

Florida Department of Education  
Bureau of Exceptional Education and Student Services

**Compliance Self-Assessment**

**SPP 13 – Secondary Transition Age 16 (T16)**

This protocol addresses the requirements specific to SPP 13 – Measurable Postsecondary Goals and Transition Services, as well as secondary transition in general. As such, it must be used in conjunction with the basic protocol when conducting a comprehensive IEP review or a focused self-assessment related to SPP 1 – Graduation with a Standard Diploma and SPP 2 – Dropout Rate for students age 16 and over.

IDEA and the implementing regulations at 34 CFR §300.320(b) require that IEPs for students age 16, or younger if determined appropriate by the IEP team, address the areas of education, training, employment, and, where appropriate, independent living (SPP Indicator 13). The National Secondary Transition Technical Assistance Center (NSTTAC) developed a seven-item checklist to help states collect data to meet Indicator 13 requirements. Items T16-2 and T16-9 through T16-16 below reflect the items on the NSTTAC checklist updated in May 2012. Items T16-1 and T16-3 through T16-8 reflect additional procedural compliance standards the bureau determined to warrant inclusion in this self-assessment.

The Summary of Performance (SOP) is an important requirement found in IDEA and the implementing regulations. The SOP is required for students exiting with a standard diploma or aging out of their educational program. It provides information on the academic achievement and functional performance of the student, including copies of evaluations, assessments, and other relevant reports and recommendations on how to assist the student in meeting their postsecondary goals. (See the November 15, 2010, memorandum titled “Update on IDEA 2004 Requirements for Summary of Performance and Suggested Template” included in SPP/APR Indicators/Download Documents on the ESE General Supervision Website at <http://beess.fcim.org> for additional information.) Please note that during site visits or other desk reviews, districts will be required to pull summaries of performance from the previous year.

For each standard, refer to the guidance provided in this document when determining if the standard is met or not. Some standards include multiple components.

Mark “**yes**” if **all** components are met.

Mark “**no**” if **one or more** components are not met.

Mark “**n/a**” if the standard does not apply to this student.

Examples provided within this section were adapted from the NSTTAC I-13 Training Materials retrieved from <http://www.nsttac.org>. A PowerPoint presentation developed for the National Council for Exceptional Children titled “Transition Policy and the Public Agenda: Today, Tomorrow, and for the Future,” developed by Ed O’Leary, Ph.D., for the Colorado Transition Summer Institute, June 20, 2007, also was used as a reference.

**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))

Review the notice for the following:

- The notice indicates that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student.
- There is a statement that the student will be invited to the meeting.
- If needed, there is a statement that an agency representative will be invited to the meeting (review the participants section of the IEP to determine if an agency participated; if so, this must be indicated on the notice).

Mark “**yes**” if the answer to the first two bullets is “**yes**” and the third bullet is “**yes**” or “**n/a**.”

Mark “**no**” if the answer to one or more of the above bullets is “**no**.”

**If an agency is identified after the notice has been sent, a second notice (or an addendum to the first) must be sent.**

**T16-2. The student was invited to the IEP team meeting.**

(34 CFR §300.321(b)(1))

Review the notice to determine if the student was invited. Examples of documentation include a salutation on the notice that includes both the student and the parent or a separate notice provided to the student. If there is no evidence the student was invited, review the participants section of the IEP.

Mark “**yes**” if the student was invited **or** in attendance.

Mark “**no**” if the student did not attend and there is no documentation that the student was invited.

**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.)

The student’s strengths, preferences, and interests must be taken into account when developing measurable postsecondary goals to facilitate the student’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Review the IEP to determine if these were considered.

If a student did not attend the meeting, there should be evidence that the school district obtained student input through other methods, such as student or family conferences, interest inventories, career exploration activities, vocational interest and

aptitude inventories, situational assessments, and input from other personnel associated with the student. Information from interest inventories completed prior to the IEP team meeting or information on the IEP itself may be evidence of this requirement.

The student's preferences and interests may be documented in the present level of performance section(s) of the IEP or may be included as a separate item.

Unless there is evidence to the contrary, the student's attendance at the meeting is sufficient documentation that the student's strengths, preferences, and interests were considered.

Mark "yes" if there is evidence that the student's input was solicited and considered.

Mark "no" if there is no evidence that steps were taken to obtain and consider the strengths, preferences, and interests of a student who did not attend the meeting.

