

Transition Requirements Checklist



Transition Requirements Checklist for Individual Education Plans (IEPs) developed for students age 12 – 21 <i>* Italics represent additional requirements in Florida legislation.</i>	Federal and Florida age/grade requirements differ in some cases.	The open boxes indicate the ages/grades at which the legislation is required.							
		12 = age 12 or during 7th grade, whichever comes first 14 = age 14 or in place and operational on the student’s first day of high school, whichever comes first							
1. Provide transition-related information to the student and family about the school district's high school-level transition services, career and technical education, and collegiate programs available to students with disabilities and how to access such programs. Information shall also be provided on programs and services available through Florida's Center for Students with Unique Abilities, the Florida Centers for Independent Living, the Division of Vocational Rehabilitation, the Agency for Persons with Disabilities, and the Division of Blind Services. s. 1003.5716, F.S.	Federal								
	Florida	12	13	14	15	16	17	18	19-21
2. Provide notice to parent of the IEP meeting, indicating that the student will be invited to attend and that the purpose of the meeting will be to identify transition services. In addition, <i>at age 14 or prior to the first day of high school</i> , the notice must state that the purpose of the meeting is to identify transition services needs and to consider postsecondary goals. 34 C.F.R. § 300.320 ; s. 1003.5716, F.S.	Federal					16	17	18	19-21
	Florida	12	13	14	15	16	17	18	19-21
3. Invite the student to the IEP meeting. 34 C.F.R. § 300.320(b) ; Rule 6A-6.03028(3)(b)(4), F.A.C.	Federal					16	17	18	19-21
	Florida	12	13	14	15	16	17	18	19-21
4. Invite a representative of any agency to attend the IEP meeting that is already providing or likely to provide or pay for transition services to the student, <u>but only after obtaining written consent from the parent or adult student whose rights have been transferred.</u> 34 C.F.R. § 300.347(b)(2) ; Rule 6A-6.03028(3)(c)(9), F.A.C.	Federal					16	17	18	19-21
	Florida			14	15	16	17	18	19-21
5. Document steps taken to ensure that the student’s strengths, preferences, and interests were considered. 34 C.F.R. § 300.321 ; 34 C.F.R. § 300.320(b) ; Rule 6A-6.03028(3)(c)8, F.A.C.	Federal					16	17	18	19-21
	Florida	12	13	14	15	16	17	18	19-21
6. Begin identifying transition services needs of students. s. 1003.5716, F.S.	Federal								
	Florida	12	13						
7. Discuss measurable postsecondary goals based on age-appropriate transition assessment in the areas of education, training, employment, including career goals, and independent living, where appropriate. s. 1003.5716, F.S.	Federal								
	Florida	12	13						

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<p>8. Develop measurable postsecondary goals based on age-appropriate transition assessment in the areas of education, training, employment, including career goals, and independent living, where appropriate. Review annually and update as needed. If there are changes to postsecondary or career goals included in an IEP, the parent or adult student must approve the changes; parents may choose an independent reviewer to help decide if the change is appropriate. 34 C.F.R. § 300.320(b)</p>	Federal						16	17	18	19-21
	Florida		14	15	16	17	18	19-21		
<p>9. Develop measurable annual goals related to the student’s transition services needs. Include benchmarks or short-term objectives for students with disabilities that take the alternate assessment or any other student with a disability as determined by the IEP team. 34 CFR §300.320(a)(2); Rule 6A-6.03028, F.A.C.; s.1003.5716, F.S.</p>	Federal						16	17	18	19-21
	Florida	12	13	14	15	16	17	18	19-21	
<p>10. Discuss the graduation pathways and diploma designations (<i>Scholar and/or Industry Scholar</i>) in the IEP meeting. Rule 6A-6.03028(3)(h)8, F.A.C.; s. 1003.4285, F.S.</p>	Federal									
	Florida	12	13							
<p>11. Document how the student will be prepared to graduate from high school with a standard high school diploma pursuant to s. 1003.4282, F.S., with a <i>Scholar</i> or an <i>Industry Scholar</i> designation.</p>	Federal									
	Florida	12	13	14	15	16	17	18	19-21	
<p>12. Document the graduation decision and whether or not the student will work toward a diploma designation. This requirement must be addressed in the IEP developed before a student turns 14. s. 1003.4282(10)(a), F.S.; s. 1003.5716(2), F.S.</p>	Federal									
	Florida			14	15	16	17	18	19-21	
<p>13. Review the graduation decision and diploma designation; revise if needed. s. 1003.5716(2), F.S.</p>	Federal									
	Florida				15	16	17	18	19-21	
<p>14. Develop a statement regarding the student’s course of study leading to a standard diploma (description of instructional program and experiences) and update annually, if needed. Rule 6A-6.03028, F.A.C.</p>	Federal						16	17	18	19-21
	Florida			14	15	16	17	18	19-21	

