



200 West Baltimore Street, Baltimore, Maryland 21201

Technical Assistance Bulletin

MarylandPublicSchools.org



Division of Early Intervention and Special Education Services | Supplement to TAB #20-03 and #20-05

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Date: July 30, 2020

Tips for Recovery Planning for Secondary Transition

This document has been created as a supplement to Technical Assistance Bulletin (TAB) #20-05, *Navigating Secondary Transition Services for Students with Disabilities during COVID-19*. Please refer to TAB #20-03 for additional information and guidance on the provision of special education services to students with disabilities and their families during this unprecedented time.

Beginning at age 14, preparing students for the future is embodied in requirements related to transition planning as part of the Individuals with Disabilities Education Act (IDEA). When students begin the transition planning process, they are required to have a meaningful secondary transition plan within their Individualized Education Programs (IEPs) - all intended to prepare for life post-high school. Creative approaches during the recovery process may be necessary to meet student’s individual learning needs, especially the implementation of individual secondary transition services/activities that may need to be delivered through a virtual and/or distance environment. Considerations for the role of families, school professionals, students, and community partners are of paramount importance and will influence the various delivery methods (Virtual/Distance, Hybrid, and Face to Face) through flexible and meaningful transition opportunities.

The tips and strategies outlined in this document may be useful in the implementation of the secondary transition requirements of a student’s IEP. As part of local recovery plans, the delivery of transition assessments and services/activities may need thoughtful planning and creative solutions regarding partner involvement and delivery of instruction.

Strategies for Support

Transition Requirements	Virtual/Distance	Hybrid	Face to Face
Transition Assessments	Delivery considerations: <ul style="list-style-type: none"> ● Review Individual Continuity of Learning Plan (ICLP) ● Identify assessments that can be administered virtually ● Discuss how paper/pencil assessments will be delivered, completed and returned. 	Delivery considerations: <ul style="list-style-type: none"> ● Incorporate changes identified through assessments in the areas of Social/Emotional/Behavioral, Transportation, Employment, Education, Independent Living, Goals & Objectives, and Accommodations. ● Address if and how these considerations impact transition planning and services. ● Review all assessment data to determine if the Projected Date of Exit needs to be changed. ● Amend the IEP or hold an IEP team meeting if necessary. 	Continue to administer assessments and review all data.

Postsecondary Goals	Follow the Implementation Guide for Secondary Transition and use the strategies outlined above to create student- centered postsecondary goals.	Follow the Implementation Guide for Secondary Transition and use the strategies outlined above to create student- centered postsecondary goals.	Follow the Implementation Guide for Secondary Transition and use the strategies outlined above to create student- centered postsecondary goals.
Transition Services/ Activities	<p>Identify supports needed to implement each transition activity.</p> <p>Consider how the student’s accommodations and modifications will impact the implementation of the transition activity.</p> <p>Develop a plan for Progress Monitoring</p> <p>Contact college administration to discuss and develop a plan for virtual college classes</p> <ul style="list-style-type: none"> ● Dual Enrollment Classes ● Inclusive Higher Education Transition Programs <p>Consider how virtual work-based learning experiences will be implemented.</p> <p>Follow guidance from COVID TAB # 20-05.</p>	<p>Identify supports needed to implement each transition activity.</p> <p>Develop a plan for Progress Monitoring</p> <p>Contact college administration to discuss any changes needed for instruction and social distancing.</p> <p>Modify work-based learning experiences</p> <ul style="list-style-type: none"> ● Reach out to local adult agencies ● Determine Community, Virtual and /or School Building sites <p>Give consideration to determine how and when students will re-enter work-based and community sites:</p> <ul style="list-style-type: none"> ● Individualized review of student’s current needs ● Access to or lack of technology 	<p>Continue Implementation & Progress Monitoring</p> <p>Contact college administration to discuss any changes needed for instruction and social distancing.</p> <p>Modify work-based learning experiences as needed</p> <p>Consider transportation needs for community access</p> <ul style="list-style-type: none"> ● Give consideration to new or additional needs <ul style="list-style-type: none"> ○ safety ○ schedules ○ mode

		<p>during the time of closure</p> <ul style="list-style-type: none"> ● Progress on IEP transition activities over the period of closure ● Implementation and Progress Monitoring on transition activities ● Linkage to Agency Partners <p>Consider how work-based learning experiences will be implemented in the community, school and virtually.</p> <ul style="list-style-type: none"> ● Is there a need for technology? ● Family support? <p>Consider transportation options in the community.</p> <ul style="list-style-type: none"> ● To and from work sites or community sites ● Give consideration to new or additional needs <ul style="list-style-type: none"> ○ safety ○ schedules ○ mode 	
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<p>Course of Study</p>	<p>Continue to enroll students in courses aligned with Postsecondary Goals.</p> <p>Follow guidance from COVID TAB #20-05</p>	<p>Continue to enroll students in courses aligned with Postsecondary Goals.</p> <ul style="list-style-type: none"> ● Career plans, secondary transition plans, and IEP requirements for CTE students must be reviewed and addressed <p>Follow guidance from COVID TAB #20-05</p>	<p>Consider any new requirements for programs outside traditional school setting (Dual Enrollment, Inclusive Higher Ed Transition Program on College Campus, Project SEARCH, Career & Technical Education)</p> <ul style="list-style-type: none"> ● Site based or virtual ● Social distancing needs ● Masks and other PPE <p>Continue enrollment in courses aligned with Postsecondary Goals.</p>
<p>Agency Linkage</p>	<p>Community Partners:</p> <ul style="list-style-type: none"> ● Reach out to local adult agencies to determine if there are services that may be provided remotely if the student is already a client. ● Identify staff responsible to connect students exiting high school with appropriate agencies as identified in their Transition Plan. 	<p>Community Partners:</p> <ul style="list-style-type: none"> ● Collaborate with adult agencies and partners to determine services that will be provided on site or remotely. ● Collaborate with parents and agencies to ensure that students are linked with appropriate agencies. 	<p>Agencies & Community Partners:</p> <ul style="list-style-type: none"> ● Collaborate with adult agencies to determine how services will now be provided. ● Collaborate with parents and agencies to ensure that students are linked with appropriate agencies.

<p>Utilization of Staff</p>	<p>Train/Retrain staff:</p> <ul style="list-style-type: none"> ● Technology ● Roles & Responsibilities ● How to reach out to local community partners to determine services that may be available for the student. ● How to administer transition assessments ● How to implement transition activities ● Assign paraeducators to work with students to complete transition activities (particularly for students who may have trouble engaging in digital learning or those who have difficulty with sustained attention or task completion. 	<p>Train/Retrain staff on changes to:</p> <ul style="list-style-type: none"> ● Technology ● Roles & Responsibilities ● Implementation of transition activities ● Administration of transition assessments ● How to reach out to local community partners to determine services that may be available for the student. ● Assign paraeducators to work with students to complete transition activities (particularly for students who may have trouble engaging in digital learning or those who have difficulty with sustained attention or task completion. 	<p>Train/Retrain staff on additional changes needed for:</p> <ul style="list-style-type: none"> ● Technology ● Roles & Responsibilities ● Use of partner agencies
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<p>Utilization of Technology</p>	<ul style="list-style-type: none"> ● Refer to Continuity of Learning Plan. ● Provide resources and virtual training to staff, families and students in the use of secondary transition technology devices, applications, software and materials. 	<p>Provide resources and on-site or virtual training to staff, families and students in the use of secondary transition technology devices, applications, software and materials.</p>	<p>Provide additional resources and site or virtual training to staff, families and students in the expanded use of secondary transition technology devices, applications, software and materials.</p>
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