Kentucky Department of
Our
Children,
Our
Commonwealth
Education

Indicator 13
Kentucky Transition Compliance

Referencing Kentucky Compliance Record Review Document

School Year 2017-2018

10/04/2017

Indicator 13-Training Objectives

- Schools and districts become proficient in the use of the Kentucky Compliance Record Review Document to meet compliance for Indicator 13.

- Schools and districts will understand and apply appropriate methods of documenting Indicator 13 compliance.

Transition Services Regulation

707 KAR 1:320 Individual Education Program:

Section 7. Transition Services. (a) Appropriate, measurable, postsecondary goals based upon age-appropriate transition assessments, related to training, education, employment, and, where appropriate, independent living skills; and (b) The transition services (including the course of study) needed to assist the child in reaching these goals. (3) Transition services for children with disabilities may be special education, if provided as specially designed instruction or related services, and if required to assist a child with a disability to benefit from special education.

Transition Services Regulation Continued….

707 KAR 1:320 Individual Education Program

(4) If an agency, other than the LEA, (or state agency responsible for developing the child's IEP) fails to provide the transition services described in the IEP, the LEA (or the state agency responsible for developing the child's IEP) shall reconvene the ARC to identify alternative strategies to meet the child's transition objectives set out in the IEP.

Transition Services Section of Record Review

49a. The IEP includes appropriate measurable postsecondary goals aligned to other available student information, such as Present Levels, student interests or preferences, related to: 1. Training or education (**Required**) ☐ Yes ☐ No 2. Employment (**Required**) ☐ Yes ☐ No 3. When appropriate, independent living skills ☐ Yes ☐ No ☐ NA
49b. The IEP includes transition services that are needed to assist the student in reaching postsecondary goals.
49c. For transition services likely to be provided or paid for by another agency, the other agency is invited to send a representative, if appropriate.
49d. If an agency was invited to send a representative, prior written Consent for Outside Agency Invitation signed by the parent is included.
49e. As a transition service, the student has a multi-year course of study needed to assist the student in reaching postsecondary goals.
49f. Annual goal(s) included in the IEP are related to the transition service needs. ☐ **Education/Training (Required)** ☐ **Employment (Required)** ☐ Independent Living (When appropriate)
49g. Measurable postsecondary goals are based on age-appropriate transition assessments.
49h. The student is invited to the ARC meeting where transition services are discussed.
49i. The measurable postsecondary goals are updated annually.
50. **For students who have reached the age of 16 and older, all requirements for Item 49 (a-i) are met.**

Kentucky Indicator 13 Components

49a Postsecondary Goals
49b Transition Services
49c Agency Involvement
49d Consent for Outside Agency Invitation
49e Multi-year Course of Study
49f Related Annual Goal(s)
49g Transition Assessment
49h Student Involvement
49i Annual Update
50 All Requirements are met for Indicator 13

Postsecondary Goals
Item 49a of the Compliance Record Review Document

49a. The IEP includes appropriate measurable postsecondary goals aligned to other available student information, such as Present Levels, student interests or preferences, related to: 1. Training or education (**Required**) ☐ Yes ☐ No 2. Employment (**Required**) ☐ Yes ☐ No 3. When appropriate, independent living skills ☐ Yes ☐ No ☐ NA			

Compliant Post-Secondary Goals

After high school John Doe's goal is to attend a 4-year college to major in graphic communications to become a graphic artist.

Jane Doe's goal after high school is to attend a technical school and receive a certificate in electricity and be employed as an electrician.

Upon completion of high school John Doe's goal is to join the military to receive on the job training to become employed as a chef/cook.

Jane Doe's goal after high school is to have on the job training at the Toyota plant in order to become a car assembly technician.

Examples of Postsecondary Goals for Students with Significant Cognitive Disabilities

- After graduation, Sally Sue's goal is to receive on the job training at her local church to be able to volunteer as a children's church teaching assistant.
- Upon completion of high school, Jerri's goal is to receive on the job training at the local library to be able to work as an assistant storyteller.

Compliant Post-Secondary Independent Living Skills Goals

After high school John Doe will use an augmentative communication device to communicate his wants and needs to individuals in the home and in the community.

After high school Jane Doe's goal is to attend the Carl Perkins Center. She will be able to independently complete her self care needs (i.e. brushing teeth, dressing, cooking, and etc.).

