

Florida Indicator 13 Checklist – Includes All Federal and State Requirements

Directions: Complete the checklist and use the assessment measure at the end of the checklist to determine compliance. The state requirements have **no shading** and the federal requirements are shaded in **light gray**.

1. Is there evidence that the IEP meeting invitation stated that the specified purpose of the meeting was to consider postsecondary goals and transition services and that the student, as well as any agency representatives identified to provide services would be invited?	
a. At age 12 or during the 7 th grade, whichever occurs first (state). <u>Rule 6A-9.03028(3)(b)4,(c)9</u> <u>S. 1003.5716, F.S.</u>	Y N
b. To be in effect when the student turns 16 (federal). <u>34 CFR §300.321(b)1</u>	Y N
2. Was the student invited to attend the IEP team meeting?	
a. At age 12 or during the 7 th grade, whichever occurs first (state). <u>Rule 6A-9.03028(3)(b)4</u>	Y N
b. To be in effect when the student turns 16 (federal). <u>34 CFR §300.321(b)1</u>	Y N
3. Did families and students at age 12 or in the 7th grade, whichever occurs first and until exiting high school, receive detailed information about transition programs and agencies that offer transition-related assistance?	
a. At age 12 or during the 7 th grade, whichever occurs first (state). <u>Section 1003.5716(1), F.S.</u>	Y N
b. No federal requirement.	
4. Were the student’s strengths, preferences and interests taken into account? If the student was unable to attend the meeting, were other steps taken to ensure the student’s preferences and interests were considered?	
a. At age 12 or during the 7 th grade, whichever occurs first (state). <u>Section 1003.5716(2)(c), F.S.</u> <u>Rule 6A-6.03028(3)(c)8, F.A.C.</u>	Y N
b. To be in effect when the student turns 16 (federal). <u>34 CFR §§300.43(a)(2) and 300.320(b)(1)</u> <u>34 C.F.R. § 300.321</u>	Y N
5. Beginning at age 12 or earlier, and in preparation for identifying postsecondary goals in the IEP by age 14, has the IEP team started the process of identifying transition services needs of the student, including consideration of the student’s need for instruction or the provision of information in the areas of self-determination and self-advocacy so that the student will be able to actively and effectively participate in IEP team meetings and self-advocate to ensure quality transition planning and services?	
a. At age 12 or during the 7 th grade, whichever occurs first (state). <u>Section 1003.5716, F.S.</u> <u>Rule 6A-6.03028(3)(h)8</u>	Y N

<p>b. To be in effect when the student turns 16 (federal). 34 C.F.R. § 300.320(b)</p>	<p>Y N</p>
<p>6. Does the IEP include a statement of whether the student is pursuing a course of study leading to a standard diploma, to include a Scholar or Merit designation?</p>	
<p>a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). Section 1003.5716, F.S. Rule 6A-6.03028(3)(h)9</p>	<p>Y N</p>
<p>b. To be in effect when the student turns 16 (federal). 34 CFR §300.320(b)(2)</p>	<p>Y N</p>
<p>7. Develop measurable postsecondary education and career goals based upon age-appropriate transition assessments related to: training/education, employment/career, independent living skills (if appropriate), and the transition services, including pre-employment transition services, and courses of study needed to assist students to reach their postsecondary goals.</p>	
<p>a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). Section 1003.5716, F.S. Rule 6a-6.03028(h)(9)(a)(II), F.A.C</p>	<p>Y N</p>
<p>b. To be in effect when the student turns 16 (federal). 34 C.F.R. § 300.320(b)</p>	<p>Y N</p>
<p>8. If a participating agency responsible for transition services failed to provide the transition services as described in the IEP, was the IEP team reconvened to identify alternative strategies to meet the transition objectives as indicated on the IEP?</p>	
<p>a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). Rule 6a-6.03028(h)(9)(a)(III), F.A.C. Section 1003.5716, F.S.</p>	<p>Y N NA</p>
<p>b. To be in effect when the student turns 16 (federal). 34 C.F.R. § 300.324(c)(1)</p>	<p>Y N NA</p>
<p>9. Is there evidence in the IEP that the student and parents have been notified about the transfer of rights from the parents to the student at age of majority (18 in Florida)?</p>	
<p>a. (1) A statement in the IEP of the student at age 17 that the student has been informed of the rights that will transfer at age 18. Rule 6a-6.03028 (3)(h)(10), F.A.C. (2) A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday (state).</p>	<p>Y N NA</p>
<p>b. A statement that the student has been informed of the rights that will transfer at age 18 (federal). 34 CFR §300.320(c) 34 CFR §300.520(a)(3)</p>	<p>Y N NA</p>
<p>10. Are there appropriate measurable postsecondary goals in the designated areas? *Career is referenced in state law only.</p>	

