



# Considerations for Transition Planning as Part of School Re-entry

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# General Considerations

Many school corporations have been putting together their re-entry plans for the coming school year. When thinking about transition planning for the 2020-2021 school year, here are some general considerations:

- **Working within the confines of having limited visitors**

Pre-employment Transition Services (Pre-ETS) staff may currently be viewed as visitors to school buildings. If this is the case, it is advisable to have a conversation among the Pre-ETS provider, career coach, and school corporation to determine whether or not it is appropriate to enter the school building this semester. Should the conversation lead to the career coach being unable to enter the building, it will be important to establish protocols to support the continuation of these services to students for the current semester.

- **Planning for IEP meetings**

Vocational Rehabilitation Counselors and/or Pre-ETS Career Coaches should continue to be invited to Transition IEP meetings. If they are considered visitors and visitors are unable to attend IEP meetings in person due to re-entry guidelines, then arrangements need to be made to allow participation through video conferencing or phone conferencing. If CCC participants are not able to attend the meeting, those who are unable to attend should provide either information or updates about what transition services they are providing or could provide to the student.

- **Family Concerns**

There are a lot of unknowns with the current COVID-19 pandemic. Families may not want their students to be out in the community this fall due to the lack of information about the virus and how it can impact younger individuals, or because their students or members of the family are in a high risk group. Communicating with families about how transition planning will take place this school year and updating the plan (documenting changes within the IEP with or without a meeting) to accommodate family concerns are crucial in order to ensure the whole transition team is on the same page moving forward.

# Working with Pre-employment Transition Services (Pre-ETS) Providers and Career Coaches

During the spring and summer, Career Coaches have been meeting with students virtually in order to continue the services they were providing prior to school closures due to the COVID-19 pandemic. At the same time, Teachers of Record (TORs) were meeting with students throughout the remainder of the school year to provide transition services and activities. With this school year looking different from previous years, now is a good time to make sure there is a clear understanding of who is providing services and how information is being shared between Career Coaches and TORs. The [Effective Strategies for Transition Planning between Pre-Employment Transition Services \(Pre-ETS\) and Schools](#) guidance document is a great tool to use when determining whether you have the procedures and protocols in place to have transition planning run smoothly throughout the student's transition team. In addition to the Transition Planning guidance document, the following should be considered as part of the re-entry plan for the fall:

- **Student Participation**

There are several ways a student may be completing coursework this school year. Some schools are working on having students attend school in person full time, while others are working on a hybrid model or providing an all virtual option. It is important to let Career Coaches know whether or not a student will be accessible in person. Should students be participating in course work in the school building but a Career Coach is unable to enter the school building, having a designated area and time within school for Career Coaches to work with students virtually is important. Ensuring students have the appropriate technology in order to be able to work with Career Coaches virtually while accessing a hybrid or all virtual classroom setting is also important.

- **Job Site Arrangements and Volunteer Positions**

Whether a student is accessing a job site through school or through Pre-ETS, it is important that there is clear communication and expectations as to how students will participate in work-based learning and employment during the school year. Work-based and/or service-based learning will also need to ensure students have the same, if not more stringent, precautions taken when students are accessing off-campus activities.

## Working with Local Employers

Through the Occupational Health and Safety Administration (OHSA) along with Centers for Disease Control (CDC) and local health administrations, employers have made decisions in order for their employees to continue to work remotely or to be able to safely return to their work sites. As the school year begins, conversations with employers should consider the following in determining whether students should access the work site in person:

- How personal protective equipment (PPE) is being distributed and what are the guidelines for the wearing of face masks or other protective equipment while on the work site?
- What sanitization protocols are in place to help keep the work site clean?
- What is the protocol around an employee being sick? What is the protocol when an employee tests positive for COVID-19?
- How can the school re-entry protocols and procedures align with the protocols and procedures set forth by the employer?

## Providing Transition Services and Activities Virtually

Schools and Pre-ETS providers may find it is not feasible to have students participate in the community in order to be able to access transition services and activities this fall. When this is the case, it is necessary to have students participate in virtual opportunities. OSE has compiled [virtual resources for transition planning](#). In addition to this resource, OSE and VR are putting together a joint work group to develop virtual opportunities for students for transition planning for this coming school year. Other options to consider include:

- **Virtual Job Shadowing or Mentoring**  
Working with local employers or employers within the state, have employers create videos demonstrating the day in the life of individuals at their company. Students can watch these videos and then connect with the individuals featured in order to interview and learn more about their position.
- **Creating Skill Videos for Students to Follow at Home**  
A great tool to model daily living tasks or repetitive work tasks is to video the student completing the task. Having the student watch the video while completing

the task allows them to be able to pause, rewind, and focus on memorizing the steps needed to complete the task. Examples include:

- Loading and unloading the dishwasher
- Doing laundry
- Making the bed
- Vacuuming a room
- Sorting and folding clothes

- **Project-based learning and/or School-based Service Learning and Volunteering**

Have students complete projects to solve problems or concerns within the community. Reach out to local officials to see how students can fulfill a need within the community while remaining within the school building. Students can research current career interests and set-up video conferencing in order to participate in interviews with those who hold these careers.

- **Creating Work Sites within the School Building**

When considering the creation of work sites within the school building, it is important to remember Universal Design and inclusive practices. Creating authentic experiences which will build skills and knowledge which can be translated into a competitive work environment is the most crucial component to any school based work site.

## Resources

### Webinars

[Providing Pre-ETS Virtually](#)  
[Transition Planning when going Virtual or Remote](#)  
[WINTAC webinar](#)

### Indicator 13 Guidance

[April 17 Memo Regarding Transition Assessments](#)