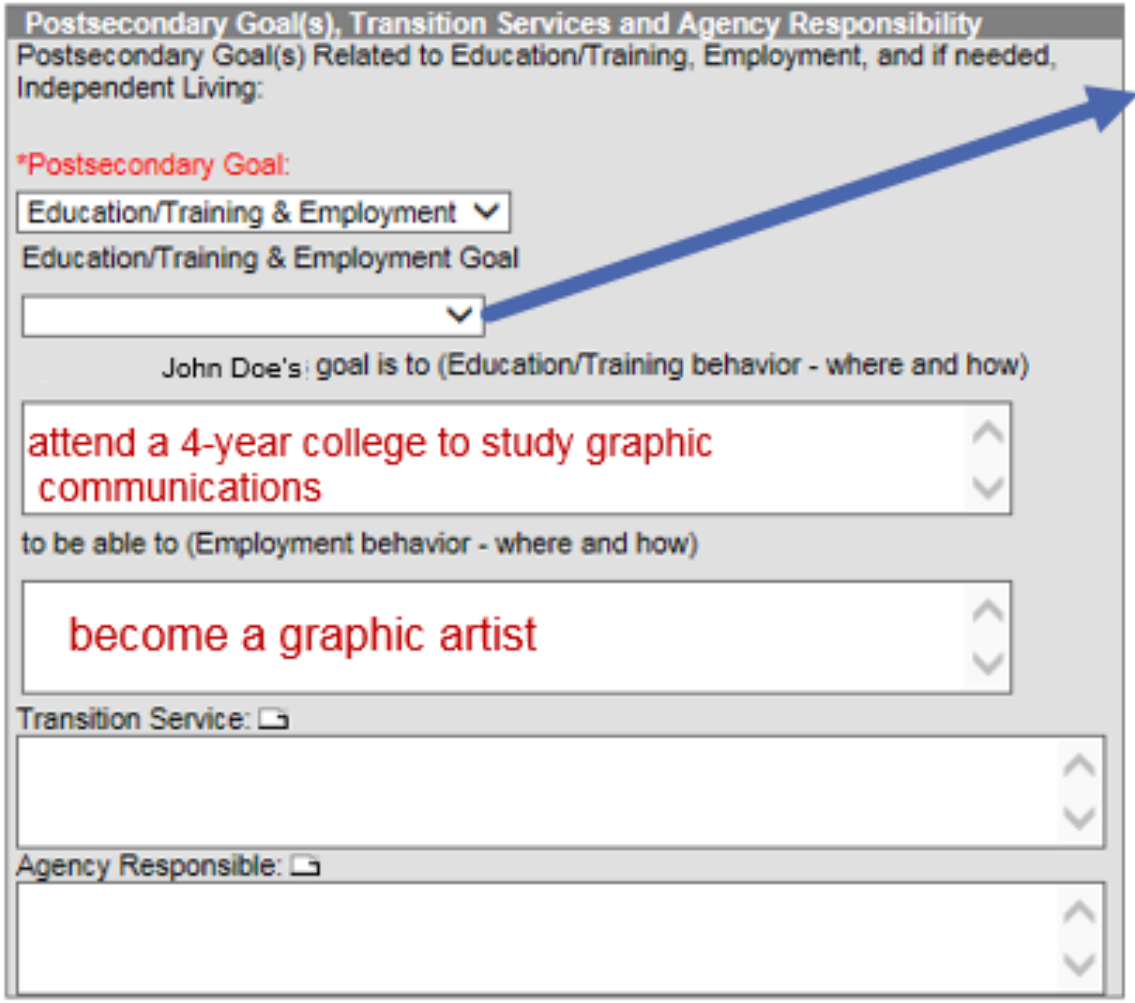
Examples of Noncompliant Postsecondary Goals

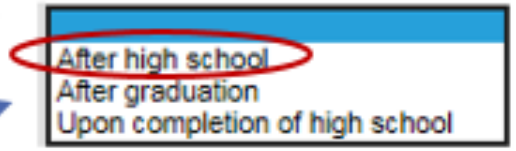
After high school, Jodi's goal is to improve job skills through a job training program to be able to work in a retail setting.

After high school, Jeremy plans to learn from a job coach to be able to be employed part-time in a local business with supports

After high school, John's goal is to attend a school near his home to major in business.

Postsecondary Goals in Infinite Campus





These are the choices in the next dropdown (under Education/Training & Employment Goal)

Postsecondary Independent Living Goals in Infinite Campus

Postsecondary Goal(s), Transition Services and Agency Responsibility

Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:

*Postsecondary Goal:

Education/Training & Employment

Education/Training & Employment Goal

MAKENZIE ABBOTT's goal is to (Education/Training behavior - where and how)

attend The Carl Perkins Center

to be able to (Employment behavior - where and how)

independently complete her self care needs (i.e. brushing teeth, dressing, cooking, and etc.).