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<p>15. Develop transition services, based on age-appropriate transition assessment, in each of the needed transition services activity areas (i.e. instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills and functional vocational evaluation) that focus on improving the academic and functional achievement of the student. This will assist students to reach their measurable postsecondary goals. Services can be provided earlier as appropriate. Rule 6A-6.03028(3)(b)(5), F.A.C.; s. 1003.5716, F.S.</p>	Federal						16	17	18	19-21
	Florida	12	13	14	15	16	17	18	19-21	
<i>Could begin at 12/13 if determined by the IEP team.</i>										
<p>16. Document the need for instruction in the area of self-determination and self-advocacy to assist the student to participate in the IEP meetings. Review annually and update as needed. s.1003.5716, F.S.</p>	Federal									
	Florida	12	13	14	15	16	17	18	19-21	
<p>17. Document the consideration of pre-employment transition services (Pre-ETS). These services are offered through Vocational Rehabilitation at no expense and include: 1) Job-Exploration Counseling; 2) Work Readiness Training; 3) Self-Advocacy Training and Peer Mentoring; 4) Postsecondary Educational Counseling; and 5) Work-Based Learning Experience. Information about Vocational Rehabilitation must be provided to students and parents at age 12 or 7th grade, but Pre-ETS are not available until age 14. s.1003.5716, F.S.</p>	Federal									
	Florida			14	15	16	17	18	19-21	
<p>18. Develop the statement of outcomes and additional benefits expected by the parent and the IEP team by the time the student graduates; review annually and revise as needed. Rule 6A-6.03028, F.A.C.; s.1003.5716, F.S.</p>	Federal									
	Florida			14	15	16	17	18	19-21	
<p>19. Reconvene the IEP team to identify alternative strategies to meet the student’s transition objectives if an agency fails to provide transition services described in the IEP. 34 C.F.R. § 300.324; s. 1003.5716, F.S.</p>	Federal						16	17	18	19-21
	Florida	12	13	14	15	16	17	18	19-21	
<i>If determined by the IEP team.</i>										
<p>20. Document the discussion of the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of such diploma pursuant to 1003.4282 (10)(c). s. 1003.5716(2), F.S.</p>	Federal									
	Florida			14	15	16				

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<p>21. Obtain a signed statement by the parent, guardian, or the student, if the student has reached the age of majority and rights have transferred to the student, that he/she understands the process for deferment and identifying if the student will defer the receipt of his or her standard high school diploma for the IEP in effect at the beginning of the school year the student is expected to graduate. If a student will defer receipt of the diploma, the request to defer must be received in writing by the school district by May 15th in order for the student to continue receiving transition or related services. The request to defer is only needed once. Ages may vary depending on when graduation requirements are completed. Rule 6A-1.09963, F.A.C.; s. 1003.5716, F.S.</p>	Federal				
	Florida		17	18	19-21
<p>22. Inform the parent and the student of the rights that will transfer to the student, at least one year prior to the student’s 18th birthday, and document the notification on the Transition IEP. 34 C.F.R. § 300.320; Rule 6A-6.03028, F.A.C.</p>	Federal		16	17	
	Florida		16	17	
<p>23. Provide information and instruction to the student and his or her parent on self-determination and the legal rights and responsibilities regarding the educational decisions that transfer to the student upon attaining the age of 18. The information must include the ways in which the student may provide informed consent to allow his or her parent to continue to participate in educational decisions, including: 1) Informed consent to grant permission to access confidential records protected under the Family Educational Rights and Privacy Act (FERPA) as provided in section (s) 1002.22, Florida Statutes (F.S.); 2) Powers of attorney as provided in Chapter 709,F.S.; 3) Guardian advocacy as provided in s. 393.12, F.S.; and 4) Guardianship as provided in Chapter 744, F.S.</p>	Federal				
	Florida		16	17	
<p>24. Provide the parent and student a separate and distinct notice regarding the transfer of rights when the student reaches age 18. 34 C.F.R. § 300.520; Rule 6A-6.03311(8)(c), F.A.C.</p>	Federal			18	
	Florida			18	
<p>25. Provide a summary of the student’s academic achievement and functional performance which shall include recommendations on how to assist the student in meeting the student’s postsecondary goals for students exiting with a standard diploma or aging out of the K-12 system. (Age may vary.) 34 C.F.R. § 300.305(e)(3); Rule 6A-6.0331(8)(f), F.A.C.</p>	Federal		17	18	19-21
	Florida		17	18	19-21



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