

# Transition Planning Checklist



This checklist was created to support both parents and students in preparing for life after high school. Each individual student's strengths, areas of need, current skills, and preferences should be taken into account to determine which items on this checklist are relevant. For more information, reach out to your school's case manager or OSD Transition at [OSDTransition@cps.edu](mailto:OSDTransition@cps.edu).

## Elementary School

- ☒ Begin researching the impact of laws on entitlement (IDEA) and eligibility (ADA)
- ☒ Begin exploring the most common agencies, services, and referral processes, including but not limited to:
  - Prioritization for Urgency of Need for Services (PUNS) – Home and community-based funding (for individuals with a developmental/intellectual disability)
    - Enroll your student on the PUNS list as early as possible (starting at 2.5 years old)
      - Annually update your information with your local Independent Service Coordination (ISC) agency (or as often as information changes)
  - Social Security Administration (SSA) - Social Security Disability Benefits
  - Chicago Park District – Recreation and leisure programs
- ☒ Work with your student's school and IEP team to obtain resources to take home and review as needed

## Middle School

- ☒ Sign the Consent to Invite an Outside Agency form during the IEP year in which your student turns 14 ½ or by 8th grade (whichever comes first), to identify an agency to participate in the IEP meeting
- ☒ Talk to the school about completing parent assessments that will be included in the development of the IEP
- ☒ Participate in school and local community agency events via fairs, parent nights, etc.
- ☒ Familiarize yourself with your student's transition plan to prepare for life after high school
- ☒ Review and compile transition resources given to you from your student's IEP team, such as outside agency information on support and service options for your student
- ☒ Explore high school options
- ☒ If applicable, annually update your student's PUNS information with their ISC agency (or as often as need changes)
- ☒ Research the impact of laws on entitlement (IDEA) and eligibility (ADA)
- ☒ Encourage your student to attend and participate in their IEP meeting

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## High School

- ☒ Continue educating yourself and your student about entitlement (IDEA) and eligibility (ADA)
- ☒ Sign the Consent to Invite an Outside Agency form annually
- ☒ Assist your student in completing the Division of Rehabilitation Services (DRS) Referral packet, starting as early as 9th grade but prior to the end of junior year, in order to receive services before graduation (packet only needs to be completed once)
- ☒ If applicable, annually update your student's information for the PUNS list with their ISC agency
  - Notify the ISC agency when your student has reached age 18 to move into the Seeking Services category
  - Notify the ISC when they have aged-out of school
- ☒ Discuss the most common agencies and their services such as, but not limited to:
  - Social Security Administration (SSA) - Social Security Disability Benefits
  - Prioritization for Urgency of Need for Services (PUNS) – Home Based Funding
  - Chicago Park District – Recreation and leisure programs
  - Chicago Transit Authority – PACE, CTA, RTA, etc.
- ☒ Attend transition events at your school and through the school district
  - Review and compile transition resources shared with you
  - Assist your student with taking the lead on facilitating relationships with outside agencies
- ☒ Build self-advocacy skills with your student
  - Talk with your student about creating and accomplishing their transition goals and outcomes
  - It will be imperative that your student is able to self-advocate when working with community agencies, colleges, and employers as an adult
- ☒ Discuss Transition Programming options with your student's IEP team
- ☒ Help your student (if they are college-bound) research colleges and contact college disability services at their future school
- ☒ Encourage your student to explore recreation and leisure activities outside of school
- ☒ Review your student's Summary of Performance document, which will be provided to them within 3 months prior to their exit from high school
  - Review this document as needed, after graduation