Transition Service:

Agency Responsible:

After high school
After graduation
Upon completion of high school

These are the choices in the next dropdown (under Independent Living)

Post-Secondary Goal Completed In IEP

Postsecondary Goal(s) (By age 16, or younger if appropriate, and thereafter)	
Postsecondary Goal(s) Related to Education/Training & Employment	
After high school Jane Doe's goal is to attend a 4 year college to study graphic communications to be able to become a graphic artist.	
Transition Service	**Agency Responsible**
Postsecondary Goal(s) Related to Independent Living	
After graduation, Jane Doe's goal is to attend Carl Perkins to be able to independently complete her self-care needs (i.e. brushing teeth, dressing, cooking, and etc.	
Transition Service	**Agency Responsible**

Postsecondary Goals
Item 49b in the Compliance Record Review Document

49b. The IEP includes transition services that are needed to assist the student in reaching postsecondary goals. **NOTE**: The ARC must document specific transition services needed and the agency responsible for each service under the post-secondary goal. For examples of transition services, see Indicator 13 Requirements.			

Examples of Transition Services Item 49b

- Course of study leading to a diploma/certificate
- Instructional support of guided notes for lessons
- Instruction related to social skills in a work setting
- Job Shadowing
- Community Based Transition Work Program
- Assistive technology services to increase use of voice output device
- Physical therapy to improve independent ambulation
- Touring two university campuses, including admissions and disability services office

Examples of Transition Services Continued - Item 49b

- Vocational Rehabilitation referral to determine eligibility for services
- Becoming a volunteer at St. Peter's Kitchen
- Completing a career preference inventory
- Completing an adaptive behavior scale
- Completing a self-determination scale
- Job shadowing in a food services environment

Post-Secondary Goals in Infinite Campus

Postsecondary Goal(s), Transition Services and Agency Responsibility

Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:

*Postsecondary Goal:

Education/Training & Employment

Education/Training & Employment Goal

MAKENZIE ABBOTT's goal is to (Education/Training behavior - where and how)

attend college in graphic communications

to be able to (Employment behavior - where and how)

become a graphic artist

Transition Service:

Job shadowing for community experience; multi-year course of study

Agency Responsible:

OVR, John Doe High School

49b

Postsecondary Transition Services and Agency completed in IEP

Postsecondary Goal(s) (By age 16, or younger if appropriate, and thereafter)	
Postsecondary Goal(s) Related to Education/Training & Employment	
After high school, Jane Doe's goal is to go to college in graphic communications to be able to become a graphic artist	
Transition Service	**Agency Responsible**
Shadowing for community experience, multi- year course of study	**OVR, John Doe High School**
Postsecondary Goal(s) Related to Independent Living	
After graduation, Jane Doe's goal is to independently live at Carl Perkins to be able to independently complete her self-care needs (i.e. brushing teeth, dressing, cooking, and etc.).	
Transition Service	**Agency Responsible**
Self-care checklist; Tour Carl Perkins	**John Doe High School District**

Documentation of Agency Involvement - Item 49c

49c. For transition services likely to be provided or paid for by another agency, the other agency is invited to send a representative, if appropriate.			

Documentation of Agency Involvement Item 49c

Notice of Admissions & Release Committee Meeting

PURPOSE FOR CONFERENCE (Check all which apply):

- ☐ To discuss a referral for an individual evaluation
- ☐ To discuss results of an individual evaluation and develop an IEP if eligible
- ☐ To develop, review, and/or revise the student's IEP and make placement decisions
- ☐ To discuss post-secondary transition needs and/or services
- ☐ To determine reevaluation needs
- ☐ To discuss disciplinary action
- ☐ At your request to discuss: _____
- ☐ Other: _____

This conference has been scheduled for:

Date: _____ **Time:** _____ **Location:** _____

Address (Optional): _____

☐ Parent agreed to meet prior to 7 calendar days from the date of this notice.

Other persons who have been invited to attend this meeting include:

- ☐ Chairperson (or District Representative)
- ☐ Regular Education Teacher
- ☐ Special Education Teacher
- ☐ Educational Diagnostician
- ☐ Speech-Language Pathologist
- ☐ Physical Therapist
- ☐ School Psychologist
- ☐ Occupational Therapist
- ☐ Student
- ☐ Other (Specify): _____
- ☐ Other (Specify): _____

Agencies that have been invited to send a representative to discuss Transition needs and/or services (Required, if appropriate, by the child's 16th birthday and thereafter)

- ☐ Vocational Rehabilitation
- ☐ Other (Specify): _____
- ☐ Not Appropriate at this time

Consent for Outside Agency Invitation – Item 49d

49d. If an agency was invited to send a representative, prior written Consent for Outside Agency Invitation signed by the parent is included.			