**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.)

Beginning with IEPs written during the student's eighth grade year or during the school year of the student's 14th birthday (whichever is sooner), the course requirements for standard and special diploma options must be discussed by the IEP team, and a proposed diploma option must be determined. The IEP team must review the diploma decision annually and, if appropriate, revise the diploma decision accordingly.

Mark "yes" if the diploma option is indicated.

Mark "no" if the student is 14 years old or older or in the eighth grade or higher and no diploma option is indicated.

**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 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.)

Review the IEP for evidence that the IEP team considered the student's need for instruction or the provision of information in the area of self-determination. This may be addressed through annual goals, short-term objectives or benchmarks, or through services in the IEP.

Although the requirement to consider the student's need for instruction or the provision of information in the area of self-determination begins no later than age 14, this requirement must be reviewed and addressed annually as part of IEP development. Students' self-determination needs may differ by age. Self-advocacy may be a critical area one year; goal setting or choice making may be more important during another school year. Districts are encouraged to conduct ongoing assessment to determine the student's most critical needs in the area of self-determination.

There are numerous ways to address self-determination instruction for students served full-time in general education. It may be integrated into character education or other relevant courses; training may be provided to students via half-day or full-day workshops; or one-on-one information sessions may be provided by the counselor or teacher of record.

Mark "**yes**" if information regarding self-determination is contained within the IEP.

Mark "**no**" if no information regarding self-determination is contained within the IEP.

**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.)

Review the IEP to determine if an agency is expected to provide or pay for transition services. If so, review the student's record, service logs, and other available documents for evidence that the agency provided the services as required.

Although no longer required as a component of the IEP, it remains a good practice to identify the IEP team member or designee responsible for follow-up with the agency or agencies. This practice will help ensure that transition services are provided or that the IEP team is reconvened in a timely manner to identify alternatives.

Mark "**yes**" if the agency did not provide services as required, and the IEP team was reconvened to identify alternative strategies to assist the student in meeting the goals and objectives on the IEP.

Mark "**no**" if the agency did not provide services as required and the IEP team was not reconvened.

Mark "**n/a**" if no agency is involved or if there is no evidence that an agency failed to provide services as required.

**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.)

At least one year prior to the student's 18<sup>th</sup> birthday, the student must be informed of the rights that will transfer. If the student is 17, review the IEP for documentation that the transfer of rights was discussed. This applies only to the year prior to the student's 18<sup>th</sup> birthday.

Mark “**yes**” if this statement is included on the IEP for a 17-year-old.

Mark “**no**” if this statement is not included.

Mark “**n/a**” for all other students.

**T16-8. A separate and distinct notice of the transfer of rights was provided closer to the time of the student’s 18<sup>th</sup> birthday.**

(34 CFR §§300.320(c), 300.520(a)(1), and 300.625; Rule 6A-6.03311(8)(c), F.A.C.)

This standard applies only to 18-year-olds. There must be a separate and distinct notice to the parent and student informing them of the transfer of rights. If there is not a place on the IEP for this to be documented, ask school staff how this is done.

Mark “**yes**” if there is documentation of this notice closer to the time of the student’s 18<sup>th</sup> birthday.

Mark “**no**” if there is no evidence the notice was provided.

Mark “**n/a**” for all other students.

**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.

**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.)

“The IDEA and its implementing regulations do not define the terms ‘training’ and ‘education.’ However, the areas of training and education can reasonably be interpreted as overlapping in certain instances. In determining whether postsecondary goals in the areas of training and education overlap, the IEP team must consider the unique needs of each individual student with a disability, in light of his or her plans after leaving high school. **If the IEP team determines that separate postsecondary goals in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, the IEP team can combine the training and education goals...However, the guidance...is not intended to prohibit the IEP team from developing separate postsecondary goals in the areas related to training and education in a student’s IEP, if deemed appropriate by the IEP team,** in light of the student’s postsecondary plans. On the other hand, because employment is a distinct activity from the areas related to training and education, **each student’s IEP must include a separate postsecondary goal in the area of employment.” A student’s IEP must include a separate postsecondary goal in the area of independent living skills, where appropriate.**

(**September 26, 2011**, OSEP Letter to Commonwealth of Virginia Department of Education Special Education and Student Services Assistant Superintendent H. Douglas Cox, Retrieved <http://www2.ed.gov/policy/speced/guid/idea/letters/2011-3/index.html> and *Questions and Answers on Secondary Transition*, Revised September 2011, OSEP, Retrieved <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C>)

Each measurable postsecondary goal must meet the following requirements:

- It must be measurable; you must be able to “count it” or observe it.
- It must be intended to occur **after** the student graduates from school.
- It must include a timeframe.
- It must be updated annually; the goal need not be revised, but should be reviewed to ensure that it continues to be appropriate and accurate.

