

## MEANINGFUL TRANSITIONS: SETTING A HIGHER STANDARD

*In this issue we explore how students with disabilities can actively plan for their futures and ensure that they leave high school with the necessary skills and experiences to make a successful transition into adulthood.*

*We want to hear from you. Please share your ideas for future themes, or your suggestions of how we can increase accessibility, by emailing [mail@drcnh.org](mailto:mail@drcnh.org).*



## We Must Do Better

*By Kelly Nye-Lengerman, Stephanie Patrick, and Isadora Rodriguez-Legendre*

Every few months, staff from the Disability Rights Center-NH, UNH Institute on Disability, and NH Council on Developmental Disabilities gather together to plan the focus area for each issue. We consider the most pressing issues and look at where there are opportunities to help our readers understand these issues differently. The issue of transition was an easy selection, as all of our organizations regularly hear from students and families who have high expectations for work, college, and careers after high school but who are falling through the cracks during the transition years (16-21).

As we began planning for this issue and what the future of transition might look like, we looked back at where we came from. *(continued on page 2)*



*From the moment of diagnosis, parents of children with disabilities enter a new world of services and supports. In the Fall 2019 issue of the RAPP Sheet, we explored the experience of disability for young children and their families from diagnosis to age three. This issue is available [here](#).*

## We Must Do Better *(continued from page 1)*

Transition was the focus of the very first RAPP Sheet back in the summer of 2004. In that issue, seventeen years ago, we were talking about the same thing we are now – the need for a robust, student-led transition plan for every student with a disability; for an individualized transition plan that develops skills while in school and broadly explores the post high school choices for students with disabilities. This begins with the student defining their goals and dreams, and creative educators supporting them on the journey to make their dream – or some version of it – a reality.

Since then, New Hampshire has seen dozens of pilot projects and initiatives trying to tackle transition in creative ways. Some have been successful, but none have resulted in widespread changes or been adopted as the new norm. There is an expansive body of evidence nationwide on how to make transition meaningful for students with disabilities and who should be involved, yet we continue to fail our students and miss critical opportunities to build broader, system-wide supports.

We must set a higher standard, and to do so requires collaboration. We must join together to hold school districts, area agencies, community mental health centers, vocational rehabilitation, parents, and students accountable to develop robust, creative transition plans for all students. There is an expectation, as federal and state laws require schools to provide certain services to help students plan for post school activities such as college, vocational education, employment, adult services, and independent living.

Goals during transition planning should be student-driven and reflect the student's preferences, strengths, dreams, and aspirations while also being realistic and achievable. To do this, students need to participate in the planning process as much as possible and they must have the support of informed and interested teams.

In this issue, we are providing practical suggestions to improve the process as well as a personal story of someone who received the supports he needed to successfully transition, even though

there were delays. We hope that these tools will help our readers to understand why transition is so important and shape their commitment to making it better for every student.

We cannot be satisfied with the status quo. We can come together to improve transition services in our state. The next generation of students with disabilities are eager and expect to be part of the social, economic, and cultural fabric of our communities across New Hampshire. The quality of our transition supports and the experiences students have in high school play a critical role in supporting a positive and inclusive trajectory into adulthood.

## Your Rights

Schools are required by law to provide transition services. The Code of Federal Regulations (34 CFR § 300.43) defines transition services as a coordinated set of activities for a child with a disability that

"1) are 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;

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

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation."





## *Alternatives to Guardianship*

# What is Supported Decision-Making?

*By Mike Skibbie, DRC-NH Policy Director*

The New Hampshire legislature passed a bill formally recognizing Supported Decision-Making (SDM), an alternative to guardianship for adults with disabilities and their families. If the bill is signed by Governor Sununu, it will take effect 60 days later.

Unlike guardianship, which involves the substitution of the guardian's judgement for that of the person who is subject to the guardianship, the use of SDM maintains the person's autonomy by providing supports so that the person can make their own decisions. Supports might include the use of plain-language materials, the presence of a supporter in meetings, and assistance in choosing from among a range of alternatives.