Consent for Outside Agency Invitation Form

(District Name)

CONSENT FOR OUTSIDE AGENCY INVITATION

Student's Full Name:	Test A Student2	SSID:	1234567890
Date of Birth:	01/22/2002	Phone:	(606)555-5555
Address:	Street:	123 somestreet st.	
	State:	someplace, KY	

Name of Individual Agency:				
Address:	City:		Phone:	
	State:		Zip:	

The specific information to be discussed, as it relates to postsecondary needs and services:

- ☐ Assessment reports (Psychological, Psychiatric, Educational, Audiological/Hearing)
- ☐ Cumulative records including grades and attendance records
- ☐ Medical Information (i.e., treatment plan)
- ☐ Progress Data
- ☐ Other Transition Assessment data
- ☐ Individual Education Program (IEP)
- ☐ Individual Learning Plan (ILP) or Individual Graduation Plan (IGP)
- ☐ Other (Specify)

☐ I hereby authorize the invitation of this individual or agency to ARC meetings for the purpose of discussion of educational program and postsecondary needs and/or services for the above named student.

I understand that this authorization for invitation is voluntary and that I may revoke it at any time by my written notice. I understand that once signed and dated, this consent is valid until my child graduates or revocation of the consent takes place, or as specified by the local district policies and procedures. I understand that information disclosed by my authorization may be re-disclosed by this agency or individual only through the process set out in the Family Educational Rights and Privacy Act (FERPA).

Parent or Legal Guardian (Student must sign if emancipated)	Signature	Date

Multi-year Course of Study – 49e

49e. As a transition service, the student has a multi-year course of study needed to assist the student in reaching postsecondary goals. **NOTE**: • The student's multi-year course of study must be in alignment with the student's ILP as required by 707 KAR 1:320, Section 7 (1). • All grade levels must be filled in on the multi-year course of study. • Multi-year means, at a minimum, from the current year to the student's expected year of exiting high school. • In the event the student is an out-of-state transfer or is identified after the ninth-grade year, the multi-year course of study begins at that point. • **Discussion** of the review of the student's multi-year course of study must be documented in the Conference Summary.			

Multi-year Course of Study on Infinite Campus

Transition Services Needs *(Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter.)*

Needs Related to the Course of Study - See Present Levels of Performance

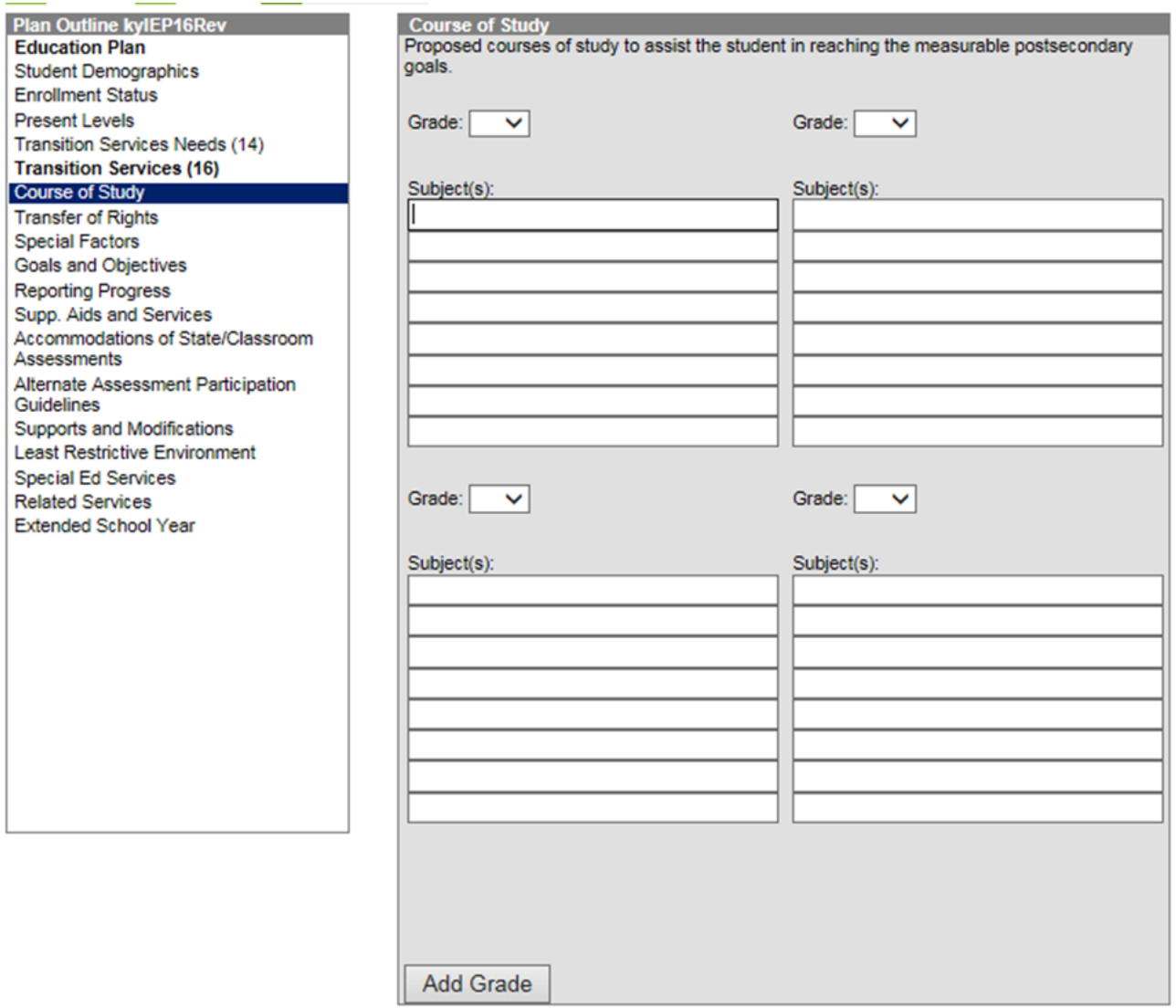
☐ The Multi Year Course of Study is included with this IEP.

