

SPP INDICATOR 13

2013-14 Data Collection

SPP Indicator 13

- Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

- There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Student Invitation

- Age of Majority
- Purpose of the meeting is the consideration of post-secondary goals and transition services
- Student Notice of IEP/Transition Meeting

(34 C.F.R. §300.520(a); 34 C.F.R. §300.321(b)(1))

Participation of Agency Representative(s)

- Was a representative invited?
- Is there prior written consent by parent/guardian or adult student?
- All agencies not directly employed by NPS (e.g. YCAPP)
- IEP Summary Page

(34 C.F.R. §300.322 (b)(2)(ii))

Post-secondary Goals

- Related to education, employment, training and if appropriate, independent living skills
- Updated annually
- Measurable
- Written to be met after high school
- Based on transition assessment, information found in the Present Level of Performance (PLoP) and other components of the IEP
- [Post-secondary Goals/Transition Services Page](#)
- [Present Level pg. 1](#)

(34 C.F.R. §300.320(b)(1))

Transition Assessment

- Age-appropriate
- Related to training, education, employment and, where appropriate, independent living skills
- Documentation of assessment used
- Connection to post-secondary goals
- Present Level, pg.1 (*Students desired post-secondary outcomes . . .*)

(34 C.F.R. §300.320(b)(1))

Annual Update

- Evidence that goals IEP reviewed annually
- Current and previous year's IEP

(34C.F.R. §300.(b); 324(b)(1)(i))

Annual Goals

- Goals and activities related to student's transition services needs
- Promotes movement towards post-secondary goals
- Post-secondary Goals/Transition Services page
- Annual Goals page

(300.439(a)(2)(iv); 300.320(a)(2)(i)(b))

Course of Study

- Focused on *improving* the academic achievement and functional performance
- Facilitate movement from school to post-school activities
- **Diploma Options and Course of Study page**

(34 C.F.R §300.43(a)(1); 34 C.F.R.§300.320(b)(2))

Points to Remember

- All documentation must be in both the digital and hard copy file
- None, N/A, and "Not at this time" are not an appropriate response for transition components of IEP
- Must be updated annually
- Different assessment must be used each year

Other Transition Components

- Age of Majority
- Summary of Performance
- Diploma Options/Credit Accommodations

Resources

T-TAC Online

http://www.ttaonline.org/staff/s_training/s_training_subcontent_search.asp

Virginia Department of Education –Secondary Transition

http://www.doe.virginia.gov/special_ed/transition_svcs/index.shtml

Office of Transition Services-757-852-4674

Activity 1

- Using the State Performance Plan (SPP) Indicator 13 Worksheet
- Step 1: Review the current IEP and previous Annual IEP
- Step 2: Gather and analyze data to identify if the IEP meets the requirement according to SPP Indicator 13
- Step 3: Complete the worksheet, based on data and your knowledge of the student as discussed in the present level of performance (PLOP), determine if the goal(s) is/are needed to address the specific skill(s), determine if the course of study and postsecondary goals meet the requirements according to SPP Indicator 13.
- Step 4: Provide notes and recommendations for improvement based on your review.
- Step 5: Prepare to discuss as a whole group

Activity 2

- Using the State Performance Plan (SPP) Indicator 13 Worksheet
- Step 1: Review the current IEP and previous Annual IEP
- Step 2: Gather and analyze data to identify if the IEP meets the requirement according to SPP Indicator 13
- Step 3: Complete the worksheet, based on data and your knowledge of the student as discussed in the present level of performance (PLOP), determine if the goal(s) is/are needed to address the specific skill(s), determine if the course of study and postsecondary goals meet the requirements according to SPP Indicator 13.
- Step 4: Provide notes and recommendations for improvement based on your review.
- Step 5: Prepare to discuss with your small group
- Step 6: Report out

Questions

