

- ☐ Review list from 9th-11th grade
- ☐ Assess the need for assistive technology to assist with education, employment and independent living. Keep in mind equipment that has been being used at school but does not transfer to home upon graduating.
 - Speaking devices
 - FM system for hearing
 - Switches for speaking
 - <https://mn.gov/admin/star/>
- ☐ Review transition goals
- ☐ Sign up for My Vault on the Disability Hub website. My vault can help you explore options with work, housing and benefits.
 - Disability HUB MN 1-866-333-2466
 - <https://disabilityhubmn.org/hub-tools/online-resources/my-vault/>
- ☐ AFTER 18th birthday, call and make an appointment to apply for Supplemental Security Income (SSI) or get an appointment online. This can take 3-6 months.
 - <https://youtu.be/jEcEIN5UQOY> (what is SSI video)
 - <https://arcminnesota.org/resource/arc-guide-to-supplemental-security-income-ssi/> (SSI guide)
 - Must be medically determined physically or mentally impaired. There is a limit on income. Assets must be less than \$2,000
 - Decision may take 3-6 months
 - Application for SSI 1-800-772-1213 www.ssa.gov
 - Determine if you they will need a representative payee <https://www.ssa.gov/payee/>
 - A rep-payee receives and helps manage the payment on behalf of the person with disabilities.
 - If they received SSI before age 18, Social Security will review eligibility for continued SSI benefits.
- ☐ At 18 ALL males must register with the Selective Services
 - <https://www.sss.gov/register/>
- ☐ Have you set up an ABLE account or trust? If you receive benefits, you have to be careful of how you save money. An ABLE account or trust can help a person with disabilities save money without excluding them from benefits.
 - An ABLE account is set up online and a trust is set up with a lawyer
 - <https://savewithable.com/mn/home.html>

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- <https://arcminnesota.org/resource/arc-guide-to-able-accounts/>
- <https://arcminnesota.org/ask-an-advocate-special-needs-or-pooled-trust/>

☐ Register to vote at age 18

- <https://www.sos.state.mn.us/elections-voting/register-to-vote/>
- <https://arcminnesota.org/self-advocacy-page/advocate/voting-resources/>

☐ Understand Medical Assistance (MA) and Supplemental Security Income (SSI) options when your student turns 18.

- MA pays for medical insurance and home & community-based services.
 - Behavioral health
 - Day programs for adults with disabilities
 - Personal Care Assistant
 - Supported living services
 - Job coaches
- SSI can help pay for living expenses
https://www.ssa.gov/ssi?utm_medium=cpc&utm_source=bing&utm_content=ssi-branded-ad5&utm_campaign=cm-ssi-english
- Medical Assistance <https://mn.gov/dhs/people-we-serve/adults/health-care/health-care-programs/programs-and-services/medical-assistance.jsp>

☐ Review options for medical insurance after age 18 and what would best cover community programming. Typically, this is Minnesota Medical Assistance.

- County Social worker can help you navigate this

☐ Start looking into future housing and employment options.

- There could be wait lists for things like
 - Section 8 vouchers that can help pay for housing
 - Supports & services to help live in a "group" home or independently
 - Employment providers
- Talk to your county case worker. They might have resources for different options in your area.
- <https://mn.hb101.org/>

☐ Make a financial plan

- ABLE account
- Trust
- How to pay for college

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- <https://mn.db101.org/>
 - db101 gives you tools and information on how employment, health coverage and benefits fit together

☐ Graduation. Talk to school case manager about what commencement will look like. Students can usually walk with same age peers through commencement even if they will continue until age 22.

- Order cap and gown. You should get this information from the school
- Commencement. Talk about specifics.
 - Where will your student sit, can they sit unassisted, or do they need someone close by? Who will that be? (a younger peer, para, teacher, parent)
 - Will your student walk across the stage by themselves or will they need help?
 - Will your child stay the entire time or leave after walking across the stage?
 - Plan for after the commencement. ceremony. Where will you meet your student?

☐ Look at the Charting the LifeCourse

- These tools can help you identify who and what is important in your student's life.
 - What a good life looks like.
 - It can help direct the type of job your student would like.
- Tools to help you focus on person centered planning.
 - Person Centered forms: person with a disability does these activities or if needed a parent/guardian/staff can help them (Click LifeCourse Library and Foundational Tools)
 - <https://www.lifecoursetools.com/lifecourse-library/foundational-tools/person-centered/>
 - Family Perspective: these tools are for families to fill out about their loved one with a disability. (Click LifeCourse Library and Foundational Tools)
 - <https://www.lifecoursetools.com/lifecourse-library/foundational-tools/family-perspective/>



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Age 19-22

- ☐ Continue to think and talk about housing options
 - If your student wants to move out, make a plan with them about what they want.
 - What housing options are available in your area?
 - Will they need staff to help keep them safe? Can they use assisted technology to live independently?
- ☐ Continue to seek job opportunities
 - Continue to try different job options to find the job they love
- ☐ Continue to help your loved one with self-advocacy.
 - <https://arcminnesota.org/resource/arc-guide-to-self-advocacy/>
- ☐ Continue to work on independence.
 - Keep in mind there are many different assistive technology (AT) devices that can help.
 - <https://mn.gov/admin/star/>
 - Assistive Technology Resources tab shows different AT options for
 - work
 - home
 - recreation
- ☐ If you have guardianship, you will have to do a report every year.
 - <https://www.mncourts.gov/mncourtsgov/media/CourtForms/GAC201.pdf?ext=.pdf>
- ☐ Make sure you report any changes to the SSI office
 - A list is on the website but includes
 - Change in marriage status, living, job status...
 - Make sure you are always reporting wages to SSI
 - <https://www.ssa.gov/ssi/text-report-ussi.htm>
- ☐ If there is a rep-payee for SSI, they will need to do a yearly report
 - A rep-payee that lives in the same household does not have to report.
 - <https://www.ssa.gov/payee/form/>
- ☐ Look at getting more involved in community-based recreation/leisure activities.
 - Clubs
 - Community education programs/classes
 - Join a gym
 - Special Olympics

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- Faith-based organization
- Bowling leagues
- Park and rec programs
- Groups based on interests (bird watching, knitting...)

☐ You might have to revisit your financial plan. You should do this at least yearly.



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