<p>a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). Section 1003.5716, F.S. Rule 6a-6.03028(2)(c), F.A.C.</p>	<p>Education and/or Training</p> <p>Y N</p>	<p>Employment</p> <p>Y N</p>	<p>Career</p> <p>Y N</p>	<p>Independent Living Skills</p> <p>Y N NA</p>
<p>b. To be in effect when the student turns 16 (federal). 34 CFR §300.320(b)(1) and 300.43</p>	<p>Education and/or Training</p> <p>Y N</p>	<p>Employment</p> <p>Y N</p>		<p>Independent Living Skills</p> <p>Y N NA</p>
<p>11. Is there evidence that the measurable postsecondary goals in the designated areas were based on age appropriate transition assessment? *Career is referenced in state law only.</p>				
<p>a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). Section 1003.5716, F.S. Rule 6a-6.03028(3)(h)9a, F.A.C.</p>	<p>Education and/or Training</p> <p>Y N</p>	<p>Employment</p> <p>Y N</p>	<p>Career</p> <p>Y N</p>	<p>Independent Living Skills</p> <p>Y N NA</p>
<p>b. To be in effect when the student turns 16 (federal). 34 CFR §300.320(b)(1)</p>	<p>Education and/or Training</p> <p>Y N</p>	<p>Employment</p> <p>Y N</p>		<p>Independent Living Skills</p> <p>Y N NA</p>
<p>12. The IEP includes measurable annual goals, including academic and functional goals that are related to the student's transition service needs. The annual goals should be designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum, and also to meet the student's other needs that result from the disability. Benchmarks or short-term objectives must be included for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability as determined by the IEP team. *Career is referenced in state law only.</p>				
<p>a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). Section 1003.5716, F.S. Rule 6a-6.03028(3)(h)9a</p>	<p>Education and/or Training</p> <p>Y N</p>	<p>Employment</p> <p>Y N</p>	<p>Career</p> <p>Y N</p>	<p>Independent Living Skills</p> <p>Y N NA</p>
<p>b. To be in effect when the student turns 16 (federal). 34 CFR §300.320(a)(1)(2) 34 CFR §300.323(d)(2) 34 CFR §300.324(a)</p>	<p>Education and/or Training</p> <p>Y N</p>	<p>Employment</p> <p>Y N</p>		<p>Independent Living Skills</p> <p>Y N NA</p>
<p>13. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals? *Career is referenced in state law only.</p>				
<p>a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). Section 1003.5716, F.S. Rule 6A-6.03028(3)(b)(5), F.A.C.</p>	<p>Education and/or Training</p> <p>Y N</p>	<p>Employment</p> <p>Y N</p>	<p>Career</p> <p>Y N</p>	<p>Independent Living Skills</p> <p>Y N NA</p>

