

Compliance Examples for The Transition Checklist

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Each year the Department of Public Instruction (DPI) selects approximately 90 public agencies to participate in the Special Education Procedural Compliance Self-Assessment. Selected public agencies examine student individualized education programs (IEPs) and determine whether those IEPs are in compliance with the procedural requirements set out in federal special education law. The purpose of this document is to provide public agencies examples for completing the transition portion of the Self-Assessment.

Completing the Self-Assessment requires public agencies to apply specific standards to reviewed records to determine whether those records contain the minimum components of the compliance standard. The compliance examples provided in this document represent the standard that should be applied only when completing the Special Education Procedural Compliance Self-Assessment. DPI strongly encourages all districts to observe effective practice standards when training staff and creating individual student transition plans. IEPs written to the effective practice standards should meet compliance standards.

The **compliance standard** is applied when reviewing student transition plans as part of the Self-Assessment. The compliance standard is derived from federal law, representing the *minimum* provisions a transition plan *must* include. As a guiding question, public agencies should consider: does the IEP address the requirement?

The **effective practice standard** is applied when developing and writing student transition plans. The effective practice standard is derived from sound educational practice focusing on producing quality IEPs and desired post-school outcomes. As a guiding question, public agencies should consider: how the IEP addresses the requirement?

Complete instructions and guidance for the Self-Assessment can be found on the department's website at; <http://www.dpi.wi.gov/sped/spp-selfassmt.html>.

Compliance Examples for The Transition Checklist

T1: Student Invited

“Yes” Examples

1. Antonio’s Individualized *Education Program: Transition Services* (form I-8) documents the date and method used to invite Antonio to the IEP meeting held to consider transition services.
2. Tyeshia’s *Evaluation Report and IEP Cover Sheet* (form I-3) lists her as a participant at the IEP meeting held to consider transition services.
3. Kate’s *Invitation to a Meeting of the IEP Team* (form I-1) indicates transition services will be considered and is addressed to Kate.

“No” Example

4. Alison’s IEP file contains no evidence she was invited to, or attended, the IEP meeting held to consider transition services.

Compliance Examples for The Transition Checklist

T2: Postsecondary Goals

“Yes” Examples:

1. a) Antonio will obtain a four-year degree.
b) After obtaining a four-year degree, Antonio will be an elementary school teacher.
 - ✓ There are goals in the area of education/training and employment, and as necessary independent living.
 - ✓ The goals are countable.
 - ✓ The goals occur after high school.

2. After high school Tyeshia plans to obtain a two-year degree in welding prior to becoming a self-employed welder.
 - ✓ There are goals in the area of education/training and employment, and as necessary independent living.
 - ✓ The goals are countable.
 - ✓ The goals occur after high school.

3. a) After graduation Kate will receive training to improve her fine motor coordination.
b) After graduation Kate will be employed in a micro-enterprise related to her ability to operate a switch.
c) After graduation Kate will live in her own apartment.
 - ✓ There are goals in the area of education/training and employment, and as necessary independent living.
 - ✓ The goals are countable.
 - ✓ The goals occur after high school.

“No” Examples:

4. After graduation Antonio will work for the government.
 - The goal is not countable as it specifies an employer but no discernable vocation.
 - The goal does not include a training component.

5. After high school Tyeshia will receive on the job training with her current employer.
 - The goal does not include an employment component.

6. Alison will take classes in keyboarding.
 - The goal does not indicate it will take place after high school.
 - The goal does not include an employment component.

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T3: Age Appropriate Transition Assessment

“Yes” Examples:

1. The “Age-Appropriate Transition Assessment” box is checked “yes” on Antonio’s IEP.
 - ✓ The “Age-Appropriate Transition Assessment box is checked “yes”.
2. There is a note in Tyeshia’s (two-year degree, welding) IEP her teacher talked with Tyeshia about her interests and preferences regarding her post high school plans in preparation for the IEP meeting where transition planning was to be discussed.
 - ✓ There is documentation that an assessment of the student’s needs, strengths, preferences, and interests regarding postsecondary goals was conducted.
3. Kate’s (fine motor, micro-enterprise, own apartment) IEP contains information indicating she has basic switch operating skills and seems to enjoy tasks that require the use of a switch. Notes also indicate that Kate has advanced independent living skills. An occupational therapist’s report indicates that Kate continues to benefit from fine motor skills therapy.
 - ✓ There is documentation that an assessment of the student’s needs, strengths, preferences, and interests regarding postsecondary goals was conducted.

“No” Example

4. Tyeshia’s IEP states, “Tyeshia’s learning disabilities are in written expression and reading comprehension, which necessitate accommodations for her to be successful in her current general education classes.”
 - The assessment of the student’s needs, strengths, preferences, and interests is not related to postsecondary goals

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T4: Transition Services

“Yes” Examples

1. Antonio (four-year degree, teacher) will receive instruction related to the requirements for obtaining a driver’s license.
 - ✓ There is at least one transition service associated with each postsecondary goal.
 - ✓ The service(s) will reasonably enable the student to meet his or her postsecondary goals.
2. Tyeshia (two-year degree, welder) will receive work-based instruction with a local welder.
 - ✓ There is at least one transition service associated with each postsecondary goal.
 - ✓ The service(s) will reasonably enable the student to meet his or her postsecondary goals.
3. a) Kate (fine motor, micro-enterprise, own apartment) will take an independent living skills class.
b) Kate will receive instruction in social skills in the work setting.
c) Kate will visit potential post-school providers of occupational therapy.
 - ✓ There is at least one transition service associated with each postsecondary goal.
 - ✓ The service(s) will reasonably enable the student to meet his or her postsecondary goals.

