

TRANSITION PLANNING

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Goals

- Transition Planning
- COVID-19

TRANSITION PLANNING

Basics

Transition Planning - Basics

- When does planning begin?
 - During the IEP period in effect when the student turns 14 years old
 - Start early!
 - Revisit yearly!

Transition Planning - Basics

The purpose of IDEA is:

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living

34 CFR 300.1

Transition Planning - Basics

Transition services means (1) a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:

- postsecondary education,
- vocational education,
- integrated employment (including supported employment),
- continuing and adult education,
- adult services, independent living, or
- community participation;

(cont'd)

Transition Planning - Basics

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

- Instruction;
- Related services;
- Community experiences;
- The development of employment and other post-school adult living objectives; and
- If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR 300.43

Transition Planning - Basics

- Graduation with a “regular high school diploma” ends special education eligibility
- Graduation is a change in placement for which prior written notice is required
- To earn a “regular high school diploma,” all students must:
 - Pass MCAS
 - Meet local graduation requirements
- However, even if a student with disabilities has met state and local requirements for graduation, a district may not properly graduate the student if the district did not provide a "free appropriate public education" (FAPE) to that student.
- Certificate of completion/certificate of attainment is issued when a student has met local requirements for graduation but has not passed MCAS
 - Does not end special education eligibility

TRANSITION PLANNING

Team Process

Transition Planning - Evaluation

- “Person centered planning” starts with an evaluation
- Evaluation should include multiple evaluation instruments, multiple perspectives, and an observation
- If the district’s evaluation is inadequate, ask for an IEE or find an independent evaluator.

Attributes of a Successful Meeting

From Kelley Challen, Ed.M., CAS:

- The meeting focuses on the student, with the student's vision presented at the start of the meeting (ideally by the student), and the team is in agreement about supporting that vision;
- Team members come to the table eager to work with one another, willing to problem-solve, ask questions, listen to feedback and build on one another's ideas;

(cont'd)

Attributes of a Successful Meeting

- There is good assessment data to inform the team process, whereby the team has a good sense of the student's strengths, preferences and needs, and works together to prioritize what has to be addressed through the IEP; and
- Team members come to the table knowing what resources exist inside and outside of the school program, with parents and educators having researched and reached out to invite new team members who may know about internal and external resources.

Challen, Kelley, Ed.M., CAS, Transition Planning at IEP Team Meetings – The Good, The Fun and The Beautiful, January 2020.

<https://nescanewton.com/transition-planning-at-iep-team-meetings-the-good-the-fun-and-the-beautiful/>

Transition Planning Form

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

TRANSITION PLANNING FORM (TPF)

Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year, the school district must plan for the student's need for transition services and the school district must document this discussion annually. This form is to be maintained with the IEP and revisited each year.

Student:	SASID:	Age:
Date form completed:		
Anticipated date of graduation:	Current IEP dates from: _____	to: _____
Anticipated date of 688 referral, if applicable:		

POST-SECONDARY VISION

Write the student's **POST-SECONDARY VISION** in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/ training, employment, and adult living. This section should correspond with the vision statement on IEP 1.

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Transition Planning Form

DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

Transition Planning Form

Massachusetts Department of Elementary and Secondary Education, Transition Planning Form

Student: _____ Date form completed: _____

ACTION PLAN

The **ACTION PLAN** should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision. Indicate how Special Education/General Education, family members, adult service providers or others in the community will help the student develop the necessary skills. **Disability related needs must also be stated on page 1.**

Develop the ACTION PLAN needed to achieve the POST-SECONDARY VISION by outlining the skills the student needs to develop and the courses, training, and activities in which the student will participate. Include information on who will help the student implement specific steps listed below in the Action Plan.

- **Instruction: Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision?** *Consider the learning opportunities or skills that the student may need. This could include specific general education courses and/or special education instruction, career and technical education, and/or preparation for post-secondary outcomes such as vocational training or community college.*
- **Employment: Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision?** *Consider options such as part-time employment, supported job placement, service learning projects, participation in work experience program, job shadowing, internships, practice in resume writing/ interviewing skills, the use of a one-stop resource center and job specific skills in areas such as customer service, technology, etc.*
- **Community Experiences/ Post School Adult Living: Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision?** *Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills.*

TRANSITION PLANNING

What's next?

Transition Planning – What's Next?

- MA Inclusive Concurrent Enrollment Initiative (MAICEI)
 - Students who have not received a regular high school diploma.
 - State-funded partnership between certain school districts and public institutions of higher learning
 - Bunker Hill Community College
 - MA College of Art & Design
 - UMass Boston
- Specifically designed college programs
 - Threshold Program at Lesley University
 - The Transition Program at Middlesex Community College
- State agencies

Transition Planning – What's Next?

