

Florida Department of Education
Bureau of Exceptional Education and Student Services

**Compliance Self-Assessment
2017-18**

SPP 13 – Secondary Transition Age 16 (T16)

GSW Student Number:	District:
Student's Name:	IEP Date:
School/Grade:	Exceptionality:
Reviewer's Name:	Today's Date:

Response Corrections:

- **Correctable** = Requires immediate action(s) to correct the noncompliance for this student (e.g. amend the student's IEP, reconvene the IEP team)
- **Ensure future compliance** = Requires immediate action(s) to address how the school district will ensure future compliance

Standard		Response
T16-1	The notice of the IEP team meeting included a statement that a purpose of the meeting was the consideration of postsecondary goals and transition services, that the student would be invited, and identified any agency that would be invited to send a representative. (34 CFR §300.322(b)(2)) [] Correctable [X] Ensure future compliance	Y N
T16-2	The student was invited to the IEP team meeting. (34 CFR §300.321(b)(1)) [X] Correctable [] Ensure future compliance	Y N
T16-3	The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure the student's preferences and interests were considered. (34 CFR §§300.43(a)(2) and 300.321(b)(2); Rules 6A-6.03028(3)(c)7. and (g)1. and 6A-6.03411(1)(nn)2.-4., F.A.C.) [X] Correctable [] Ensure future compliance	Y N
T16-4	For IEPs written before June 20, 2014, for a student who entered grade nine in 2013-14 or earlier, beginning in eighth grade, or during the school year in which the student turns 14, whichever is sooner, the IEP must include a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma. (Rules 6A-6.03028(3)(h)8 and 6A-1.09961(2)(a), F.A.C.) [X] Correctable [] Ensure future compliance	Y N
T16-5	In order to ensure quality transition planning and services, IEP teams shall begin the process of identifying transition services needs of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination (and self-advocacy for IEPs written	Y N

Standard		Response
	on or after June 20, 2014) to assist the student to be able to actively and effectively participate in IEP team meetings and self-advocate, beginning no later than age 14, so that needed postsecondary goals may be identified and in place by age 16. (Rule 6A-6.03028(3)(h)9, F.A.C.); (1003.5716, F.S.) <i>[X] Correctable [] Ensure future compliance</i>	
T16-6	If a participating agency responsible for transition services failed to provide the transition services as described in the IEP, the IEP team was reconvened to identify alternative strategies to meet the transition objectives as indicated on the IEP. (34 CFR §300.324(c)(1); Rule 6A-6.03028(3)(h)10b, F.A.C.) <i>[X] Correctable [] Ensure future compliance</i>	Y N N/A
T16-7	The IEP for a 17-year-old includes a statement that the student has been informed of the rights that will transfer at age 18. (34 CFR §§300.320(c) and 300.520(a)(1); Rule 6A-6.03028(3)(h)11, F.A.C.) <i>[] Correctable [X] Ensure future compliance</i>	Y N N/A
T16-8	A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18 th birthday. (34 CFR §§300.320(c), 300.520(a)(1), and 300.625; Rule 6A-6.03311(8)(c), F.A.C.) <i>[] Correctable [X] Ensure future compliance</i>	Y N N/A

Measurable Postsecondary Goals and Transition Services: Measurable postsecondary goals related to education, training, and employment are required for **all** students age 16 and older. A measurable postsecondary goal for independent living is required only for those students for whom the IEP team has determined it is appropriate. Note that for the following section of the review there are **four** response rows, one for each of the areas addressed by IDEA. Respond to **each** of the following items as they relate to each designated area.