b. To be in effect when the student turns 16 (federal). 34 CFR §300.320(b)(3) 34 CFR §300.43	Education and/or Training Y N	Employment Y N		Independent Living Skills Y N NA
14. Do the transition services include course of study that will reasonably enable the student to meet his or her postsecondary goals? *Career is referenced in state law only.				
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). Section 1003.5716, F.S. Rule 6A-6.03028, F.A.C.	Education and/or Training Y N	Employment Y N	Career Y N	Independent Living Skills Y N NA
b. To be in effect when the student turns 16 (federal). 34 CFR §300.320(b)(2)	Education and/or Training Y N	Employment Y N		Independent Living Skills Y N NA
15. Is there a statement identifying Career and Professional Education (CAPE) digital tool certificate(s) and/or CAPE industry certification(s) that the student wants to attain before high school graduation? Please see the following link for additional information on provisions from Section 1003.4203 Florida Statute at: http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.4203.html Section 1003.5716, F.S.				
a. For students entering 6 th grade and above – “Each student’s individual educational plan for students with disabilities developed pursuant to this chapter must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation” (section 1003.4203, F.S.). Rule 6a-6.03028 (3)(h)(11)				Y N
b. No federal requirement				
16. If a representative of an agency likely to provide or pay for transition services was invited to the IEP meeting, did the district obtain consent from parent, or from the student whose rights have transferred prior to the meeting? If an agency representative was not invited to the meeting, select NA.				
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state) Rule 6A-6.03028(3)(c)(9), F.A.C.				Y N NA
b. To be in effect when the student turns 16 (federal). 34 C.F.R. § 300.347(b)(2)				Y N NA
17. If transition services are likely to be provided or paid for by another agency, was a representative of the agency invited to participate in the IEP team meeting?				
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). Rule 6A-6.03028(3)(c)(9), F.A.C.				Y N NA

<p>b. To be in effect when the student turns 16 (federal). 34 C.F.R. § 300.347(b)(2)</p>	<p>Y N NA</p>
<p>18. Does the IEP include all of the below?</p> <ul style="list-style-type: none"> • Appropriate measurable postsecondary goals that are reviewed annually • Measurable postsecondary goals are based on age-appropriate transition assessments • Transition services including courses of study will reasonably enable the students to meet his/her postsecondary goals • Annual goals are related to the student’s transition services needs • Evidence that the student was invited to the IEP meeting where transition services are to be discussed • An agency representative likely to provide or pay for a transition service was invited to the IEP meeting, if appropriate • Any agency representative invited to the IEP meeting by the district was invited with the prior consent of the parent or student who has received transfer of rights 	
<p>a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). Rule 6A.6.03028(3)(b)(4)</p>	<p>Y N</p>
<p>b. To be in effect when the student turns 16 (federal). 34 C.F.R. § 300.320(b)</p>	<p>Y N</p>
<p>19. Were changes in the postsecondary goals approved by the parent or a student who has reached the age of majority and received transfer of rights?</p>	
<p>a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). 6a-6.03028(3)(9)(a)(2) Section 1003.5716, F.S.</p>	<p>Y N</p>
<p>b. No federal requirement.</p>	
<p>20. Was a summary of performance (SOP) provided to the student by the time the student graduated with a standard diploma or before the student exceeded the age to qualify for a free appropriate public education (FAPE)? Did the SOP include the following? (Federal and State requirements are the same)</p> <ul style="list-style-type: none"> • A summary of the student’s academic achievement and functional performance. • Recommendations on how to assist the student in achieving the student’s postsecondary goals, including the use of accommodations, especially those the student felt were most beneficial. <p>Rule 6a-60331 34 CFR §300.305(e)(3)</p>	<p>Y N</p>

Compliance Self-Assessment Scoring	
Does the IEP meet all state requirements of Indicator 13? (Circle one)	Y N
Yes - All of the state requirement responses (no shaded color + Q20) are Ys or NAs	
No - One or more of the state requirement responses (no shaded color + Q20) are Ns	
Does the IEP meet all federal requirements of Indicator 13? (Circle one)	
	Y N
Yes - All of the federal requirement responses (shaded in light gray + Q20) are Ys or NAs	
No - One or more of the federal requirement responses (shaded in light gray + Q 20) are Ns	

Adapted from:

- National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist: Form B
https://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormB.pdf
- Florida Department of Education Compliance Self-Assessment Instructions 2019-20
 SPP 13 – T16 Protocol
<http://www.fl DOE.org/core/fileparse.php/7673/urlt/SPP13Instructions.pdf>