



Karen B. Salmon, Ph.D.
State Superintendent of Schools



MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Early Intervention and Special Education Services
IMPLEMENTATION BEST PRACTICES & CONSIDERATIONS

Marcella E. Franczkowski, M.S., Assistant State Superintendent

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TIPs for Recovery Planning for Secondary Transition

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.

Strategies for Support			
Transition Requirements	Virtual/Distance	Hybrid	Face to Face
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 during the time of closure ● Progress on IEP transition 	<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

Strategies for Support			
Transition Requirements	Virtual/Distance	Hybrid	Face to Face
		<p>activities over the period of closure</p> <ul style="list-style-type: none"> ● 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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Clarence C. Crawford, President, Maryland State Board of Education

Larry Hogan, Governor

Carol A. Williamson, Ed.D., Deputy State Superintendent for Teaching and Learning

Marcella E. Franczkowski, M.S., Assistant State Superintendent, Division of Early Intervention and Special Education Services

200 West Baltimore Street
Baltimore, Maryland 21201
MarylandPublicSchools.org
MarylandLearningLinks.org