Exit Document for Transitioning Youth

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

IDEA 2004 requires a summary of performance to support student transition:

"...a local educational agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post-secondary goals."

The Maryland Code of Regulations (COMAR) refers to this summary of performance as the Exit Document.

This fact sheet and others can be found at www.mdtransition.org, www.mdeid.org, and www.mdworkforcepromise.org.

Questions? Contact Maryland Department of Disabilities

What is an Exit Document?

According to the Maryland State Department of Education, Division of Special Education / Early Intervention Services, the Maryland Exit Document is a companion document to the Maryland High School Diploma or the Maryland Certificate of Completion. It summarizes the student's skills, strengths, and interests, and indicates supports that may assist in ensuring success following secondary education. All students with disabilities who receive special education services receive an Exit Document when they graduate with a Maryland High School Diploma or receive a Maryland High School Certificate of Program Completion.

The Exit Document is a result of the Individuals with Disabilities Education Improvement Act of 2004. The Act includes language that requires all students with disabilities who have Individualized Education Programs (IEPs) to receive a Summary of Performance. The Maryland Code of Regulations (COMAR) refers to this Summary of Performance as the Exit Document.

The Exit Document provides the student with important information as he or she transitions from school to post-secondary education, employment, and/or independent living. It would be beneficial for the student to provide the information to post-secondary educational institutions, community service providers, and/or potential employers, but it is not intended to serve as documentation required for accommodations.

The Exit Document:

- Is developed by school personnel with input from the student, his or her parents, and other supports, such as staff from the Maryland State Department of Education, Division of Rehabilitation Services.
- Is generated using a web-based program from data that is gathered during the transition planning process and the student's IEP team meetings.
- Provides information about the student's high school experience, as well as potential supports as he or she transitions to post-secondary school activities.
- Aids in identifying the student's interests, abilities, skills, and employment preferences.
- Becomes the property of the student. It is the student's responsibility to share the information in the Exit Document as he or she sees fit.

What Information is Documented?

The Exit Document captures important information as it relates to the student's high school experience at the time of graduation or exit from school. It does not reflect the student's supports, interests or preferences beyond that frame and is not intended to serve as documentation for required accommodations.

There are ten sections to the Maryland Exit Document.

1. Demographic Information: provides basic information about the student (name, address, phone number).
2. Course of Study: highlights the student's curricular experiences.
3. Educational Accommodations / Supports: identifies the supports that have been the most significant in helping the student in his or her classes throughout high school, as well as anticipated supports that the student may need in post-secondary institutions.
4. Employment Preferences: identifies the student's preferred job and/or preferred working conditions.
5. Personal Interests: includes the student's favored extracurricular and non-school related activities or other interests.
6. Personal Attributes: identifies attributes that best describe the student.
7. Vocational Accommodations / Supports: identifies the supports that have been the most significant in helping the student in his or her job experiences throughout high school, and the anticipated supports and services that the student may need in future employment.
8. Work History: identifies the student's job and/or training experiences throughout high school.
9. References: includes personal, character, and/or employment references.
10. Skill Rating: provides information about the student's individual characteristics and level of skill in three broad areas: basic academic skills, personal attributes, and vocational skills.

For Parents

The National Joint Committee on Learning Disabilities encourages parents and students with <u>any</u> type of disability to participate in the development of the Exit Document.

- Collaborate with the secondary school personnel as they collect and organize documentation to provide a comprehensive overview of the student's functional performance.
- Review the student's recent formal and informal evaluation data.
- Document accommodations that were provided, including those for testing situations.
- Ensure the documentation contains a diagnosis of the specific disability, current functional limitations that result, and post-secondary accommodation recommendations.

For Post-Secondary Personnel

The National Joint Committee on Learning Disabilities recommends the following for post-secondary personnel as they work with students with <u>any</u> type of disability:

- Provide students and families information about the different requirements for documentation as compared to K-12 settings.
- Provide information on how to arrange opportunities for students to talk to a disability services provider about the above-mentioned requirements.
- Encourage students to disclose their disability and submit documentation once they are accepted.
- Review submitted documentation once the student is accepted to determine eligibility.
- Communicate with secondary-level providers regarding practices that will meet mutual needs and facilitate student success.

Resources

Maryland Department of Disabilities
Voice: 1(800) 637-4113 / (410) 767-3660
Email: mdod@mdod.state.md.us
Website: www.mdod.maryland.gov

Maryland Developmental Disabilities Administration
Voice: (410) 464-6500
Website: www.dhmh.state.md.us/dda

Maryland Mental Hygiene Administration
Voice: (410)402-8300
TTY: 1(800) 735-2258
Website: www.dhmh.state.md.us/mha

Maryland State Department of Education, Division of Rehabilitation Services
Voice: (410) 554-9442
TTY: 1(888) 554-0334
www.dors.state.md.us

Maryland State Department of Education, Division of Special Education / Early Intervention Services
Voice: 1(800)535-0182 / (410) 767-0261
Website: www.marylandpublicschools.org/MSDE/divisions/earlyinterv/

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