For many people, SDM will have advantages over guardianship. Guardianship is a court-imposed structure that completely removes decision making from the person with a disability. SDM, however, can be flexible in how it is applied from one person to the next, and in how it is applied to the same person over time. An SDM agreement will only exist if the person with the disability chooses it and is comfortable with their designated supporters.

The benefit of retaining the freedom to make decisions is obvious to most of us and a good reason to use SDM whenever it is a safe alternative. What may be less obvious is the benefit to people when they exercise self-determination without the constraints of guardianship. People with greater self-determination are healthier, more independent, and better able to recognize and resist abuse. They also tend to be known and valued in their communities.

## A Life Renewed

By Anthony Haley

***“The road to success is always under construction.”***

—Attorney Willie Gary

It was my sophomore year of high school. Life at home was getting increasingly difficult and was spilling into my performance at school. My father had passed away and my mother was trying to earn enough to take care of three of the six kids still living at home which meant her involvement at home was almost non-existent.

I started working at 16 to help in whatever way I could to keep food in the house. My sister and I made sure our six-year-old sister was making it to and from elementary school. This struggle was not immediately clear to those in my academic world – I was someone who slept through classes and was failing in almost every subject. Some staff assumed I did not care for school and was hoping to be kicked out. Maybe I did feel that way because I was having a hard time balancing school, work, and life. I was young, without proper direction or structure, and so overwhelmed that school was the easiest thing in my head was to forget about.

This is where the Resilience, Empowerment, and Natural Supports for Education and Work (RENEW) program first stepped in. My school guidance counselor, Kathy Francoeur, was very familiar with my home situation and was keeping tabs on my slowly



*Anthony Haley standing next to Kathy Francoeur.*

falling grades. She explained that RENEW could create a structured plan to help me stay on track to graduate. The program also assigned a facilitator who would constructively be involved with my plan and goals while simultaneously working to advocate for me to the faculty.

An example of this was that my family was poor and did not have a computer. Some classes required assignments to be typed up with a “no exceptions” policy. I was failing classes because I did not have the means, nor the time, to type the assignments and none of that was communicated, so I just took a failing grade. Once the RENEW program had its wheels in motion, my facilitator explained to the teaching staff why I was having difficulty and the school made an exception. One of my class blocks became a study hall specifically used for typing these assignments. My facilitator was Allen Storms, a teacher who saw potential based on the work I did in his class. He often spoke to me about joining the military after high

school. He took a personal role in showing me the long-term goals of life and that I might not see the surface from the situation I was drowning in, but if I stayed on track, I would soon be able to breathe.

RENEW surrounded me with a team that understood where and why I was struggling and presented me with a feasible plan that helped me to graduate on time. My team also worked on teaching me fundamental time management through the use of short- and long-term goals. I went from failing almost every class to being on the honor roll, to effectively planning the next steps of my life. High school ended, adulthood arrived, and I cut contact with my support team. As anyone who has ever turned 18 knows, I knew everything, could handle anything, and did not need advice.

That didn't work out. After some bad decisions involving the police, I thought my door to joining the military was barred shut. I went a few years without a roof over my head, and it felt like everything that everyone worked for was a waste. I still had Kathy's number and I reached out. I needed help. I needed goals, and I needed support. Without hesitation she agreed to meet up and we started building a new plan that revitalized hope for my life's direction. At Kathy's suggestion, I started working with the UNH Institute on Disability (IOD). My role was to speak on how RENEW helps provide direction for struggling youth. Allen became involved again and encouraged me to pursue the military. Even though I was not sure if they would accept me with my legal issues, I gave it another try. In order for me to be able to join, I needed impactful professional references that demonstrated I was worth the Marine Corps' time. From my work with IOD, I received great references that showed my character development. The Marines allowed me to enlist.

One of my long-term RENEW goals from high school was to one day become a Sergeant and leader of Marines. Now, almost 10 years later, I am a Marine Sergeant who for eight years has actively served my country. I went from homeless to owning my own home. I have a successful and prosperous career; not just for myself, but for my family. I've helped members of my family with their own life directions and still fall back on the planning techniques I was taught in RENEW to be a more organized leader.

