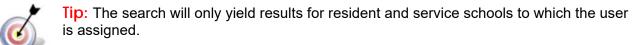
Report Name: Transition Report

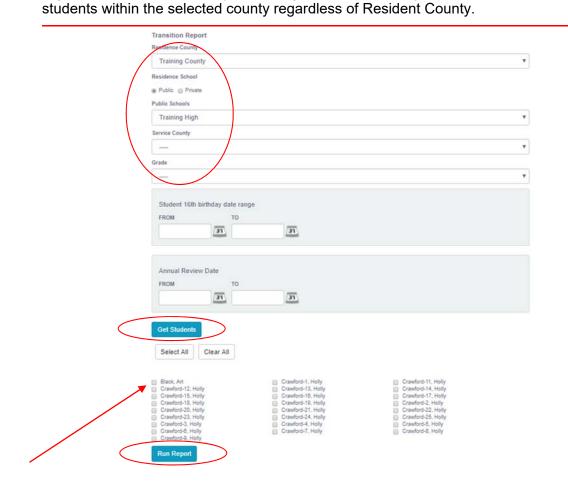
Purpose: The purpose of this report is to review transition data for individual students or a group of students with closed IEPs.

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.



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



- 5. 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.
- 6. 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.
- 7. The results can be viewed on screen, printed or downloaded to a CSV file.

esident School: ervice County: ervice School: / rade: Any tudent 16th bir	Training County Training High Any	···· To: ····										
Holly Crav	vford-17											
5A51D 4049872231	Local ID	Resident County Training County	Resident School Training High	Service County	Service School	Disability OTHER HEALTH IMPA	URMENT V	id Race hite (not ispanic)	New Race White	Current Grade Grade 10	1EP Data 06/04/2017	Gender Female
construct as measur writing rul	018, Holly will use paragraphs that ex red by a score of 3 bric, on at least 5	xpress information or more based o assignments.	n in an organized	fashion point								
Academic - Writt Objectives 1. By Decerrinformation writing ru 2. Dy April 2 and sufficient	Functional Areas Asso an Language Expression aber 2017, Holly will use on in order to introduce a abrir, on 3 assignments. 2019, Holly will use a gra cient Facts, to write an ini 5 S-point writing rubrir, o	an outline to organize o a topic, with a score of 3 phic organizer to expan formative paragraph tha	l or more based on a 9t d a topic with well-chos	Informal , and h grade S-point en, relevant,	ion Method Procedures		By Dit/01/201	n	WITH 80 % Accuracy	ESY No	Gaal?	
STUDENT PI The post se Document E Discussion i Holly was p was in the Holly state time job af	(To be completed annually, REFERENCES AND INTE condary goal(s) are to ordary goal(s) are to ordare goal(s) are to order of student's interests, is rovided with a CAREER C area of sales and manufa d that she wants to work ter-school at the nearby or NDARY GOALS (Outcon	RESTS: be based on the study w: 05/19/2017 preferences and age a LUSTER INTEREST INVE cturing. in store that sells clothe dlothing store. nes):	ent's interests and pro ppropriate transition NTORY list on Septembe s and shoes so she can g	eferences assessments: er 14, 2016. Holly's high get a discount. She will t	try to get a part							
Employme	dary goal(s) are to be ent (required): e employed in the field of			luicated for training a	nayor education.							
Training: Upon high	school graduation, Holly v	will attend the managem	ent training program off	ered through Walmart.								
COURSE O The cours Human Cor Student is Job Sampli PROJECTE The student Have the st	e of study is to support sumer Services, Hospital enrolled in the following & Employment Training ID CATEGORY OF EXIT: It is projected to exit v DATE OF EXIT: is projected to exit/graduu dent and parents bee	t the stated postsecon ity & Tourism ing Functional and Ski g with: Maryland High Sch ate school May 28, 2020	II Development Activi ool Diploma: (with 2 cm) (month, day, year) under IDEA do not t	edits of Foreign Languag	th disabilities on react	ing age of majority, except	t under					
	student and parent w											
AGENCY LIN		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:						
Services (D		No	No	No	N/A	No						
Administra	ntal Disabilities tion (DDA):	No	No	No	N/A	No						
(BHA):	ealth Administration	No	No	No	N/A	No						
Departmen and Regula	t of Labor, Licensing, tion (DLLR):	No	No	No	N/A	No						
*If NO or N	/A, document basis for	decision:	he may be referred due	an the fall of her Surley								

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.

Transition Report

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 meeds and actively participate in her IEP Meetings.

Responsible Party: Special Educator

Classroom teachers

Student

Parents

Progress 1 on Transition Activity 05/01/2017:Partially Completed

Holly attended her first IEP meeting on April 30, 2017