

Indicator 13

Prong 1 & 2 Compliance Guidelines

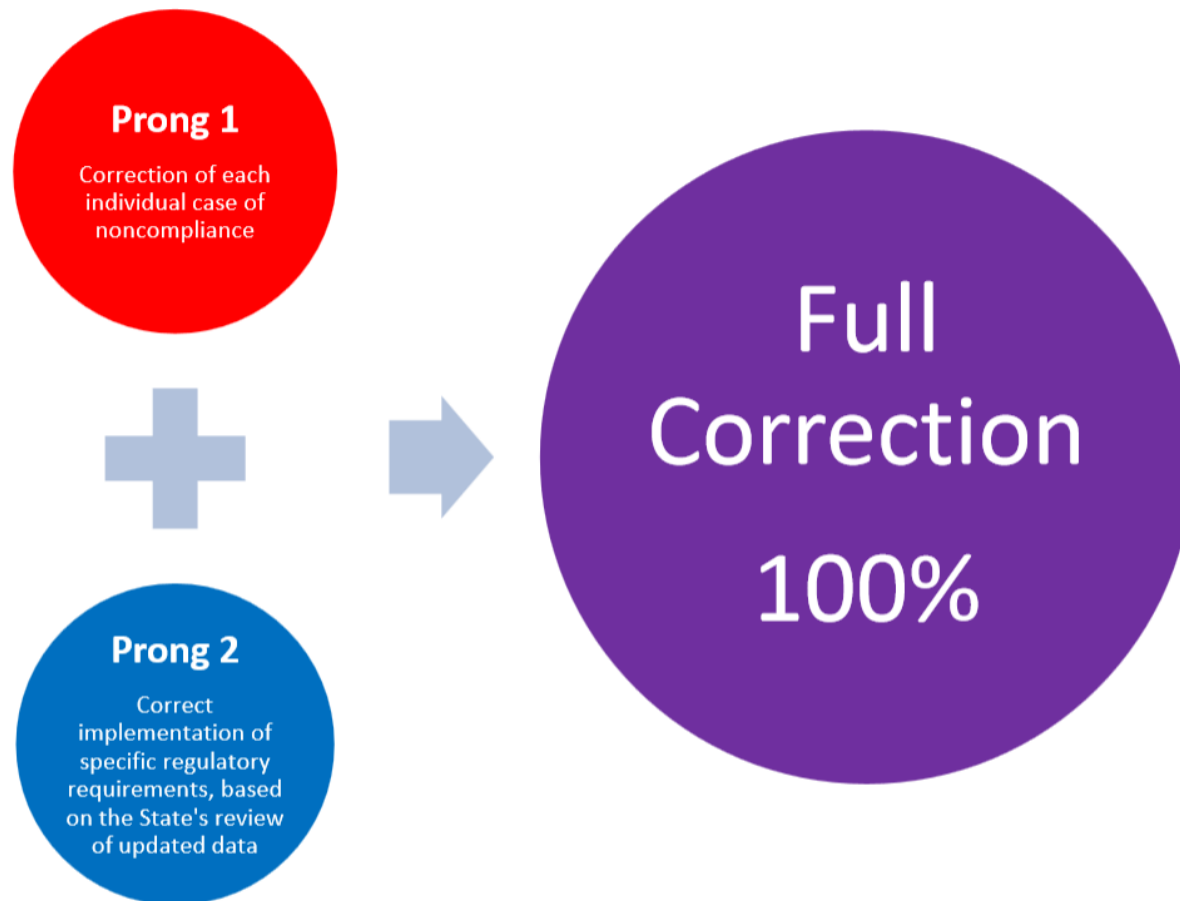
Oct. 28, 2015

Charlene Marcotte, Special Education Bureau

Juan Portley NEREC

Prong 2 Review

- 2 Prongs in verifying correction of non-compliance



Obtaining Student Teacher Accountability Reporting System (STARS) Credentials

- Download STARS Login Authorization Form
- Fax completed form to:
 - Jared Vigil at (505) 827-3986.
- Jared Vigil will assign username and password

Stars Login Authorization Form

Under Reporting:

- (X) District level
- (X) Staff data
- (X) Student Data

ped.state.nm.us

Search Share More >>

Applicable): _____

E-mail address: _____

Phone number: _____

EDM User Level: <input type="checkbox"/> District Level	Student ID number system user level: <input type="checkbox"/> District level <input type="checkbox"/> School level <input type="checkbox"/> State Level
---	---

NOTE:
*District charters choose School Level
*State Charters choose District Level