To those who are considering the program, stay committed. My plan was to join the military immediately after high school, but I lost my way and had to come back to those plans later through the same support that had initially tried to help me. Don't ever give up hope that your plans are gone for good. My example shows how RENEW can have a lasting impact. It's not just a program to get you through high school, but to ensure you are successful as an adult.

To the RENEW facilitators, understand from my example that there is always the opportunity to change for the better. I did not like RENEW at first; it seemed like added responsibility and I was stuck with a mentality that only saw the short term. As I look back now, I can fully say I would not be anywhere close to where I am today had it not been for the RENEW process. Even when I gave up on myself, my RENEW team never gave up on me. RENEW helped me see my potential for future success and how to not be held back by the failures in my past.

***"If you change the way you  
look at things, the things you  
look at begin to change."***

—Author Wayne Dyer

# Choosing the Best Path to Decision Making

## *Less Restrictive Alternatives to Guardianship*

By Lynne Clay, Esq.

*If parents are considering guardianship when their child turns 18, they may also want to consider other less restrictive alternatives.*

### Full Guardianship

Guardianship, which requires a determination by the court, removes the ability of a person with a disability to make certain decisions and gives that authority to another person or entity called the guardian. The guardian can make legally binding decisions on behalf of the person with a disability in order to protect and advance the person's well-being and safeguard their property.

New Hampshire's Guardianship law requires that before appointing a guardian, the court must consider whether there are less restrictive alternatives. This is because guardianship can result in a significant loss of civil rights and liberties including the right to decide where to live, to marry, to vote, to bring legal action, how to spend money, and whether to accept or refuse medical treatment. The person loses the right to make decisions about their own life. In looking to protect the interests of a vulnerable person, guardianship is the most restrictive choice. Other less restrictive options include Supported Decision-Making, limited guardianships, using a representative payee, and assigning a power of attorney.

### Supported Decision-Making

In Supported Decision-Making (SDM) the person with a disability uses one or more trusted people to support them in making their own decisions. SDM can be informal, but it can also be a formal written plan that describes who will provide support, when that support will be

offered, and how goals will be achieved.

Through the process of SDM the individual is helped to understand their choices, weigh their options, and make an informed choice.

### Limited Guardianship

Limited guardianship is an option when an individual is able to make certain decisions on their own, or with support, but requires the assistance of a guardian in specific areas such as complex medical decisions. Instead of imposing a full guardianship, courts can limit the guardianship to only those areas where the individual is unable to exercise decision making. Under a limited guardianship, the individual retains the right to make choices in all other areas of their life.

### Representative Payee

A representative payee may be a less restrictive alternative for an individual who only needs assistance managing the payments they receive from the Social Security Administration (SSA). The representative payee receives the Social Security payments and must use that money for the individual's needs. The representative payee can be a family member, friend, or a professional who is paid a fee to pay the bills of the person with a disability. There is also a process where the individual with a disability can notify SSA of any concerns they have with their representative payee and ask that a different payee be appointed.\*



## Power of Attorney

If the individual has the ability to make decisions but wants a parent or other trusted person's assistance, a less restrictive alternative may be signing releases of information to allow the individual's trusted person to have access to their educational or health care information. Similarly, the individual with a disability could consider signing a power of attorney for medical or educational decisions. A power of attorney authorizes a trusted person to make decisions for the individual in areas such as finances, education, or health care.

## A Mixture of Resources

One or more of these less restrictive alternatives can be combined to meet the needs of the individual. For example, a person might have a representative payee to manage their Social Security benefits and a durable power of attorney for health decisions but maintain all other decision-making rights such as the right to vote, marry, and choose where to live. Another person might sign releases so a family member can help them make medical decisions and sign a power of attorney for educational decisions. The alternatives selected can be individually tailored while allowing the individual to retain basic civil rights and the right to make choices about their own life.

Finally, if you are already a guardian – or a person under guardianship – and you think less restrictive alternatives would be more appropriate, you can go to the court that appointed the guardian and request termination of or limitation to the guardianship in favor of a less restrictive alternative.



---

For more information on guardianship and alternatives visit DRC-NH [here](#).

*\*Disability Rights Center-NH, as NH's Protection and Advocacy agency, has been awarded a federal grant to review representative payees to ensure proper management of payee's benefits.*

# System-Based Opportunities for Improving Transition Services

*By Joanne Malloy, Ph.D.*

The following changes in special education policy and practice are recommended to help improve transition services for New Hampshire's special education students.