☐ The Multi Year Course of Study has been uploaded and attached.

Do transition service needs focus on the child's course of study and are they addressed in the Present Levels?

☐ No ☐ Yes

Multi-year Course of Study in Infinite Campus



Multi-year Course of Study in IEP

Course of Study Proposed courses of study to assist the student in reaching the measurable post-secondary goals.			
Grade 7	**Grade 8**	**Grade 9**	**Grade 10**
English 7	English 8	Integrated Science	Earth Science/Biology
Integrated Science 7	Integrated Science 8	Integrated Social Studies	U.S. History
Grade 7 World Civilization	Grade 8 U.S. History	English 1	English 2
History and Appreciation of Visual And Performaing Arts	Health/PE	Math 1	Math 2
Developing Career Choices	Music	Daily Living Skills	Basic Money
Grade 11	**Grade 12**	**Grade 14**	
World History	Developing Career Options	Life Skills	
English 3	English 4		
Math 3	Math 4		
Life Science/Biology	Individualized Career Work Experience		
Experience in Work Place Principles	Basic Money Skills for Independent Living		

Multi-Year Course of Study in ILP/IGP

Course of Study

Grade 9 — Total Credits: 6

Code	Course Name	Course Length	Credit
030715-I	Principles of Agri-Science Tech I		0.5
080716 A	Principles of Marketing A		0.5
219901 A	Introduction to Engineering Design A	1 trimester	0.5
230107 A	English I A	1 trimester	0.5
270304 A	Algebra 1 A	1 trimester	0.5
303091A	Integrated Science I A	1 trimester	0.5
340133	Health Education I	1 trimester	0.5
450601	Economics	1 trimester	0.5
500917A	Symphonic Band A	1 trimester	0.5
500916	Marching Band	1 trimester	0.5
500920	Jazz Ensemble	1 trimester	0.5
580240F	Army Junior ROTC Level I Fall	1 trimester	0.5

Grade 10 — Total Credits: 5

Code	Course Name	Course Length	Credit
020221	Plant, Land Science		0.5
	greenhouse	3395	0.5
500917A	Symphonic Band A	1 trimester	0.5
500917B	Symphonic Band B	1 trimester	0.5
270401A	Geometry A	1 trimester	0.5
270401B	Geometry B	1 trimester	0.5
459902A	AP Psychology A	1 trimester	0.5
459902B	AP Psychology B	1 trimester	0.5
230110 A	English 2 A	1 trimester	0.5
230110 B	English 2 B	1 trimester	0.5

Grade 11 — Total Credits: 8.5

Code	Course Name	Course Length	Credit
500917A	Symphonic Band A	1 trimester	0.5
500917B	Symphonic Band B	1 trimester	0.5
5050	Automotive Technology		4
030511	Forestry		0.5
270501A	Pre-Calculus A	1 trimester	0.5
270501B	Pre-Calculus B	1 trimester	0.5
450812A	United States History A	1 trimester	0.5
450812B	United States History B	1 trimester	0.5
230113 A	English 3 A	1 trimester	0.5
230113 B	English 3 B	1 trimester	0.5

