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M MEMORANDUM

TO: Local Directors of Special Education and State Operated Programs

FROM: Carol Ann Baglin, Assistant State Superintendent
Division of Special Education/Early Intervention Services

DATE: October 12, 2006

SUBJECT: *Individuals with Disabilities Education Act (IDEA) 2004 Requirements for Transition Planning Documentation*

There are several changes in the IDEA 2004 concerning how transition planning is to be documented. At the September 25, 2006 Statewide Individual Education Program (IEP) Workgroup meeting, Mr. Tom Barkley, Transition Specialist, responded to the group's questions regarding the documentation of transition planning in the IEP. The workgroup suggested that clarifying information be sent to all special education directors. Transition planning documentation is to be included in the IEP and does not require a separate form. As a result and for your information, the specific changes are stated and explained on the attached chart. The last item on the chart explains Section 300.321(b)(3) of the IDEA 2004 regulations concerning parent/child consent to invite participating agencies to attend IEP meetings when transition is to be discussed.

Please share this chart with your lead transition coordinators. If you have any questions, please contact Mr. Barkley at (410) 767-0231.

CAB/TB:daw

Attachment

c: Kimberly Lewis
Sharon West
Tom Barkley

IDEA 2004 REGULATIONS
IEP Documentation for Transition Planning

IDEA Regulation	IEP Documentation	Explanation
<p>300.320 – Individualized Education Program Appropriate measurable postsecondary goals</p>	<p>These measurable postsecondary goals must be included in the annual IEP and not in a separate document.</p>	<ol style="list-style-type: none"> 1. The term measurable means countable. The IEP is compliant if it contains post secondary goals. 2. The term postsecondary goals mean outcomes. They are not to be confused with annual goals.
<p>The postsecondary goals are to be based upon age-appropriate transition assessments.</p>	<p>The IEP is to identify the age-appropriate transition assessment used and the recommendations from the assessments.</p>	<ol style="list-style-type: none"> 1. Age appropriate transition assessment is an ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. 2. The term age appropriate means materials that reflect the student's chronological age. Transition assessments can be Informal or Formal. An assessment can be a task analysis, an observation, a meeting with the student, interest inventory, statewide academic testing, vocational evaluation, self-determination assessment, report cards, and/or scores from high school assessments.
<p>The post secondary goals are to be related to training, education, employment, and, where appropriate, independent living skills.</p>	<p>There must be a post secondary goal in each required area.</p> <ol style="list-style-type: none"> 1. Employment 2. Education or Training 3. Independent living skills (when appropriate) 	<ol style="list-style-type: none"> 1. The first goal is to address the employment interests of the student. 2. The second goal is to address the training or education needed to assist the student to attain employment. 3. The third goal is to address independent living if the student will require assistance to be independent in the community. Note: there must be a goal 1 and goal 2 from the IEP Documentation box. Goal 3 is dependent upon the child's developmental needs.

IDEA 2004 REGULATIONS
IEP Documentation for Transition Planning

IDEA Regulation	IEP Documentation	Explanation
<p>The IEP must contain the transition services needed to assist the child in reaching their goals.</p>	<p>Transition services needed are to be listed in the following appropriate categories:</p> <ul style="list-style-type: none"> • Academic • Employment Training • Activities of Daily Living • Independent Living • Travel Training. <p>Note: The responsible party for the delivery of the service is to be recorded.</p>	<p>Examples of Transition Services:</p> <ol style="list-style-type: none"> 1. internship 2. attending a job or college fair 3. a referral for a vocational evaluation from the Division of Rehabilitation Services (DORS) 4. a community based vocational training placement 5. a field trip to a business 6. membership in a school club
<p>Transition services must also include the course of study needed to assist the child in reaching the post secondary goals.</p>	<p>The course of study is organized around the <i>Maryland Career Cluster</i> and pathway that is aligned with the child's post secondary employment goal. For children who take alternate assessments aligned to alternate achievement standards the course of study should be a list of the areas of instruction that will assist the child in reaching his/her post secondary goals.</p>	<p>The Maryland Career Clusters have been developed by the Maryland State Department of Education, Division of Career Technology and Adult Learning under the guidance of the Governor's Workforce Investment Board, the Maryland State Department of Business and Economic Development, and the Maryland Department of Labor, Licensing, and Regulation.</p> <p>Note: This resource should be available in the school's guidance department.</p>
<p>For each post secondary goal there must be measurable annual goals included in the IEP that will help the child make progress toward the post secondary goals.</p>	<p>These measurable annual goals are to be included in the goals section of the IEP and designated as transition goals.</p>	<p>The measurable annual goals, including academic and functional goals, should be designed to meet the child's needs that result from the disability to enable the child to be successful in the course of study needed for attaining the post secondary goals.</p>
<p>300.321 – IEP Team With the consent of the parent or a child who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.</p>		<p>Consent is <u>not</u> needed if the parent or a child who has reached the age of majority invites any agency representative. If a public agency plans to invite any agency representative consent must be obtained before every IEP team meeting when transition is discussed</p>