Locate the section of the IEP that includes the student’s postsecondary goal(s).

- Mark “**yes**” in the appropriate row if there is a **measurable** postsecondary goal that addresses the designated area (i.e., education; training; or education and training combined; employment; independent living, where appropriate) and, for students age 17 and older, there is evidence that the goal was reviewed and updated, if appropriate.
- Mark “**no**” in the appropriate row if there is **no goal** for a designated area (i.e., education; training; employment; independent living, where appropriate), if the goal is **not measurable**, or if there is evidence that the goal was not reviewed, and updated, if appropriate.
- Mark “**n/a**” in the designated row if no postsecondary goal is required for independent living.

Examples could be developed from any of the following:

- “Immediately following graduation, [the student] will...”
- “Within six months of graduation, [the student] will...”
- “Within four years of graduation, [the student] will...”
- “By September [specific year], [the student] will...”

Phrases such as “[The student] plans to..., wants to..., is thinking about..., has expressed an interest in...” **are not measurable**. The goals should reflect outcomes, not activities or steps toward a goal. For example, “applying for vocational rehabilitation services” is a step toward achieving a goal, not the postsecondary goal itself. Be certain that postsecondary goals reflect **post-school** outcomes, not goals to be achieved while enrolled in the school district. A “measurable postsecondary goal” is **NOT** the same as a “desired post-school outcome.”

The following examples of measurable postsecondary goals for the area of **education** and **training** are provided to guide you in the review:

- **Allison**
  - Within four years of graduation from high school, Allison will obtain a four-year degree from a liberal arts college with a major in Child Development.

- **Lisette**
  - Within three years of graduation from high school, Lisette will complete the non-degree program at Montgomery County College.
- **Kevin**
  - Within three months of graduation, Kevin will participate in supported employment training and home- and community-based training through the Progressive Employment Services (PES) community-based program.
- **Rolanda**
  - Immediately after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

The following examples of measurable postsecondary goals for the area of **employment** are provided to guide you in the review:

- **Allison**
  - Within six months of receiving her degree in Child Development, Allison will obtain employment in the field of early childhood education.
- **Lisette**
  - Within nine months of graduation, through the assistance of Vocational Rehabilitation and the staff of the nondegree program at Montgomery Community College, , Lisette will obtain part-time employment on campus that does not interfere with her program's schedule.
- **Kevin**
  - Within three months of graduation, Kevin will obtain a supported employment position using assistive technology, which allows him to work a minimum of 20 hours per week.
- **Rolanda**
  - Immediately after graduation, Rolanda will receive job development services from Vocational Rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteerism within one year of graduation.

The following examples of measurable postsecondary goals for the area of **independent living** are provided to guide you in the review:

- **Allison**
  - N/A; Independent living is only required "where appropriate." For this student, the transition IEP team determined it was not appropriate.
- **Lisette**
  - Within one year of graduation from high school, Lisette will use public transportation, including the public bus and uptown trolley, to independently get to and from classes at Montgomery Community College.
- **Kevin**
  - Immediately following graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.
  - Immediately following graduation, Kevin will participate in one to two age-appropriate community-based activities per week related to horticulture, socialization with young adults, animals, or music.
- **Rolanda**
  - Immediately after graduation, Rolanda will live at home and participate, to the maximum extent possible, in her daily routines and environment through the

use of assistive technology (e.g., feeding, dressing, bathing, activating small appliances or media devices, choice making).

**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.)

Review the IEP and other available components of the student's record to determine if information from age-appropriate transition assessments has been considered in developing measurable postsecondary goals. If so, determine whether the information applies to the area in question (i.e., education; training; employment; independent living, where appropriate).

Mark "**yes**" for the designated row if there is evidence of information from age-appropriate transition assessment related to that area.

Mark "**no**" if there is no assessment or if it does not apply to the area in question.

Mark "**n/a**" in the designated row if no postsecondary goal is required for independent living.