Grade 12 — Total Credits: 9

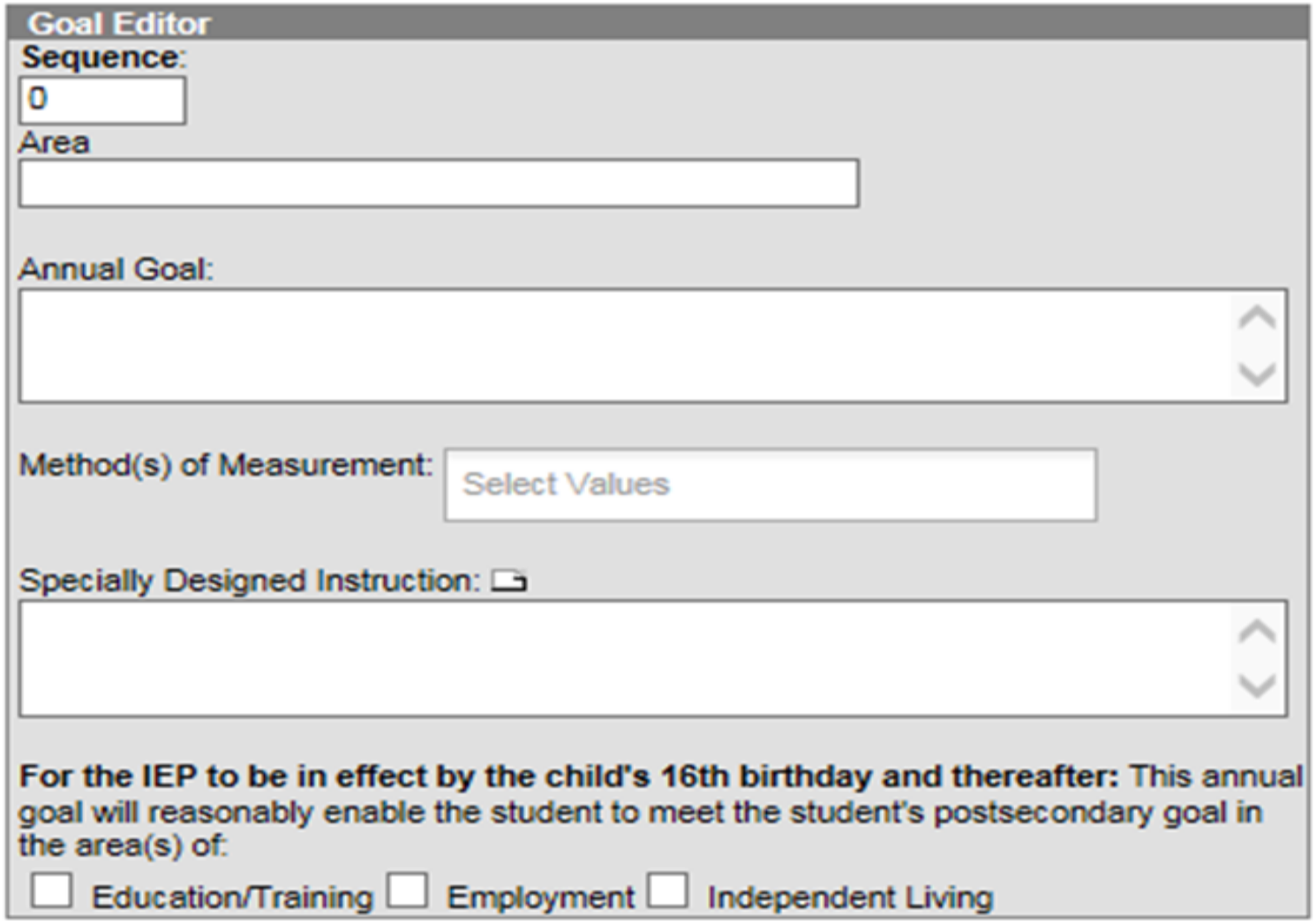
Code	Course Name	Course Length	Credit
5050	Automotive Technology		4
500917A	Symphonic Band A	1 trimester	0.5
500917B	Symphonic Band B	1 trimester	0.5
161108 A	Spanish 1 A		0.5
161108 B	Spanish 1 B		0.5
270612T2	Senior Math Topics II	1 trimester	0.5
270612T1	Senior Topics I	1 trimester	0.5
450844A	AP European History A	1 trimester	0.5
450844B	AP European History B	1 trimester	0.5
230116 A	English 4 A	1 trimester	0.5
230116 B	English 4 B	1 trimester	0.5

All Grades — Total Credits: 28.5

Annual Goals Related to Transition Service Needs – 49f

49f. Annual goal(s) included in the IEP are related to the transition service needs. **NOTE**: • *Education or Training* and *Employment* **MUST** be checked. *Independent Living* is checked when appropriate. • If the IEP includes only one annual goal, the goal must address **both** Education or Training and Employment. • If the IEP includes more than one annual goal, the ARC may check Education/ Training in one or more goals and Employment in one or more goals. • If the area of Independent Living is appropriate, a goal must be included to address this area. ☐ **Education/Training (Required)** ☐ **Employment (Required)** ☐ Independent Living (When appropriate)			

Documenting Annual Goals Related to the Transition Services needs in Infinite Campus



Documenting Annual Goals Related to the Transition Service needs on the IEP

Measurable Annual Goals and Benchmarks Including Transition
Annual Measurable Goal (#1): When given 20 content related vocabulary words, Jane Doe will orally define 18/20 words correctly for 4 consecutive probes as measured by weekly checklist. **Method(s) of Measurement:** Direct Measures -Weekly Checklist **Specially Designed Instruction:** Direct Instruction Oral Reading Representational strategies with use of pictures Modeling word and word meaning **For the IEP to be in effect by the child's 16th birthday and thereafter:** **Includes Both** This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area of: ☒ Education/training ☒ Employment ☐ Independent living

Measurable Annual Goals and Benchmarks Including Transition

Annual Measurable Goal (#1):

When given 20 content related vocabulary words, Jane Doe will orally define 18/20 words correctly for 4 consecutive probes as measured by weekly checklist.