## The Multi-Tiered System of Support

High schools should incorporate transition-focused supports using the Multi-Tiered System of Support (MTSS) framework and Universal Design for Learning (UDL). While MTSS for Behavioral Health and Wellness is an effective organizational framework to address the social and emotional needs of students, it can also be used to implement future-oriented, career-focused, and individualized supports for all students, including students with disabilities. MTSS, when implemented with fidelity, focuses on screening students to determine their level of need, delivering a continuum of evidence-based interventions (with a particular emphasis on meeting the needs of students in typical educational settings), collaborating with community providers and specialists, and individualizing supports for students who need intensive, additional instruction. The MTSS framework could be applied to help each student explore their pathway beyond high school as early as freshmen year, with varying degrees of complexity and individualization as they move through the grade levels.





## Universal Design for Learning

Universal Design for Learning can also be applied to academic and career-related instruction so that every student has access to the same curriculum in a typical educational setting. Guidance and counseling services, which have traditionally been the mechanism by which students learn about and begin to develop post high school goals, should be included as part of universal instruction. In other words, while special education policies in New Hampshire require that students with disabilities receive school-to-career transition planning beginning at 14, it should actually be integrated into the curriculum for all students and should include scaffolding from year to year.

## Opportunities to Demonstrate Competency

As students develop through adolescence, individualized opportunities to demonstrate competency should be encouraged and incorporated in universal instruction. This is best accomplished through student-designed inquiry and projects that include work-related experiences. While the state standards for high school diplomas have been revised to allow for competency-based instruction and demonstration of mastery, they are not being used consistently.

## Alternatives to Exclusionary Discipline

While school dropout rates have improved over the past decade, students with disabilities, low-income youth, African American students, and LatinX youth experience exclusionary discipline at disproportionately higher rates than other students. These students are at a much higher risk of dropout and disengagement. Using our new understanding of institutional racism, implicit bias, and developmental impact of trauma, all educators at all levels should examine their school district data disaggregated by these subgroups. They should implement policies and strategies to support alternatives to exclusionary discipline and, for high school students, promote individualized transition supports. Highly effective transition supports include work-based learning, mentoring, and working with community-based organizations to help with both treatment and transition activities.

## Increased Funding for Professional Development

Funds to train general and special educators on research-based, individualized school-to-career transition planning should be increased in New Hampshire. This funding should include a centralized data and reporting system that includes accountability for implementation. Professional development should also focus on outreach for students with disabilities who have complex needs and those who are disengaged from school.

By adopting the Multi-Tiered System of Support framework and Universal Design for Learning, educators and support staff will have proven tools to build individualized transition support for all students, provide new ways to demonstrate competency, and promote programs to aid in post high school planning.

# Rites of Passage

## *Transitions for Students with Disabilities* By Mary Schuh

Growing up is a time of opportunity and risk. Too often, teens with disabilities are left out of vital experiences that assist in lifelong decision making related to higher education, meaningful careers, and sustainable relationships. As young adults learn to negotiate adulthood through various rites of passage, it is vital to discuss their options in the classroom, at IEP meetings, and at home.

Although most students graduate when they are about 18 years old, New Hampshire students with disabilities are entitled to educational services until they turn 21. Students with disabilities should graduate with their peers and utilize their time between graduation and “aging out” of special education to explore a variety of opportunities, with support from the school system, outside of an academic setting. These opportunities might include higher education, travel, career exploration, national community service, and independent living. School districts and adult service agencies such as area agencies and vocational rehabilitation can creatively pool transition resources in order to support students to work on college and career educational goals while the student is between the ages of 18 and 21.

Students with disabilities and their families must actively begin planning for the future well before the end of high school. For all students, setting goals and having positive dreams evolve out of a wide variety of experiences including extra-curricular activities, internships, relationships, and after-school jobs. Inclusion and participation in typical high school activities including going to the prom, taking drivers' education, attending graduation parties, and touring college campuses help students better understand what they want for their future. Learning experiences such as opening a checking account, ordering take-out, applying for a credit card, registering to vote, texting, and social media are also part of navigating today's world.