Standard		Response	
T16-9	There are measurable postsecondary goals (and career goal for IEPs developed on or after June 20, 2014) in the designated areas (i.e., education, training, employment, and, where appropriate, independent living skills). (34 CFR §300.320(b)(1); Rule 6A-6.03028(3)(h)10.a., F.A.C.; (1003.5716, F.S.) <i>[X] Correctable [] Ensure future compliance</i>	Education	Y N
		Training	Y N
		Employment	Y N
		Independent Living	Y N N/A
T16-10	The measurable postsecondary goal (and career goal for IEPs developed on or after June 20, 2014) was based on age-appropriate transition assessments. (34 CFR §300.320(b)(1); Rule 6A-6.03028(3)(h)10.a., F.A.C.; (1003.5716, F.S.) <i>[X] Correctable [] Ensure future compliance</i>	Education	Y N
		Training	Y N
		Employment	Y N
		Independent Living	Y N N/A

Standard			Response
T16-11	<p>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. (34 CFR §300.320(a)(2); Rule 6A-6.03028(3)(h)2-3, F.A.C.)</p> <p><input checked="" type="checkbox"/> <i>Correctable</i> <input type="checkbox"/> <i>Ensure future compliance</i></p>	Education	Y N
		Training	Y N
		Employment	Y N
		Independent Living	Y N N/A
T16-12	<p>There are transition services on the IEP to assist the student in reaching the measurable postsecondary goals. (34 CFR §300.320(b)(2); Rule 6A-6.03411(1)(nn), F.A.C.)</p> <p><input checked="" type="checkbox"/> <i>Correctable</i> <input type="checkbox"/> <i>Ensure future compliance</i></p>	Education	Y N
		Training	Y N
		Employment	Y N
		Independent Living	Y N N/A
T16-13	<p>The transition services include course(s) of study needed to assist the student to reach the postsecondary goal(s). (34 CFR §300.320(b)(2))</p> <p><input checked="" type="checkbox"/> <i>Correctable</i> <input type="checkbox"/> <i>Ensure future compliance</i></p>	Education	Y N
		Training	Y N
		Employment	Y N
		Independent Living	Y N N/A
T16-14	<p>If transition services are likely to be provided or paid for by another agency, a representative of the agency was invited to participate in the IEP team meeting. (34 CFR §300.321(b)(3))</p> <p><input checked="" type="checkbox"/> <i>Correctable</i> <input type="checkbox"/> <i>Ensure future compliance</i></p>	Y N N/A	
T16-15	<p>The district obtained consent from the parent, or from the student whose rights have transferred, prior to inviting to the IEP team meeting a representative of an agency likely to provide or pay for transition services. 34 CFR §300.321(b)(3))</p> <p><input type="checkbox"/> <i>Correctable</i> <input checked="" type="checkbox"/> <i>Ensure future compliance</i></p>	Y N N/A	
T16-16	<p>The IEP includes appropriate measurable postsecondary goals that are annually reviewed 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. (34 CFR §§300.320(b)-(c) and 300.321(b); Rule 6A-6.03028(3)(b)-(c) and (h), F.A.C.)</p> <p><i>Mark "yes" if standard T16-2 and standards T16-9 through T16-15 are all yes or N/A.</i></p>	Y N	

Standard		Response
	<p>If one or more of T16-2 and T16-9 through T16-15 are no, mark “no” for the standard.</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>	
T16-17	<p>For IEPs written on or after June 20, 2014, during the IEP transition planning process, for students who entered grade nine beginning with the 2014-15 school year, the IEP team and the parent collaborated to determine an intent to pursue a standard diploma with a scholar or merit designation or a certificate of completion, as applicable. (1003.5716 and 1003.4282 (10), F.S.)</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>	Y N N/A
T16-18	<p>A summary of performance (SOP) was provided to the student before the student graduated with a standard diploma or before the student exceeded the age of a free, appropriate public education (FAPE). The student participated in the process of completing the SOP, and the SOP contains a summary of the student’s academic achievement and functional performance. The SOP also contains recommendations on how to assist the student in achieving the student’s post-secondary goals, including the use of accommodations, especially those the student felt were most beneficial.</p> <p>(34 CFR §300.305(e)(3); Rule 6A-6.0331(8)(f), F.A.C .)</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>	Y N N/A
T16-19	<p>For IEPs written on or after June 20, 2014, any change in the post-secondary and career goals are approved by the parent (or as applicable, the adult students).</p> <p>(1003.5716, F.S.)</p> <p><input checked="" type="checkbox"/> Correctable <input type="checkbox"/> Ensure future compliance</p>	Y N N/A