Reporting:
 District level | School level | State Level
 Staff data
 Student data
 Financial data

If you have any questions about completing this form, please e-mail Jared Vigil: jared.vigil@state.nm.us

Parent or Charter School Director: _____

Accessing student identification (ID) numbers in STARS

- Login to STARS with assigned username and password
- Run the Post Secondary Transition Random Sampling report:
 - Select School Year-2015-2016
 - Select Prong 2
 - Location Reports
- Prong 2 student IDs available December 1, 2015

PDF Format of Individualized Education Programs (IEPs)

- Electronic IEPs
 - Download and Save as PDF
- Non-Electronic IEPs
 - Scan IEPs in PDF format and save to computer



Access to the secure site

- Obtain access from Anita Curtis at:
 - Anita.Curtis@state.nm.us or 505-827-9996
- Access the secure site at:
 - [https://eui.ped.state.nm.us/sites/SpecialEdMon/Special Ed Monitoring/Forms/AllItems.aspx](https://eui.ped.state.nm.us/sites/SpecialEdMon/Special%20Ed%20Monitoring/Forms/AllItems.aspx)
- Use STARS credentials (login and password) to access the secure site.

Uploading IEPs into Secure Site

Steps for Uploading IEPs:

- Click on LEA folder labeled 2014-15
- Add document
- Browse and click on IEP
- Press Save
- Click on “multiple documents” to upload many IEPs at once



Upload Requirements

- Upload the **entire IEP**
 - Re-upload required for segmented IEPs
- Ensure separate documents are uploaded:
 - Parent invitation
 - Student invitation
 - Signature page must be uploaded.
- Naming IEP files:
 - Last 4 digits of the student ID number, underscore, then type of document
 - Examples:
 - 1234_ sig page
 - 1234_invitation
 - 1234_correction

IEP Upload Completion and Review

- Notify Charlene Marcotte at charlene.marcotte@state.nm.us upon upload completion
- IEP review
 - Special Education Directors may be contacted with questions or concerns



IEP Review Completion

- Upon IEP review completion
 - Charlene Marcotte will send an email with:
 - Score
 - Required corrections (if applicable)
 - IEP Review Sheets will be available in secure site upon

Missing Documents

- LEAs have 10 days from notification by Charlene Marcotte to:
 - upload missing documents LEA **already has** in it's possession, for example:

- IEP invitations
- signature page



- If documents are not uploaded after 10 days the IEP will be considered non-compliant.

Corrections Required

- Corrections required vs. missing documents
 - 10 day rule **does not apply** to IEPs requiring corrections
 - IEPs requiring corrections are **considered non-compliant**, corrected or not
- IEPs requiring corrections examples:
 - Adding/Amending Goals
- IEPs requiring corrections:
 - ✓ Must be corrected with an addendum
 - ✓ Must be corrected as soon as possible.
 - ✓ Require the addendum to be uploaded.
 - ✓ Are considered non-compliant despite corrections

Determination Score

- LEAs will receive an **official memo** from SEB, once all LEAs have been reviewed, stating their determination score for Indicator 13.
- Remember, Indicator 13 is a 100% indicator and a score less than 100% will be considered non-compliant whether or not corrections have been made.
- Determination of Needs Assistance: <95% to 50%.
- Determination of Needs intervention: <50%.

Things to Remember



- Indicator 13 is a compliance indicator
 - A score of 100% is required
 - Scores less than 100% considered non-compliant with or without corrections
- Student Invitation to the IEP meeting must be uploaded
- An invitation to both the parents and student will be accepted.
- Signature page
 - Required
 - Does not suffice as evidence of a student invitation

Question # 1

Are there appropriate measurable postsecondary goals in this area (Educ./Training, Employment, Ind. Living)?

Guidance:

- Goals should be outcome-oriented and occur after the student leaves H.S.
- Goals must address education/training AND employment (for most students)
- Independent living goals required for students with more significant disabilities

Examples

- Education: After graduation, Jeff **will** enroll in courses at Luna Community College.
- Employment: Upon graduation, Janet **will** have a career in the field of early childhood education.
- Independent Living: Upon completion of high school, Jackie **will** learn to utilize public transportation, including the public bus and Safe Ride.

Non-Examples

- Education: Student plans to attend college.
- Employment: Student hopes to work in the community.

Question #2

Are the postsecondary goals updated annually?

Guidance:

- Goals should be updated annually and evidenced in updated goals and/or transition activities.

Question #3

Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?