Method(s) of Measurement:

Direct Measures – Weekly Checklist

Specially Designed Instruction:

Direct Instruction
Oral Reading
Representational strategies with use of pictures
Modeling word and word meaning

For the IEP to be in effect by the child's 16th birthday and thereafter:

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area of:

☒ Education/training ☐ Employment ☐ Independent living

Measurable Annual Goals and Benchmarks Including Transition

Annual Measurable Goal (#2):

When given 20 multiplication problems, Jane Doe will use a calculator to answer 18 out of 20 problems correctly for 4 consecutive probes as measured by weekly checklist.

Method(s) of Measurement:

Direct Measures – Weekly Checklist

Specially Designed Instruction:

Direct Instruction
Explicit Instruction
Modeling of how to use calculator
Guided practice on calculator

For the IEP to be in effect by the child's 16th birthday and thereafter:

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area of:

☒ Education/training ☒ Employment ☐ Independent living

Age-Appropriate Transition Assessments – Item 49g

49g. Measurable postsecondary goals are based on age-appropriate transition assessment. • Assessments may include: behavioral assessment information, aptitude tests, interest and work values inventories, intelligence tests and achievement tests, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales and transition planning inventories. • The record includes documentation that age-appropriate transition assessment data were used to provide information on the student's needs, strengths, preferences and interests regarding each postsecondary goal. **NOTE:** Age-appropriate means the measure reflects the student's chronological age rather than developmental age			

Examples: Transition Assessments

- Individual Learning Plan (ILP)
- Career Awareness, Student Interest Inventory, Matchmaker, School Matchmaker
- Academic Records
- Progress notes, End of Course Assessment results, Report cards, Curriculum-Based Assessment, State Assessments
- Multi- Disciplinary Assessment
  - Cognitive, Adaptive, Functional Skills, Communication, Observations
- Results of School or Community Based Work Experiences
- Interview with Student & Parents

Transition Service Needs in Infinite Campus – 49g

Transition Service Needs

What transition assessments were used to determine the student's preferences and interests?

(Check all that apply)

- [x] Student Interview
- [ ] Student Survey
- [ ] Student Portfolio
- [ ] Vocational Assessments
- [x] Interest Inventory
- [x] Parent Interview
- [ ] Career Awareness
- [ ] Career Aptitude
- [x] Individual Learning Plan
- [ ] Other(describe below):

Transition Services Needs in the IEP

Transition Services Needs

(Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter)

What transition assessments were used to determine the child's preference and interests? (Check all that apply)

- [x] Student Interview
- [ ] Student Portfolio
- [x] Interest Inventory
- [ ] Career Awareness
- [x] Individual Learning Plan
- [ ] Student Survey
- [ ] Vocational Assessments
- [x] Parent Interview
- [ ] Career Aptitude
- [ ] Other:

Student Involvement in the Record Review Document – 49h

IEP, KY EVAL, Conference Summary, Conference Summary Minutes	Yes	No	NA
49h. The student is invited to the ARC meeting where transition services are discussed.			

Documentation of Student Involvement – 49h

Notice of Admissions & Release Committee Meeting

PURPOSE FOR CONFERENCE (Check all which apply):

- ☐ To discuss a referral for an individual evaluation
- ☐ To discuss results of an individual evaluation and develop an IEP if eligible
- ☐ To develop, review, and/or revise the student's IEP and make placement decisions
- ☐ To discuss post-secondary transition needs and/or services
- ☐ To determine reevaluation needs
- ☐ To discuss disciplinary action
- ☐ At your request to discuss: _____
- ☐ Other: _____

This conference has been scheduled for:

Date: _____ **Time:** _____ **Location:** _____

Address (Optional): _____

☐ Parent agreed to meet prior to 7 calendar days from the date of this notice.

