

# FOCUS

## Bringing Transition Requirements into Focus: Compliance vs. Best Practice

Presented by the Arizona Department of Education  
Exceptional Student Services  
Special Projects

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### Who is in the Audience?



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**OUTCOMES**

- Understanding of compliance for all transition components
- Understanding of best practice for all transition components
- Understanding of the differences between compliance and best practice

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**What Does the Law Say?**

Let's test your knowledge!




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### Let's Examine the Components




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### Compliance in Transition Planning and Documentation

**Compliance: Go**  
 Documentation is individualized and addresses transition-related FAPE and can be considered compliant under the language of IDEA '04, OSEP's Indicator 13 guidance and NTACT Checklist B.  
*\*Refer to NTACT Checklist B for additional information.*

**Unacceptable/Non Compliant:**   
 Documentation does not meet indicator requirements.

**Best Practice:**   
 Documentation reflects effective transition practices, is individualized and addresses transition-related FAPE, meets the "stranger test," and assists PEAs in avoiding confusion, disagreement, or more significant problems. This level of documentation usually requires increased effort.

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### Let's Look at Some Examples

**Measurable Postsecondary Goals**

Compliant: 

- Training- John will attend an apprenticeship program.
- Education- Jane will attend a local community college.
- Employment- Sally will work for a construction company.
- Independent Living- Sam will live with a roommate in an adult supervised setting.

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**Un Acceptable/Non Compliant:**



- Training- John will research possible apprenticeship programs.
- Education- Jane will research possible choir classes available at community college.
- Employment- Sally is interested in working at a construction company.
- Independent Living- Sam thinks he may want to live with a roommate.

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**Best Practice:**



- Training- John will attend an apprenticeship program for plumbing where he will learn skills to apply in his career as a plumber.
- Education- Jane will audit a choir class at Scottsdale Community College.
- Employment- Sally will work full time for a construction company in their front office as an office manager.
- Independent Living- Sam will live with a roommate in an adult supervised setting, obtaining continued supports with independent living skills.

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Best Practice:



- The following information is located in John's current IEP.
- AzCIS data is summarized and states that John has a strength for hands on vocations and activities.
  - John is currently working on the weekends with his uncle who is a licensed plumber. John's uncle reports that John is a hard worker and learns the trade quickly. He values John's input on the job and would hire him if he is able when John graduates from high school.
  - John reported, during a student interview, that he would like to become a licensed plumber. John was able to explain what it takes to become a licensed plumber and what types of certifications may be needed to advance his career path.
  - OASIS data is summarized and states that John has an aptitude for hands on activities, specifically those that require problem solving and trouble shooting. John's current evaluation data shows that his area of strength is perceptual reasoning. John also stated that he enjoys putting things together and understanding how things work.

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Transition Services/Activities

Jane's education MPG states that she will audit a class at a local community college.

Compliant:



One of Jane's transition services/activities listed in her IEP is that she will take a placement test for the local community college.

Unacceptable/Non Compliant:



The only activity included in Jane's IEP is to obtain her driver's license.

Best Practice:



Jane has the following services/activities listed in her IEP: Take placement test for Scottsdale Community College, Research choir performance groups offered in her community as well as at Scottsdale Community College, Research possible living arrangements within mass transit from Scottsdale Community College, Research part time job opportunities within mass transit from Scottsdale Community College .

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Course of Study

Sally's MPG states that she will be employed at a construction site.

Compliant:



Sally's course of study includes a class on business operations and an English class.

Unacceptable/Non Compliant:



Sally's course of study only contains one year and states "elective". There is no other information anywhere in the IEP that further clarifies or explains how courses may be aligned to her MPG.

Best Practice:



Sally's course of study includes a class on business operations, introduction to woodshop and consumer math her junior year. Sally's IEP includes further information about these classes, stating the following: Business Operations curriculum includes office management, introduction to Woodshop curriculum includes basics about construction, and Consumer Math curriculum includes real world math applications such as budgeting. Sally's course of study includes advanced business operations and writing for employment her senior year. Sally's IEP includes further information about these classes stating the following: Advanced Business Operations curriculum includes sections devoted to managing a small office and the organization required, Writing for Employment curriculum includes sections on how to construct emails for an office setting and professional writing.

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**Annual Goals are Aligned to MPGs**

Sam's MPG states that he will live with a roommate in and adult supervised setting.

**Compliant:** 

In the school cafeteria, Sam will order a school lunch that will include at least two different selections, by pointing at items on his communication board, daily for four consecutive weeks.

**Unacceptable/Non Compliant:** 

There are no annual goals OR the goal is in no way related to the MPG.

**Best Practice:** 

To increase Sam's independence, he will order school lunch that contains at least two choices, daily for a minimum of four consecutive weeks. Same will use his communication device to make his choices. This will allow Sam to be more independent while living in an adult supervised setting.

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**Student Invited to Annual IEP Meeting**

**Compliant:** 

Student's name is on the IEP section (if he or she attended); or clear documentation that the student was invited to participate in the IEP if he or she chose not to attend, dated prior to the meeting date

**Unacceptable or/Non Compliant:** 

No documentation that the student was invited OR student's name not included on the participation portion of the IEP

**Best Practice:** 

A separate invitation form (with a date on it) invites the student to participate in the IEP because transition services will be discussed and records whether the student will or will not attend; or clear documentation that the student's ideas are represented at the IEP meeting even though she or he chose to be absent.

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**Outside Agency Participation (with PRIOR consent)**

**Compliant:** 

If an outside agency is invited by the PEA, THEN review documentation to determine that parental consent was provided for the PEA to invite the specific agency PRIOR to the date on the meeting invitation.

**Unacceptable/ Non Compliant:** 

There is an outside agency invited by the PEA and there is no evidence that parental consent was obtained prior to the date on the meeting invitation AND/OR no consent is evident.

**Best Practice:** 

Outside agency(ies) that may be providing services to the student have been invited by the PEA and there is a separate form documenting the parental consent obtained to invite them PRIOR to the date of the meeting invitation.

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### You Make the Call



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### Measurable Post Secondary Goals

I'm going to change the world and this is my plan...



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**MPGs are Updated Annually**




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### MPGs based on Age Appropriate Transition Assessments

Jane's MPG states that she will receive on the job training to become a chef.



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**Course of Study**

Jan's MPGs are related to independent living in a group home.



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**Annual Goals are Aligned to MPGs**

Dave's MPGs are related to attending a vocational school for auto mechanics.



A dream becomes a goal when action is taken toward achieving it...



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