

Appendix C



IDEA 2004 Citations

Definition of Transition (34 CFR 300.43)

A coordinated set of activities designed within a results-oriented process that is -

- focused on improving the academic and functional performance 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
- based on student's needs and taking into account his or her preferences & interests; and
- includes instruction, related services, community experiences, the development of employment and other post school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation

IEP Documentation Requirements: (34 CFR 300.43 & 300.320)

- Measurable post secondary goals, based on age appropriate transition assessments, related to training, education, employment, and where appropriate, independent living skills
- The transition services, including the course of study needed to assist the child in reaching those goals. Transition services can include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, a functional vocational evaluation
- No later than one year prior to reaching the age of majority, a statement included in the IEP that the youth has been informed of the rights that will be transferring to them.

Team Membership Requirements: (34 CFR 300.321)

- The school must invite a youth with a disability to the IEP meeting if the purpose of the meeting is to discuss transition, their postsecondary goals and/or the transition services they will need to meet those goals. The youth is not required to attend. However, the school must take steps to ensure that their preferences and interests are considered in the planning.
- To the extent appropriate, and with the consent of the family, the school district must invite representatives from any agency that will likely be providing or paying for transition services.
- Families may invite representatives from agencies likely to provide adult services as well.

Summary of Performance: (CFR 300.324)

- Upon graduation or termination of eligibility because of age, the school district must provide youth with disabilities with a Summary of Performance. This includes a summary of the youth's academic achievement and functional performance and recommendations on how to assist the youth in meeting their postsecondary goals.

Failure to Meet Transition Objectives: (34CFR 300.324(c))

- If an agency other than the public school, fails to provide a transition service listed in the IEP, the school is not responsible to provide that service. The school is, however, required to reconvene the IEP team to identify alternative strategies to provide for that service or need.

Making Amendments to the IEP: (34CFR 300.324(a)(4)(i) & (6))

- Agreement. (i) In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the public agency may agree not to convene an IEP Team meeting for the purpose of making those changes, and instead may develop a written document to amend or modify the child's current IEP.
- Amendments. Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in paragraph (a) (4) of this section, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

Appendix D



Acronyms

IDEA – Individuals with Disabilities Education Improvement Act of 2004
IEP – Individualized Education Program/Plan
AA – Area Agency
NH Rules – New Hampshire Rules for the Education of Children with Disabilities
VR – Vocational Rehabilitation
ADA – Americans with Disabilities Act
NH DOE – New Hampshire Department of Education
NHHEAF- New Hampshire Higher Education Assistance Foundation
HEATH – on-line clearing house on post-secondary education for individuals with disabilities
GSIL – Granite State Independent Living
PATH- Planning Alternative Tomorrows with Hope
MAPS – McGill Action Planning System or Making Action Plans
IOD – Institute on Disability at the University of New Hampshire
PIC- The Parent Information Center
DSS—Disability Support Services Office
NHSEIS—New Hampshire Special Education Information System

Appendix E



Additional Resources

Career/Employment Resources

- NH Employment Security (NHES) <http://www.nh.gov.nhes/> can help people find work and provide employment counselors to assist people with their career choices and changes.

College/Post-Secondary Education Resources

- www.Mappingyourfuture.org has a great deal of tools and calculators to help in college planning.
- www.collegeboard.com and www.collegesource.com are both college search sites that help youth determine colleges that match their preferences. They also provide information on the SATs and college financing.
- There are also college guides/books for students with disabilities. Though they may quickly become outdated, they can provide important information and ideas. Two are:
 - Peterson's Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders.
 - The Princeton Review K&W Guide for Colleges for Students with Learning Disabilities or ADD.

Community and Independent Living

- The Disabilities Rights Center (DRC) www.drcnh.org provides information, referral, advocacy, advice and legal representation to individuals with disabilities on a wide range of disability-related topics.
- The Home of Your Own (HOYO) project <http://www.theloanfund.org/programs/housing/hoyo/index.html> assists families and individuals with developmental disabilities buy homes.
- Enhanced Life Options <http://www.elonh.org> provides information, consulting, advocacy, mentoring and trust related service for the disabilities community including special needs trusts, supplemental needs trusts, pooled trusts and trusts for independent living.

General Resources

- Family Resource Connection <http://www.nh.gov/nhsl/frc/> at the NH State Library has a lending library with a wealth of information to assist youth and families
- Transition Resource Network of Strafford County (TRN) <http://www.straffordlearningcenter.org/trn.html> has a wealth of information and resources for youth with disabilities and their families in Strafford County.
- Monadnock Center for Successful Transitions (MCST) <http://mcst-nh.org/> has a wealth of information and resources for youth with disabilities and their families in the Monadnock Region.
- NH Department of Education, Bureau of Special Education <http://www.ed.state.nh.us/education/doe/organization/instruction/bose.htm>
- Transition Community of Practice www.sharedwork.org