Other persons who have been invited to attend this meeting include:

- ☐ Chairperson (or District Representative)
- ☐ Regular Education Teacher
- ☐ Special Education Teacher
- ☐ Educational Diagnostician
- ☐ Speech-Language Pathologist
- ☐ Physical Therapist
- ☐ School Psychologist
- ☐ Occupational Therapist
- ☐ Student
- ☐ Other (Specify): _____
- ☐ Other (Specify): _____

Agencies that have been invited to send a representative to discuss Transition needs and/or services (Required, if appropriate, by the child's 16th birthday and thereafter)

- ☐ Vocational Rehabilitation
- ☐ Other (Specify): _____
- ☐ Not Appropriate at this time

Postsecondary Goals Updated Annually – 49i

49i. The measurable postsecondary goals are updated annually.			

Plan Information			
Meeting Date: 01/27/2016	**Start Date:** 01/27/2016	**End Date:** 01/26/2017	**Previous IEP Dates**
Special Ed Status: Active		**Special Ed Setting:** (age 6-21) >80% of day in general ed programs	

Postsecondary Goal(s) **Previous Goal**

(By age 16, or younger if appropriate, and thereafter)

Postsecondary Goal(s) Related to Education/Training & Employment

After graduation, Jane Doe's goal is to attend college in graphic design to be able to become a graphic engineer

Plan Information			
Meeting Date: 1/27/2017	**Start Date:** 1/27/2017	**End Date:** 1/26/2018	**New IEP Dates**
Special Ed Status: Active		**Special Ed Setting:** (age 6-21) >80% of day in general ed programs	
Primary Disability: Autism			

Postsecondary Goal(s)

(By age 16, or younger if appropriate, and thereafter)

Postsecondary Goal(s) Related to Education/Training & Employment

After High school, Jane's goal is to attend a 4- year college to major in graphic communications to become a graphic artist. **Updated Goal**

All of the Requirements for Indicator 13 are met - 50

50. For students who have reached the age of 16 and older, all of the requirements for Item 49 (a-i) are met			

COMPLIANCE PROCESS

We will now begin to discuss the compliance process for Indicator 13

COMPLIANCE PROCESS

- KDE requires annual review of student education records.
- Districts are required to report data to the state.
- The state reports the data to the Office of Special Education Programs (OSEP).

Directions for Review of Records

- Student records must be selected **randomly.**
- For Indicator 13, at least 10% of records of students age 16 and older are selected.
- No more than 50 records are required to be reviewed. If the district has 10 or fewer records for Indicator 13, then all student records must be reviewed.

Correction of Non-Compliance

Violations of IDEA that can be remedied

During the record review process, districts may find items in student records that are violations of IDEA. Some of these violations may be remedied depending on the nature of the violation.

If remedied prior to submission of the data to KDE, the violation is considered corrected. It is not reported in the district's data report as noncompliant.

In most cases it will be necessary to convene an ARC to remedy the violation. The documentation of the ARC must reflect authentic and appropriate processes and remedies.

Corrections of Non-Compliance continued……

Examples of violations that may be remedied include:

- Failure to document postsecondary goals in the IEP (#49a)
- Failure to document transition services in the IEP (#49b)
- Failure to invite outside agencies (with prior consent) to the ARC meeting to discuss transition (#49c)
- Failure to provide a signed consent for outside agency (#49d)
- Failure to document the student's Multi-Year Course of Study (#49e)

Corrections of Non-Compliance continued……

- Failure to link annual goals to related postsecondary goals

  (#49f)
- Failure to document evidence of transition assessment (#49g)
- Failure to invite the student to the ARC meeting to discuss transition (#49h)
- Failure to update post secondary goals annually (#49i)

Correction of Non-Compliance

Violations of IDEA that are reported as noncompliance

Some violations of IDEA identified during the district's record review cannot be remedied in individual student records due to the nature of the violation.

These must be reported as noncompliant in the district's data report.

Correction of Non-Compliance

Examples of violations that cannot be remedied include:

- inviting outside agencies to ARC meetings prior to obtaining parent consent (#49d)
- missing the timeline for updating postsecondary goals annually (#49i)
- not having transition requirements in the IEP by the student's 16th birthday (#50)

Corrections of Non-Compliance

- Though these violations cannot be remedied, the district must correct the noncompliance in the individual student's record, unless the student is no longer under the district's jurisdiction.
- For example, failure to meet the timeline for an IEP with transition requirements met by 16th birthday cannot be remedied. However, it can be corrected for that student by ensuring an appropriate IEP is in place, though out of timeline.

- Systemic correction is required.

Corrective Action Plan (CAP)

- District Corrective Action Plan (CAP)
- Your district should work to develop a plan/system for how it will ensure that the information received during the training is being implemented with fidelity throughout the district
- District staff will collaborate with the Cooperative staff to develop and implement the Corrective Action Plan
- The district will then report on the status of the Corrective Action plan in its next quarterly report

Questions?

- If you have any questions regarding the Indicator 13 training document please contact Yayo Radder or Tania Sharp at the Kentucky Department of Education.

Yayo.radder@education.ky.gov

Tania.sharp@education.ky.gov