Lifelong habits of learning and working are inherently promoted and developed through social interaction and typical educational experiences. For students with disabilities, these experiences are especially important for career and educational opportunities, increased social relationships, and a greater likelihood for entering adulthood as valued, contributing members of their communities.



*Garrett Shows completed UNH's transition program  
UNH-4U Bridges in 2021.*



## Student Directed Transition Planning Checklist

Each item below is a recommended practice that, when implemented, is more likely to result in transition to higher education and a meaningful job/career.

Any boxes that remain unchecked should prompt a plan of action.

- ☐ Are you included on your IEP transition planning team and encouraged to share your dreams and goals for life after high school?
- ☐ Do you have a typical daily schedule: age appropriate, general education classes in high school and supports provided so that you can be successful?
- ☐ Are your general education classes and activities aligned with your goals for the future?
- ☐ Do you move through grades (9-12) in a typical fashion and participate in the same grade-related activities as other students your age? Examples might include move-up day, graduation planning, college visits, and college counseling.
- ☐ Do you use your school library, cafeteria, and other common spaces alongside your typical peers?
- ☐ Are you able to get assistance from your school nurse, guidance counselor, and other staff used by typical peers when needed?
- ☐ Do you feel valued for your participation in school? Do your grades, transcript, and diploma reflect this?
- ☐ Are you supported to have friends and meaningful relationships in and out of school?
- ☐ Do you have an after school, weekend, and summer job and the supports necessary to succeed at your job?
- ☐ Are you participating in community-based instruction (job exploration, banking, using public transportation) after school, on weekends, during your summers, and after senior year?
- ☐ Are you involved in planning for your future including college and career planning?
- ☐ Do you have regular contact with a guidance counselor to discuss meaningful plans for your future?
- ☐ Are you planning to graduate high school after your senior year and continue to receive supports in your community through the school and adult systems until age 21? If so, do you have a plan for what services you will receive and from where, such as vocational rehabilitation?
- ☐ Are you feeling supported enough to plan for career, higher education, housing, and recreation choices after completion of your senior year in high school?
- ☐ Is your school collaborating with vocational rehabilitation, the area agency system, STABLE NH, and others to help you successfully prepare for life after high school?



## Engaging with Your Area Agency

In order to receive assistance with transition planning, parents should apply for services at a designated area agency while their student is still in school. If the student is determined to be eligible for services, this will enable the area agency to offer services to support the family while the student is still in school and help prepare for the student's transition to adult services. Before the student turns 18, the area agency can assist the family with the process of enrolling the student in Social Security and Medicaid and may also provide family support services. In addition, students with developmental disabilities may qualify for home- and community-based adult services. In New Hampshire, transition planning can begin when the student turns 14 or earlier. In order to ensure that area agency services are in place when the student becomes eligible, an area agency representative should be invited to participate in transition planning at the student's IEP meetings as early in their transition planning as possible.

For more information on area agencies and developmental services, visit DRC-NH [here](#).



# Institute on Disability/UCED



University of  
New Hampshire

## RENEW and Transition

*by Kathy Francoeur*

RENEW (Resilience, Empowerment, and Natural Supports for Education and Work) is a structured school-to-career transition process for youth who need support in planning for their future. Developed in 1996, RENEW is provided by trained facilitators from schools, community mental health centers, and community-based providers. It has substantially increased the high school completion, employment, and post-secondary education rates amongst our most vulnerable youth. Key features of this planning process include youth voice and choice; use of graphic facilitation to identify dreams and goals; a strength-based approach built on unconditional care; and building personal connections in the school, home, and community.

RENEW includes 1) creating a visual that embraces the youth's strengths, future vision, barriers, and goals; 2) forming a team to bring needed resources and services to address the needs and goals of the youth; 3) gaining experiences and instruction that will support job skills and independent living; 4) and connecting youth to service providers with access to employment, health care, housing, and mental health services.

Learn more about RENEW [here](#).