Transition assessment information must be age appropriate; gathered over time; reflect the student's strengths, interests, and preferences; and contain information from multiple sources. Consider statewide standardized assessment, Florida Standards Alternate Assessment (FSAA), college entrance tests, self-determination assessments, interest inventories, personality or preference tests, career assessments and situational assessments. Ask the following question: "Is the age-appropriate transition assessment information reflected in the IEP sufficient to support this student's measurable postsecondary goals?"

The following examples reflect best practice in incorporating information gleaned from age-appropriate transition assessments into Present Levels of Academic Achievement and Functional Performance statements and are provided to guide you in the review.

- **Allison (education, training, and employment)**
  - Allison has achieved a level 3 in reading on the tenth grade statewide standardized assessment. However, she continues to struggle with reading in the content areas when the material is technical (e.g., science text). Allison's relative strengths are in the areas of short- and long-term memory and problem solving. Her specific learning disabilities are in the areas of reading comprehension and written expression, but she is able to maintain passing grades in general education classes when provided with additional time to complete assignments and opportunities for re-teaching and reinforcement of concepts. Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in chemistry during tenth grade and the first semester of the eleventh grade. She met all of her IEP goals for the previous school year.
- **Lisette (education, training, employment, and independent living)**
  - Based on teacher observation notes, community-based task analysis checks, and information from the student, her parents, and her teachers collected

through the *Transition Planning Inventory* and *Making Action Plans*, Lisette is a rule-oriented, quiet young woman with strong skills and interests in employment in the service industry. Lisette learns best through observation and practical experience due to limited verbal and reading skills. Lisette has participated in a curriculum with a functional-academic focus in which she has demonstrated strengths in independent living skills, such as self-care, home management, reading for success in the community, and community math skills, including time and calendar skills. Lisette has expressed an interest in and demonstrated success in the service industry, particularly in the area of food preparation. Lisette indicates that her family encourages her to do well in school and in her job experiences. Her family expresses interest in Lisette's living outside of their home as she becomes more financially independent after leaving high school.

- **Kevin (education, training, employment, and independent living)**

- Based on FAA and on- and off-campus situational assessments, Kevin uses a manual wheelchair that has been adapted with trunk support and subbasis bar. He is able to use his right hand to manipulate larger items and can use his left hand for stabilization. Kevin receives physical therapy one time a week for 30 minutes and has ongoing therapy services in the classroom, including positioning on adaptive equipment. He wears ankle foot orthoses for stability when using a stander and a left hand-elbow mobilizer. Kevin's physical therapist would like for him to have a motorized wheelchair but funds have not been available. Kevin also receives occupational therapy on a consultative basis. His teacher and the occupational therapist have developed vocationally related jigs.
- Kevin has little intelligible speech other than single words and yes or no responses but within the classroom has used an iTalk2 to communicate simple needs and choices and is learning to use a GoTalk20+. He does not use an augmentative communication device at home but does have a picture board, which transitions with him in school, the community, and home. He requires physical prompting to use his picture board for most tasks. Kevin also receives speech therapy two times a week for 30 minutes each session.
- Kevin has generalized tonic-clonic seizures that are 85 percent controlled with two different anti-convulsant medications (Tegretol and Mysoline). He is fed through a gastrostomy tube although he is able to take some pureed foods by mouth in limited amounts. Kevin can feed himself by mouth using a feeder but has to be closely monitored and reminded to eat slowly to avoid asphyxiation. Usually Kevin is only allowed to feed himself during special occasions, such as a class party or special meal. The gastrostomy tube placement was primarily due to asphyxiation of food during meal times that resulted in recurrent upper respiratory infections (URIs). These URIs have greatly decreased since his surgery.
- A functional vision assessment has indicated that Kevin's visual acuity with corrective lenses at near distances is 20/80 and at far distances is 20/100. His most effective visual field is slightly below eye level and he is able to localize to visual stimulus and fixate his gaze on objects and people as well as shift his gaze. Kevin does not like wearing his glasses but is cooperative in this area most of the time.
- Kevin has good hearing.
- Kevin has used the *Making Action Plans* person-centered planning process for transition planning.

