

Report Name: *Transition Report*

Purpose: The purpose of this report is to review transition data for individual students or a group of students with closed IEPs.

This report includes: Student Name; SASID; Local ID; Resident County & School; Service County & School; Disability; Race; Current Grade; IEP Date; Gender; Academic and Functional Areas Assessed; Evaluation Method-By-With; ESY Goal; Objectives; Student Preferences And Interests; Post Secondary Goals; and Transition Activities with progress monitoring. (Outcomes); Course of Study; Projected Category of Exit; Agency Linkage; Document basis for decisions.

1. Choose the **Reports** button from any screen in the Maryland Online IEP.
2. From the list of available reports, click on **Transition Report**.
3. The Transition Report can be filtered by Resident County/School, Service County/School, Grade and or Student will turn 16 years old by.
4. Once criteria have been selected, click Show Students to view the names.



Tip: The search will only yield results for resident and service schools to which the user is assigned.



Note: If the service county and school, as well as, the Resident County and school criteria are selected, the reporting tool will yield a smaller, more specific set of results. Selecting the resident county will produce a report of students within the selected county regardless of Service County. Selecting the service county will produce a report of students within the selected county regardless of Resident County.

Transition Report

Residence County
Training County

Residence School
 Public Private

Public Schools
Training High

Service County

Grade

Student 16th birthday date range
FROM TO
[] []

Annual Review Date
FROM TO
[] []

Get Students

Select All Clear All

Black, Art
 Crawford-12, Holly
 Crawford-15, Holly
 Crawford-18, Holly
 Crawford-20, Holly
 Crawford-23, Holly
 Crawford-3, Holly
 Crawford-6, Holly
 Crawford-9, Holly

Crawford-1, Holly
 Crawford-13, Holly
 Crawford-16, Holly
 Crawford-19, Holly
 Crawford-21, Holly
 Crawford-24, Holly
 Crawford-4, Holly
 Crawford-7, Holly

Crawford-11, Holly
 Crawford-14, Holly
 Crawford-17, Holly
 Crawford-2, Holly
 Crawford-22, Holly
 Crawford-25, Holly
 Crawford-5, Holly
 Crawford-8, Holly

Run Report

- Choose which student or students will be included in the **Transition** report by clicking on the square check box next to the desired student's name, or to choose all students, click the Select All button.
- If the **Select All** button is chosen, then **Run Report**, the tool will produce reports for every student that meets the criteria. If the user selects one or more boxes from the list, the **Transition Report** will generate a report for the student or students selected.
- The results can be viewed on screen, printed or downloaded to a CSV file.

Transition Report

Transition Report

Resident County: Training County
 Resident School: Training High
 Service County: Any
 Service School: Any
 Grade: Any
 Student 10th birthday date range: From: --- To: ---
 Annual Review Date: From: --- To: ---

Holly Crawford-17

SASID	Local ID	Resident County	Resident School	Service County	Service School	Disability OTHER HEALTH IMPAIRMENT	Old Race White (not Hispanic)	New Race White	Current Grade Grade 10	IEP Date 06/04/2017	Gender Female
4049872231		Training County	Training High								

By June, 2018, Holly will use graphic organizers and outlines to construct paragraphs that express information in an organized fashion as measured by a score of 3 or more based on a 9th grade 5-point writing rubric, on at least 5 assignments.

Academic and Functional Areas Assessment Academic - Written Language Expression	Evaluation Method Informal Procedures	By 05/01/2018	With 80 % Accuracy	FSY Goal? No
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Objectives:

- By December 2017, Holly will use an outline to organize complex ideas, concepts, and information in order to introduce a topic, with a score of 3 or more based on a 9th grade 5-point writing rubric, on 3 assignments.
- By April 2018, Holly will use a graphic organizer to expand a topic with well-chosen, relevant, and sufficient facts, to write an informative paragraph that earns a score of three or better on a 9th grade 5-point writing rubric, on 3 assignments.

TRANSITION (To be completed annually, beginning at age 14 or younger, if determined appropriate.)

STUDENT PREFERENCES AND INTERESTS:

The post secondary goal(s) are to be based on the student's interests and preferences

Document Date of Student Interview: 05/19/2017

Discussion of student's interests, preferences and age appropriate transition assessments:

Holly was provided with a CAREER CLUSTER INTEREST INVENTORY list on September 14, 2016. Holly's highest scoring interest was in the area of sales and manufacturing.

Holly stated that she wants to work in store that sells clothes and shoes so she can get a discount. She will try to get a part time job after-school at the nearby clothing store.

POSTSECONDARY GOALS (Outcomes):

Postsecondary goal(s) are to be recorded here. At least one goal must be indicated for training and/or education.

Employment (required):

Holly will be employed in the field of retail sales after graduation from high school.

Training:

Upon high school graduation, Holly will attend the management training program offered through Walmart.

Education:

Independent Living (if appropriate):

COURSE OF STUDY:

The course of study is to support the stated postsecondary goal(s)

Human Consumer Services, Hospitality & Tourism

Student is enrolled in the following Functional and Skill Development Activities:

Job Sampling & Employment Training

PROJECTED CATEGORY OF EXIT:

The student is projected to exit with: Maryland High School Diploma: (with 2 credits of Foreign Language)

PROJECTED DATE OF EXIT:

The student is projected to exit/graduate school May 28, 2020 (month, day, year)

Have the student and parents been informed that rights under IDEA do not transfer to students with disabilities on reaching age of majority, except under limited circumstances, as described in Education Article §8-112.1, Annotated Code of Maryland? Yes

Annual date student and parent were provided a copy of the Transition Planning Guide: 05/23/2017

AGENCY LINKAGE:

AGENCY LINKAGE	Consent for Referral or Application:	*The student has been referred or applied to:	Consent for Agency Representative invite to the IEP team meeting:	*Agency Representatives were invited to the IEP Team meeting:	Anticipated Services in Transition:
Division of Rehabilitation Services (DORS):	No	No	No	N/A	No
Developmental Disabilities Administration (DDA):	No	No	No	N/A	No
Behavior Health Administration (BHA):	No	No	No	N/A	No
Department of Labor, Licensing, and Regulation (DLR):	No	No	No	N/A	No

***If NO or N/A, document basis for decision:**

Holly is not the eligible age or grade for DORS at this time, she may be referred during the fall of her Junior year.

Student and parent have been provided with a self-referral form for DDA.

Holly is not eligible for services through BHA because she does not meet the eligibility criteria.

Discussion to support decision:

Holly attended and led the IEP meeting. Holly's father attended.

Parent was provided with:

DDA Self-Referral Application,
Parent's Rights Procedural Safeguards Notice,
Habilitative Services,
Graduation Requirements and the
Transition Planning guide.

TRANSITION ACTIVITIES:

Activity Type: Employment Training

Details:

Holly will participate in 2 community work experiences.

Responsible Party:

Special Educator

Parents

Activity Type: Academic

Details:

Holly will work with her case manager to develop study skills and develop self-advocacy. She will meet with her case manager to better understand her disability, accommodations and modifications. Holly will become a self-advocate in meeting her IEP needs and actively participate in her IEP Meetings.

Responsible Party:

Special Educator

Classroom teachers

Student

Parents

Progress / on Transition Activity

05/01/2017:Partially Completed

Holly attended her first IEP meeting on April 30, 2017