**RENEW™**

resilience, empowerment, & natural supports for education and work

*Creating Hope, Building Futures, Changing Lives*



## NEW HAMPSHIRE COUNCIL ON DEVELOPMENTAL DISABILITIES

### [www.NHCDD.NH.gov](http://www.NHCDD.NH.gov)

The NHCDD would like to thank all of the stakeholders and community members who participated in the development of our next five-year plan. Your input has been very valuable in helping the DD Council determine the direction of our work in advocating and supporting fully inclusive community living for all of the people of New Hampshire.

### Proposed 2021-2026 State Plan

The New Hampshire Council on Developmental Disabilities (NHCDD) develops and follows a State Plan every five years to establish specific goals, objectives, and strategies to address the most important issues affecting people with developmental disabilities in New Hampshire. In the next five years, the Council plans to focus primarily on Quality of Life and Advocacy and Training, with the goal always being to remove barriers and promote opportunities in all areas of life for people with developmental disabilities.



#### Quality of Life

Address the barriers to daily life

Community  
Policy  
Practice

Quality Services



#### Advocacy and Training

Strengthen civic engagement  
and advocacy

Self Advocacy  
Leadership  
Peer-Mentoring

Policy

Access to  
Information

Equitable Education

***To achieve our goals, we will be developing workgroups in the following areas:***

- **LGBTQ+/DD Self-Advocacy** led by Arielle Van De Water at [arielle.van.de.water@gmail.com](mailto:arielle.van.de.water@gmail.com)
- **Access to Information** led by Mary Schuh at [mary.schuh@unh.edu](mailto:mary.schuh@unh.edu)
- **Workforce Development Initiatives** led by Sarah Menard at [sarahmenard@gmail.com](mailto:sarahmenard@gmail.com)

Workgroups are open to individuals who experience developmental disabilities, their families, caregivers, and other stakeholders.

If you are interested in participating in a workgroup,  
please contact the group leaders or Vanessa Blais at 603-271-7040.



# New Resources From DRC-NH

## Special Education Series: Know Your Rights

### Compensatory Education

When a student with a disability has not received a free appropriate public education (FAPE), the school district may be required to provide the student with compensatory education services or "comp ed." The purpose of comp ed services is to place the student in the same position they would have been in had the student received a FAPE.

Advocating for the Legal Rights of People with Disabilities Spring 2021

**DRC**  
DISABILITY RIGHTS  
CENTER - NH

**Special Education Series  
Transition Planning**

**Preparing for Life After High School  
Transition Planning Rights and Resources**

Students who receive special education services are entitled to transition supports and services. In New Hampshire, planning for these supports and services may begin when the student turns 14 or, if appropriate, even earlier. Transition supports and services should be included in all Individualized Education Programs (IEPs) and are designed to help children and youth with disabilities prepare for adult life. Federal and state laws require schools to provide these services to help students plan for post school activities such as college, vocational education, employment, adult services, and independent living.

**A Meaningful  
Transition-Planning Process**

The Individuals with Disabilities Education Act (IDEA) requires schools to provide individualized transition services as part of a student's IEP.

- Transition planning should be based on **students' interests and goals**. Best practice is to use **person-centered planning** to develop **post-secondary goals** related to training, education, employment and/or independent living. These goals should inform the IEP's annual measurable goals. All these goals must be **updated annually** and reflect the changing interests, needs, hopes, and dreams of each student.
- Post-secondary goals and annual measurable transition goals should be based on **age-appropriate assessments** that help to determine which services would be most beneficial for a student. These assessments can be formal or informal and are usually related to training, education, employment, and, if appropriate, independent living skills.
- Like other types of measurable goals, annual transition goals must be **clearly written and measurable**. The goals need to be written so that progress can be easily monitored. If progress is not being made, then the IEP team needs to explore barriers to progress and make adjustments either to transition services or transition goals.

*Continued on page 2*

1-800-834-1721 | [www.drcnh.org](http://www.drcnh.org)

Advocating for the Legal Rights of People with Disabilities Spring 2021

**DRC**  
DISABILITY RIGHTS  
CENTER - NH

**Special Education  
& COVID-19**

**Your Child's Special Education Rights  
Remain in Place Despite  
the Pandemic**

State and federal special education laws like the Individuals with Disabilities Education Act (IDEA) do not contain exceptions for unforeseen circumstances like the COVID-19 pandemic. Therefore, COVID-19 has not excused school districts from delivering the services required in a student's individualized education program (IEP). Nor have school districts been permitted to change IEPs to accommodate school closures, if those changes do not benefit students.