- Kevin and his family plan for him to stay in the public school until he ages out at age 22, which will provide him with three more years of educational services.
- Kevin lives at home with his mother, father, 11-year-old sister, and a great-aunt who helps with his care. Kevin also has an older brother who is in college.
- Kevin is approved for Medicaid waiver-funded services. Kevin's family is hopeful that this funding source will provide him with an array of services based on his individual needs, including the following:
  - An augmentative communication device
  - Case management
  - One-on-one community and home support
  - Personal care services
  - Respite
  - Specialized equipment and services
  - Medical transportation
  - Supported employment
  - Home- and community-based activities after high school graduation
- Kevin appears to have some understanding of becoming an adult and living more independently, possibly away from his family. Kevin's mother has very mixed feelings about Kevin's future living arrangements. As Kevin's primary caregiver since birth, she realizes that as time goes on it might be necessary to seek an out-of-home placement. Kevin's father would very much like to see Kevin move into a group home or other supervised post-school living arrangement as soon after high school as possible. Kevin's father would like to spend more time with his younger daughter and wife and believes that his elderly aunt is not going to be able to assist them much longer with Kevin's personal care.
- Kevin has no understanding of money and does not provide input into his health and medical care. The Medicaid waiver program will assist with medical care, equipment, and supplies. Kevin's parents plan to work with his support coordinator to obtain guardianship because Kevin has now turned 18.
- Kevin enjoys interacting with other people, music, horticulture, computers, and clerical-type activities in which he has the opportunity to complete a project. He responds well to verbal praise and is able to stay focused on a task for more than 20 minutes with occasional verbal redirection. Kevin has developed the skills to operate a variety of switch-activated devices (e.g., button maker, blender), use a paper shredder, and collate papers with a jig. Kevin has worked successfully on an assembly line in the school-based enterprise and has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the help of a teacher assistant. Kevin loves school and is always eager to learn new skills. He demonstrates a high level of motivation to please his teachers and his parents report that even when he is sick he wants to go to school.
- While at home, Kevin's mother and great-aunt provide total physical care. Although Kevin could assist with some personal hygiene tasks, this is not a current expectation for him while in the home. With the exception of making choices regarding relatively minor concerns (e.g., selecting music to listen to or an item of clothing to wear), all decisions are made for Kevin by his parents. He goes into the community with his family on occasion, although the majority of his community experiences occur through the school. While at home, Kevin enjoys watching DVDs, looking at books, listening to music, watching his

younger sister play video games, family meals, and making music on his electronic keyboard.

- **Rolanda**

- Rolanda is an 18-year-old student with multiple disabilities. She is a non-ambulatory teenager with significant intellectual disabilities. She has athetoid cerebral palsy that impacts all motor functioning. Until the age of 12, Rolanda ate soft and pureed foods in small amounts several times a day. Choking became a concern after several problems that scared her parents and teachers. Doctors decided that it was necessary at that point for Rolanda to gain nutrition through a g-tube that another person connects to a source of nutritional liquid. She has bronchial cysts that required a tracheotomy procedure when Rolanda was nine years old.
- Currently, Rolanda breathes with the assistance of a ventilator through her tracheotomy. She is an only child, and both of her parents and a part-time in-home nurse have a structured schedule for her care on a daily basis. Rolanda is a friendly, alert student who is responsive to music. She communicates desires and needs inconsistently through switches and picture symbols. She can make choices from three options to select music to listen to, movies to watch, and places to go.
- Rolanda's family takes her most places, as long as no food is served there, because Rolanda gets upset when others eat around her. Her mother thinks that she feels jealous that she can no longer eat the foods she loved as a child. Rolanda loves to watch "American Idol" on television. Each summer her family travels to see the contestants on tour in a new city. Rolanda's parents had her just after they married when they were in their early twenties. Their plan is that Rolanda will live with them for approximately 20 years. At that point they will seek supported housing in a group home, or Rolanda will move in with a relative who is willing to care for her.
- Rolanda's parents are willing to implement a program that will benefit Rolanda at home, yet they are concerned that she could benefit from technology that they do not have the skills to utilize effectively. They also feel that it is important that Rolanda spend her days working to the best of her ability so that she gains skills and feels a sense of accomplishment in her life. Although her parents are young and strong right now, it is still important to them that Rolanda provides as much assistance as possible in self-care tasks, such as transferring from her wheelchair to the floor, the bed, and to other adaptive furniture throughout the house as well as hygiene tasks. Rolanda's parents would also like additional information about financial planning and social security income to help them make informed decisions about Rolanda's security in the future.
- Anecdotal records for an observation period of 10 days indicate that Rolanda is curious, stays alert and awake throughout the school day, and seems to enjoy activity around her. She enjoys getting verbal and tactile attention from her peers and staff. She is tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities. She likes using a switch (with assistance) to activate a variety of devices, including the radio and computer.
- A portfolio assessment indicates that Rolanda accesses the general education curriculum through extension activities. She benefits from sensory-stimulating activities and activities to improve her independence and communication. Rolanda uses facial gestures to communicate her pleasure and displeasure with