Guidance:

- Provide name of transition assessment used, date administered and a summary of results.
- Student interview should be part of assessment, but should not be sole basis of the assessment.

Question #4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

Guidance:

- Transition plan should include a list of activities and strategies designed to help student reach their post school goals.

Question #5

Do the transition services include a course of study that will reasonably enable the student to meet his or her postsecondary goals?

Guidance:

- Must specify electives.
- Lists courses/other experiences for all the remaining years of H.S.
- Must be individualized and linked to the student's post school goals.

Question #6

Are there annual IEP goals related to the student's transition services needs?

Guidance:

- Must address what needs to be achieved this year to help the student move toward their postsecondary goals.
- Goals must be measurable.
- Must be outcome (rather than process) oriented.

Guidance

- Students on **Standard Option** **MUST** have an annual employment related goal. *(Think soft skills....and make the goal a skill-focused goal.)*
- Students on **CR Option** need 4 units of career development classes/ experiences AND must demonstrate competency in all Employability and Career Development Standards, as determined by the IEP team.
- Goals must be completed, or documented that it was not completed.

How to Write Annual IEP Goals

IEP Goals are written in terms of what the student will do:

- They state the **condition** under which the student will demonstrate the behavior.
- They define specific measurable **behavior** to be displayed by the student.
- They specify what **criteria** will be used to measure progress or mastery.
- They includes an **evaluation** procedure with an **expected timeframe** for the desired level of attainment to be reached.

Example 1

Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Becky will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the class as measured by teacher observation.

- **Condition-** “Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet”
- **Behavior-** “Becky will demonstrate appropriate safety skills in shop class”
- **Criteria-** “with 100% accuracy”
- **Evaluation-** “as measured by teacher observation”
- **Timeframe-** “during the duration of the class”

Example 2

Given direct instruction for completing a job application, guided practice, and personal information, Bill will complete a sample application with 100% accuracy, as determined by teacher review, by the end of 2nd semester.

- **Condition-** “Given direct instruction guided practice, and personal information”
- **Behavior-** “Bill will complete a sample job application”
- **Criteria-** “with 100% accuracy”
- **Evaluation-** “as determined by teacher review”
- **Timeframe-** “by the end of the 2nd school semester.”

Example 3

Given physical prompts and picture schedule, Pat will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by June 2015 as recorded on teacher checklist.

- **Condition-** “Given physical prompts and picture schedule”
- **Behavior-** “Pat will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack”
- **Criteria-** “with 80% accuracy”
- **Evaluation-** “as recorded on teacher checklist”
- **Timeframe-** “by June 2015.”

Partial List from PED's "Developing Quality IEPs" (p. 109)

Conditions	Behaviors	Criteria	Evaluation	Timeframe
Independently	Respond	Out of ___ trials	Teacher checklist	Weekly
In a small group	Recognize	___times/week	Test scores	Monthly
In a variety of settings	Choose	___% accuracy	Pre-and post tests	___ time per day
On the job site	State	___% above baseline	Observation w/ data collection	Upon arrival at school or work site
When asked to	Identify	With no errors	Student self-evaluation with data	Within a period of ___
Without assistance	Complete	On ___ separate occasions	Work samples	Before ___

Annual Goal Non-Examples

- Ana will explore several colleges of choice on the internet.
- Once on the job, Rocky will maintain part time employment until the end of the school year.
- Emma will fill out three job applications with teacher assistance and interview for job before October.
- Jackson will attend classes daily and complete all homework assignments on time.
- During lunch in the school cafeteria, Marcia will make healthy food choices.

Question #7

Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Guidance:

- Students **must** receive an invitation to their IEPs (best practice is an *individualized* invitation).
- However, student's name on Parent Notification of IEP will meet compliance for PED review (i.e. "Dear Parent and Student").
- Simply having student box checked or signature on signature page **will no longer meet compliance.**

Question #8

If appropriate, is there evidence that 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?

Guidance:

- Agency listed on Parent Notification of IEP will meet PED compliance.
- District must obtain consent from the parent or student of majority age to prior to inviting outside agency to meeting.

Resources

- www.nsttac.org
 - NSTTAC Indicator 13 Checklist
 - NSTTAC's training materials
- www.ped.state.nm
 - “Developing Quality IEPs” Technical Assistance Manual
- www.psocenter.org
- www.ndpc-sd.org
- <http://education.ou.edu/zarrow>

Contacts

Charlene Marcotte: NM SEB

- Charlene.marcotte@state.nm.us
- 505-827-3505

Juan Portley: NEREC

- j.portley@hotmail.com
- 505-459-8118