**Compensatory Education (Comp Ed)**

When a student with a disability has not received a free appropriate public education (FAPE), the school district may be required to provide the student with compensatory education services or "comp ed." The purpose of comp ed services is to place the student in the same position they would have been in had the student received a FAPE.

*The type and amount of comp ed your child should receive is determined based on the student's individual needs.*

Just like all special education services, the type and amount of comp ed your child should receive is determined based on the student's individual needs. School Districts and parents should work together to determine whether students require comp ed and what compensatory services are needed as a result of school closures and remote learning. Even if schools have been closed or are only teaching remotely, comp ed should be considered to make up required services and educational opportunities missed by students with IEPs.

*Continued on page 2*

Disability Rights Center - NH 1-800-834-1721 | [www.drcnh.org](http://www.drcnh.org)

### Transition Planning

Students who receive special education services are entitled to transition supports and services. In New Hampshire, planning for these supports and services may begin when the student turns 14 or, if appropriate, even earlier. Transition supports and services should be included in all Individualized Education Programs (IEPs) and are designed to help children and youth with disabilities prepare for adult life. Federal and state laws require schools to provide these services to help students plan for post school activities such as college, vocational education, employment, adult services, and independent living.

**Learn More** [Special Education & COVID-19](#)  
[Transition Planning](#)  
[Special Education Rights](#)



## NH Council on Developmental Disabilities

2½ Beacon Street, Suite 10

Concord, NH 03301-4447

RETURN SERVICE REQUESTED

## Disability Rights Center - NH

*Protection and Advocacy System for New Hampshire*

**twitter.com/DRCNH**

**facebook.com/DisabilityRightsCenterNH**

The Disability Rights Center is dedicated to eliminating barriers to the full and equal enjoyment of civil and other legal rights for people with disabilities.

**WEBSITE:** [www.drcnh.org](http://www.drcnh.org) **EMAIL:** [mail@drcnh.org](mailto:mail@drcnh.org)

64 North Main Street, Suite 2

3<sup>rd</sup> Floor, Concord, NH 03301-4913

**VOICE AND TDD:** ..... (603) 228-0432

1-800-834-1721

**FAX:** ..... (603) 225-2077

TDD access also through NH Relay Service

**VOICE AND TDD:** ..... 1-800-735-2964

## Institute on Disability/ UCED at the University of New Hampshire

**twitter.com/unhiod** **youtube.com/unhiod**

**facebook.com/instituteondisability**

The IOD promotes full access, equal opportunities, and participation for all persons by strengthening communities and advancing policy and systems change, promising practices, education, and research.

**WEBSITE:** [www.iod.unh.edu](http://www.iod.unh.edu)

### DURHAM OFFICE

10 West Edge Drive, Suite 101  
Durham, NH 03824

**PHONE:** ..... (603) 862-1769

**RELAY:** ..... 711

**FAX:** ..... (603) 862.0555

### CONCORD OFFICE

57 Regional Drive, Unit 8  
Concord, NH 03301

**PHONE:** ..... (603) 228-2084

**RELAY:** ..... 711

**FAX:** ..... (603) 228-3270

## NH Council on Developmental Disabilities

Dignity, full rights of citizenship, cultural diversity, equal opportunity, and full participation for all New Hampshire citizens with developmental disabilities.

**WEBSITE:** [www.nhcdd.org](http://www.nhcdd.org)

2½ Beacon Street, Suite 10

Concord, NH 03301-4447

**PHONE:** ..... (603) 271-3236

**TTY/TDD:** ..... 1-800-735-2964

This publication was supported solely by federal funding from grants from the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration; U.S. Department of Health and Human Services, Administration for Community Living/Administration on Intellectual and Developmental Disabilities; U.S. Department of Education, Department of Rehabilitation Services; Social Security Administration; and a grant from the New Hampshire Bar Foundation.

The contents are solely the responsibility of the grantees and do not necessarily represent the official views of the grantors.