her current state. She offers a smile to show happiness and a blank stare to indicate disinterest. Picture and symbol augmentative communication supports have not been successful. She uses simple one-button communication devices with assistance when offered during class activities. A physical therapy evaluation and reports from the medical doctor indicate Rolanda uses a manual wheelchair dependently. She requires a two-person lift or mechanical device for all transfers. She tolerates positioning on a mat table and demonstrates limited fine motor skills, which results in her dependency for all care and hand-over-hand assistance for all activities.

**T16-11. 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.)

Review the IEP to determine if there are measurable annual goal(s) or short-term objectives or benchmarks, if applicable, that will help the student make progress toward the stated postsecondary goal(s).

Locate the section of the IEP that includes the student's postsecondary goal(s). For **each** of the postsecondary goal areas (for both measurable and not measurable goals). For **each** of the postsecondary goal areas (for both measurable and not measurable goals):

Mark "**yes**" in the row if there is a measurable annual goal or short-term objective or benchmark, if applicable, included in the IEP that will help the student make progress toward the stated postsecondary goal.

Mark "**no**" in the row if there is no measurable annual goal or short-term objective or benchmark, if applicable, included in the IEP that will help the student make progress toward the stated postsecondary goal.

Mark "**n/a**" in the designated row if no postsecondary goal is required for independent living.

Short-term objectives or benchmarks must be included for students with disabilities who take alternate assessments aligned to alternate achievement standards. Short-term objectives or benchmarks may be developed for any other student with a disability as determined by the IEP team.

For an annual goal to be measurable, it must have an explicit, observable behavior (what the student will do), conditions (specific circumstances or assistance that will affect performance of behavior), and criteria (what will be measured and how well the student must perform).

There does not need to be a separate measurable annual goal for each postsecondary goal. It is logical that, when writing (or reviewing), the team should ask “what postsecondary goal(s) does this measurable annual goal support?” The team should also ask “what measurable annual goals are needed to help this student achieve the postsecondary goal(s)?”

The following examples of measurable annual goals are sufficiently descriptive to guide you in the review (short-term objectives or benchmarks are not included in these examples):

- **Allison (education, training, and employment)**
  - Given the weekly assignment to write a 2–3 page essay on an assigned topic, Allison will use planning strategies to meet the scoring rubric requirements for earning a C or above on all essays.
  - Allison will use planning strategies to record, track, and complete homework assignments for all classes on a daily basis and will prepare questions for her teachers in English, Spanish, U.S. history, and chemistry at least once each week for the duration of this IEP.
- **Lisette (education and training)**
  - Lisette will accurately record her personal information, including first and last name, date of birth, Social Security number, street address, city, state, zip code, age, and telephone number, with 100 percent accuracy by April.
- **Lisette (employment)**
  - Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lisette will successfully call her supervisor to communicate important messages in five out of five role-play trials in school and community settings.
- **Lisette (independent living)**
  - Given travel training situations, Lisette will demonstrate sitting quietly and refraining from talking to strangers while using public transportation at least two times across three situations.
- **Kevin (education and training)**
  - Given the GoTalk20+ augmentative communication device and weekly community practice, Kevin will independently and accurately use the device to communicate a desire for an item in various community settings, including restaurants and grocery stores.
- **Kevin (employment)**
  - Given six work experience options, Kevin will select and participate in four on-campus and off-campus work experiences for a minimum of two days per week, two hours per experience, for up to 120 hours per experience in clerical-related jobs.
- **Kevin (independent living)**
  - Given picture symbols with Velcro adhesive and a wall-mountable daily planner, Kevin will use a schedule to plan self-care (e.g., showering and eating), work experience, and recreational activities five days each week for the duration of his IEP with a maximum of one physical prompt per activity to place the picture symbol on the schedule.
- **Rolanda (education and training)**
  - Given a board displaying four choices of classroom and community activities (e.g., instructional activities, work-based instruction activities, locations in the school, movies, music, locations in the community, people), Rolanda will use a

pointer affixed to a head-piece to select her preferred activity each time she is presented the four choices by December.