“No” Example

4. Antonio’s IEP includes no transition services
5. Tyeshia will participate in an independent living class.
 - There is not a transition service associated with the postsecondary goal.
6. Kate will take two field trips in order to learn how to use public transportation to get from home to high school.
 - The service will not reasonably enable the student to meet his or her postsecondary goals.

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T5: Coordination with other agencies

“Yes” Examples:

1. Kate’s IEP indicates she will need DVR services during the term of her current IEP. Kate’s IEP file contains a form, dated 4/22/2008, signed by Kate’s mother, consenting to invite DVR to the IEP meeting. The list of those who attended Kate’s IEP meeting on 4/28/2008 includes a DVR representative.
 - ✓ Services listed in the IEP are likely to be paid for or provided by outside agencies.
 - ✓ There is evidence of consent to invite the agency.
 - ✓ There is evidence the agency was invited.

2. Elliot is 20 years old. Elliot’s IEP indicates he will need services from Clearwater Human Services during the term of his current IEP. Elliot’s IEP file contains written permission from Elliot to invite Clearwater Human Services to his IEP meeting. Elliot’s IEP file contains an invitation to Clearwater Human Services to attend the meeting. Clearwater Human Services is not included in the list of those in attendance at Elliot’s IEP meeting.
 - ✓ Services listed in the IEP are likely to be paid for or provided by outside agencies.
 - ✓ There is evidence of consent to invite the agency.
 - ✓ There is evidence the agency was invited.

“NA” Examples

3. Antonio’s IEP lists no transition services likely to be provided by, or paid for by, an outside agency during the term of his current IEP.

4. Kate’s IEP indicates she will need DVR services during the term of her current IEP. There is evidence that the school made three good faith, but unsuccessful, attempts to obtain Kate’s parent’s consent to invite DVR.

“No” Example

5. Kate’s IEP indicates she will need DVR services during the term of her current IEP. Kate’s mother provided consent to invite DVR. There is no evidence that DVR was invited to the IEP meeting.

Compliance Examples for The Transition Checklist

T6: Course of Study

“Yes” Examples:

1. Antonio (four-year degree, teacher) will enroll in the college prep curriculum.
 - ✓ The overall course of study aligns with the student’s postsecondary goals.
2. Tyeshia (two-year degree, welding) will take sophomore required courses and will participate in two industrial technology electives this year.
 - ✓ The overall course of study aligns with the student’s postsecondary goals.
3. Kate (fine motor, micro-enterprise, own apartment) will be enrolled in Foods I, Health, Adaptive P.E., and Independent Living.
 - ✓ The overall course of study aligns with the student’s postsecondary goals

“No” Examples:

4. Antonio will enroll in the tech prep curriculum.
 - The overall course of study does not align with the student’s postsecondary goals.
5. Tyeshia will take courses to graduate.
 - “Take courses to graduate,” “pass all classes,” etc., are not courses of study.
6. Kate’s IEP does not include a course of study.

Compliance Examples for The Transition Checklist

T7: Annual Goals

“Yes” Examples:

1. Antonio (four-year degree, teacher) will improve his reading comprehension by one grade level.
 - ✓ The annual goal(s) is reasonably linked to the student’s postsecondary goals.
 - ✓ There is one annual goal or short-term objective for each postsecondary goal.
2. Tyeshia (two-year degree, welder) will use an assignment notebook to keep track of assignments and complete them on time; 90% of the time.
 - ✓ The annual goal(s) is reasonably linked to the student’s postsecondary goals.
 - ✓ There is one annual goal or short-term objective for each postsecondary goal.
3. Kate (fine motor, micro-enterprise, own apartment) will demonstrate sitting quietly and refraining from talking to strangers while utilizing public transportation at least two times across three opportunities.
 - ✓ The annual goal(s) is reasonably linked to the student’s postsecondary goals.
 - ✓ There is one annual goal or short-term objective for each postsecondary goal.

“No” Examples:

4. Given a list of recreational activities, Antonio will choose the activity that interests him the most three out of four times.
 - The annual goal is not reasonably linked to the student’s postsecondary goal.
5. Tyeshia will pass all classes with a grade of C or better.
 - The annual goal is not reasonably linked to the student’s postsecondary goal.
6. Kate will improve her switch operation efficiency by 10%.
 - There is not one annual goal or short term objective for each postsecondary goal.

Compliance Examples for The Transition Checklist

T8: Indicator 13

Item T8 is used by the department to determine the statewide compliance rate for Indicator 13. See the standards and directions in Appendix G of the Special Education Procedural Compliance Self-Assessment Manual for additional guidance.

T9: Student's Preferences and Interests Considered

“NA” Example

1. Antonio's *Evaluation Report and IEP Cover Sheet* (form I-3) lists Antonio as a participant at the IEP meeting held to consider transition services.

“Yes” Examples

2. Tyeshia's *Individualized Education Program: Transition Services* (form I-8) states, “Tyeshia was unable to attend the meeting. Tyeshia's teacher met with her at school prior to the meeting to discuss her preferences and interests regarding her post-high school plans. Tyeshia's teacher shared Tyeshia's input at the IEP meeting.”

3. Kate's disability makes it difficult for her to communicate her preferences and interests. Kate's IEP includes a note from Kate's teacher indicating she talked with Kate's parents, other teachers, and Kate's job coach regarding Kate's preferences and interests. The note indicates she shared her findings at the IEP meeting.

“No” Example

4. Alison did not attend the IEP meeting held to consider transition services. Alison's IEP contains no documentation steps were taken to ensure her preferences and interests were considered.