



Transition Services Quick Guide: COVID-19



General Guidance

Transition services are defined as a **coordinated set of activities** for a student with a disability designed within a **results-oriented process** focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to postschool activities.

Coordination with local/state agency & community partners is an evidenced predictor of student transition results.

- Idaho Division of Vocational Rehabilitation (VR)
- Career Technical Education programs (CTE)
- Disability Services & Access Centers from local colleges
- Idaho Job Corp
- Appropriate local community & adult service providers

During COVID-19 disruptions CONTINUE to:

- **Assess** transition age student needs including discovery of their strengths, interests, and preference for post-secondary life.
- **Invite** transition age students to their IEP team meetings or any meeting where transition goals & services will be discussed (even virtually).
- **Obtain** prior consent before inviting external agencies or supporting partners to a student's IEP meeting.
- **Inform** individuals & families of the transitioning of educational planning rights to the student at age 18.
- **Direct** special education invitations, written notice, and any other general school communications to the adult student when their educational rights have transferred to them.
- **Provide** the same level of access to school services & offerings as their non-disabled peers.
- **Provide** Written Notice when the schools obligation to provide special education services is coming to an end.
- **Provide** Summary of Performance describing the student's academic achievement and functional performance along with final recommendations to assist the student in meeting post-secondary goals.
- **Uphold** the unchanged obligation to assess, plan, and provide transition services and participation in IEP team designated transition activities to students by at least age 16.
- **Consider, communicate, and document** in the IEP any individual adaptation or modification to regular graduation requirements or designated course of study.

Additional Considerations or ASK:

- **What** alternatives and/or safety precautions are necessary to support students with disabilities receiving transition services in community settings and/or off-campus sites? (safe travel in the community, access to public transportation, and PPE)
- **What** school-based jobs or school/community-based enterprises may be an option for skill development?
- **What** virtual job exploration activities could meet the student's needs?
- **How** can we enhance contact/communication with individuals and families to ensure issues are addressed early?

Ongoing Student Support & Communication During Distance Education and/or Continued Disruption

Schools and IEP teams should plan for enhanced contact/communication with adult student/parent as well as having "early warnings" in place for student deficits in participation, attendance, or completion of coursework & credits.

- **Is student not participating due to accessibility or need for accommodation?**
- **Is student not attending school or has "dropped out" due to behavioral, social, mental health needs?**
- **Does the student need additional academic support or credit recovery alternatives?**

Please visit the [Padlet with Idaho SESTA Educator Resources](#) for middle & high school transition supports.