- Given a micro switch properly secured to the headrest of her chair, Rolanda will follow a schedule of her daily routines by selecting the activity that should occur at that scheduled time three out of four opportunities by October.

- **Rolanda (employment)**

- Given multiple vocational tasks in the classroom, Rolanda will increase her productivity by 20 percent as measured by time on task during a 30-minute training session during one school semester.
- Given two job-shadowing experiences, one in the arts and one in business, Rolanda will identify her likes and dislikes of each industry through facial gestures as assessed in four of five trials for both experiences.

- **Rolanda (independent living)**

- Given daily classroom routines for practice and a verbal prompt, Rolanda will raise her arms to assist in lifting, dressing, and hand washing on 80 percent of occasions for the duration of the IEP.
- Given small group instruction on three recreational games in adapted physical education, modeling, and independent practice, Rolanda will increase motor coordination by throwing a ball 9 out of 10 times during a 30-minute session twice a week for the duration of the IEP.

**T16-12. 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.)

Review the IEP to determine if a type of instruction, related services, community experience, or development of employment and other post-school adult living objectives is included. If appropriate, determine if acquisition of daily living skills and provision of a functional vocational evaluation are listed in association with meeting the postsecondary goal(s).

Locate the section of the IEP that includes the student's postsecondary goal(s). For **each** of the postsecondary goal areas, check to see if one or more of the following are addressed in the measurable annual goal(s) or in other components of the IEP in association with meeting the postsecondary goal(s):

- Instruction
- Related service(s)
- Community experience(s)
- Development of employment and other post-school adult living objectives
- Acquisition of daily living skill(s)
- Provision of a functional vocational evaluation

Transition services may be addressed through the development of measurable annual goals or short-term objectives or benchmarks, if applicable, special education services, related services, program modifications or supports for school personnel, supplementary aids and services, or statewide and districtwide assessment accommodations or modifications. The examples below could be further developed into measurable annual goals or addressed in other relevant sections of the IEP.

Mark “**yes**” in that row if **one or more** are evident.

Mark “no” in that row if **none** are evident.

Mark “n/a” in the designated row if no postsecondary goal is required for independent living.

The following examples of transition services are provided to guide you in the review:

- **Allison (instruction supports the postsecondary education and training goal above)**
  - Guided notes for lessons
  - Syllabi in advance, as requested
  - Preferential seating in Spanish I
  - Audiotaped texts for English IV
  - Extended time on tests in Algebra II and Advanced Biology
  - Accommodations for American College Testing (ACT) test
- **Allison (community experiences support the postsecondary education, training, and employment goals above)**
  - Job-shadowing experiences in a variety of childhood education programs
  - College-shadowing experiences at a minimum of three university campuses, which include touring the campus, meeting with the admissions department, and meeting with personnel in the disability services coordination office
- **Allison (employment and other post-school living objectives support the postsecondary education, training, and employment goals above)**
  - Assistance or support in obtaining part-time employment in a position working with children
  - Application for college financial aid, including grants and scholarships
  - Referral to Vocational Rehabilitation to determine eligibility for tuition assistance and any other needed services
  - Application for college and disability support services, no later than December
- **Lisette (instruction supports the postsecondary education, training, and independent living goals above)**
  - Community safety skills instruction, including self-defense at the YMCA
  - Travel training instruction
  - Math instruction related to money usage and telling time on a variety of watches and clocks
  - Literacy instruction related to sight word identification
- **Lisette (related service supports the postsecondary independent living goal above)**
  - Assistive technology services to increase the use of voice output device
  - Physical therapy to improve independent ambulation
- **Lisette (daily living skills support the postsecondary education, training, and independent living goals)**
  - Purchase a monthly bus pass
  - Apply safety skills in the community, particularly with regard to use of public transportation
  - Learn to choose a seat near the bus driver
  - Learn to use the pull cord to identify upcoming stop
- **Kevin (instruction supports the postsecondary education, training, employment, and independent living goals above)**
  - Participate in the access points to the Next Generation Sunshine State Standards, primarily at the participatory level of complexity