- Post-secondary Education
 - Apply for accommodations
 - Documentation
 - Evaluation
 - Key players in post-secondary education: Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator
- Be proactive

Transition Planning – What's Next?

- State Agencies
 - School districts must provide transition planning and services
 - But other entities may also be involved in providing programming and services
 - DDS (“Turning 22 Services”)
 - DMH
 - MA Rehab. Commission
 - MA Commission for the Blind
- Chapter 688 Referral

Transition Resources

- <http://www.doe.mass.edu/sped/secondary-transition/resources-materials.html>
- https://fcsn.org/transition_guide/english.pdf

COVID-19

Where are we now?

School Closures

- Schools are closed throughout the Commonwealth until at least June 29, 2020.
- The spring 2020 MCAS is cancelled for grades 3-10.
- The order does not apply to residential schools

The Right to FAPE Exists

- DESE states that “**school districts must provide a free and appropriate public education (FAPE)** consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students”

Continued Right to Placement

- Districts may need to continue to fund students' placements at closed special education schools in order to ensure that the placements remain available when schools reopen.

FAPE Will Look Different

- How a district will provide FAPE will **look different** during this unprecedented period of national and state emergency.
- It **may not be feasible** during the current period of school closures to provide, for example, hands-on physical therapy, occupational therapy, or tactile sign language services.
- However, many **specialized instructional opportunities and related services** (e.g., accessible reading materials, speech and language services through video conferencing, and videos with accurate captioning) may be modified to be effectively provided by sending resources and supports to students or online or telephonically.
- Moreover, districts may continue to implement many of the **accommodations** on a student's IEP, such as extensions of time for assignments, large print, and use of speech-to-text and other assistive technology.

Timelines Will Shift

- School closures may affect a district's ability to meet timelines for evaluations, eligibility determinations, and IEP development, but school teams and parents should work collaboratively and creatively to meet IEP timeline requirements.

IEP Meetings

- In circumstances where an IEP Team meeting may need to be convened during this time when IEP teams are not able to meet in person due to health and safety considerations while schools are closed, districts should convene IEP Team meetings telephonically or virtually using technologies such as Zoom. Districts must consider whether all IEP team members, particularly parents, have access to necessary technology and accommodations to allow remote participation. Districts should ensure that interpreters are provided during telephonic or virtual IEP team meetings when the parents primary language is not English.

Compensatory Services

- Whether a student is entitled to receive compensatory services because of the school's closure is an individualized determination to be made by the IEP team.
- Doing everything possible now to provide required special education instruction and services will be the most effective way for school districts to mitigate the need to provide compensatory services in the future.
- Recommendation to grade academic content as credit/no credit.
- Encouraging districts and schools to promote students to the next grade level.

Communication

- School districts should ensure that an IEP Team member (e.g., classroom teacher, special ed teacher or other service provider) communicates regularly with parents and guardians during the period of school closure.
- The frequency and type of communication will vary depending on the child's individual needs, the availability of the team member, and the mode of communication utilized.
- This ongoing communication will help educators and parents/guardians develop a plan for students to receive as much individualized instruction and related services as is feasible through distance learning or other remote learning opportunities.
- Communication will also promote and sustain important connections between students and their teachers, a source of vital support and stability for students.

Remote Learning

- Guidance dated April 24th focuses on “Phase III,” to begin May 4th.
- **“Further defining the recommended elements of a quality remote learning program, including a focus on teaching the content standards most critical for student success in the next grade level.”**
 - “While we are not expecting teachers to cover all grade level standards this year, we are now asking you to go further than before. We think a focus on the prerequisite standards most critical to student success in the next school year will best support our students’ learning.”
- **“Encouraging districts to move all students towards successful engagement in remote learning, with a focus on addressing fundamental needs.”**

Also relevant...

- The legislature enacted and the governor signed a moratorium on evictions and foreclosures during the governor's COVID-19 emergency declaration.

COVID-19 Resources

- New guidance on remote learning (April 24, 2020)
<http://www.doe.mass.edu/covid19/learn-at-home.html>
- FAQs regarding special education (March 26, 2020)
<http://www.doe.mass.edu/covid19/sped-faq.docx>
- Boston Public Schools Coronavirus Resources
<https://www.bostonpublicschools.org/Page/8097>
- Federation for Children with Special Needs
<https://fcsn.org/faqs-new/>