- Participate in self-advocacy training to increase choice-making skills
- Meet with PES to discuss program and process for enrollment
- **Kevin (related services support the postsecondary education, training, employment, and independent living goals above)**
  - Consult with physical therapist, Agency for Persons with Disabilities, and Vocational Rehabilitation regarding motorized wheelchair
  - Involve transition coordinator and special education teacher in annual support coordinator plan meetings to coordinate transition
  - Continue speech therapy with a focus on skills needed to use a high-level communication system and investigate appropriate system for the home
- **Kevin (community experiences support the postsecondary education, training, employment, and independent living goals above)**
  - Volunteer at city parks and gardens
  - Investigate accessible community transportation options
  - Participate in monthly age-appropriate, community-based recreational activities with peers (e.g., movies, bowling, school events)
  - Participate in art classes at the local center of the arts
- **Kevin (employment services support the postsecondary education, training, employment, and independent living goals above)**
  - Participate in on-campus clerical job experience in school office and possibly in other school offices
  - Continue participation in the school-based enterprise or small school business
  - Begin referral process to obtain Vocational Rehabilitation for rehabilitation engineering consultation and supported employment
  - Engage in community-based vocational education work experience opportunities in area businesses related to Kevin’s interest
- **Kevin (post-school adult living skills services support the postsecondary independent living goals above)**
  - Investigate supported living options
  - Conduct in-home accessibility evaluation to determine issues and assistive technology needs
- **Kevin (daily living skills support the postsecondary education, training, employment, and independent living goals above)**
  - Assess daily living skills to determine if assistive devices can increase independence level in the home, community, and at school
- **Kevin (functional vocational evaluation supports postsecondary education, training, and employment goals above)**
  - Conduct situational assessment during on-campus and off-campus work
- **Rolanda (instruction supports the postsecondary education, training, and independent living goals above)**
  - Participation in the Next Generation Sunshine State Standards Access Points and functional curriculum
  - Self-care skill instruction
- **Rolanda (community experience supports the postsecondary employment goal above)**
  - Community-based instruction
  - Non-Paid Community-Based Vocational Education

- **Rolanda (related services support the postsecondary education, training, employment, and independent living goals above )**
  - Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post-school environments
  - Occupational therapy for use of assistive technology
  - Evaluation for determination of devices to increase independence in home and community-based environments
  - Physical therapy to maintain and improve strength and flexibility
  - Nursing services to increase Rolanda’s ability to access community environments
  - Visits to recreational agencies and facilities in the community
  - Leisure and recreational interest survey through student response to different leisure opportunities in the community
  - Meeting with Supplemental Security Income (SSI) representative and Community Work Incentives Coordinator (CWIC) to determine possible financial benefits
  
- **Rolanda (functional vocational evaluation supports the postsecondary employment and independent living goals above)**
  - Refer to Vocational Rehabilitation for nonverbal, modified assessments of adaptive behavior, career interests, and career skills

**T16-13. 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))

The course(s) of study describe the student’s instructional program and experiences. Examples include the following:

- Participation in advanced-placement courses
- Participation in courses that provide community-based experiences to help the student acquire adult living and employment skills

Review the IEP to determine whether the student’s course(s) of study aligns with the student’s identified postsecondary goal(s).

Mark “**yes**” if the student’s course(s) of study aligns with the student’s identified postsecondary goals.

Mark “**no**” if the student’s course(s) of study **does not align** with the student’s identified postsecondary goals **or** if there is no course of study identified.

Mark “**n/a**” in the designated row if no postsecondary goal is required for independent living.

**T16-14. 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))

For **each** of the postsecondary goal areas, review the IEP to determine if there are transition services included that will likely be provided or paid for during the current year by any agency other than the school district.

**If agency participation is expected**, review the notice of the meeting and the participants section of the IEP or other documentation to determine if an agency representative was invited.

Mark “**yes**” if an agency representative is included on the notice of the meeting **or** if an agency representative attended the meeting.

Mark “**no**” if there is no evidence that the district attempted to invite the agency representative.

Mark “**n/a**” if either of the following is true:

- No agency is likely to provide or pay for transition services for one or more of the postsecondary goals during the current year.
- The district sought consent from the parent to invite an agency representative but consent was not given.

It is important that the IEP team begin discussing possible agency involvement early. In some cases agencies may need to be invited to an IEP team meeting when the student is 16 or younger. In other cases it may be determined that, although communication with the agency or between the family and the agency is required, it isn't necessary to invite an agency representative to participate in an IEP team meeting until closer to the time the student exits. Districts are encouraged to work with their interagency councils to determine when agencies need to be invited for students who don't have immediate needs from agencies but will need services post-school.

**T16-15. 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))

If an agency representative was invited, review the folder for evidence that the parent or adult student provided consent. A separate consent must be obtained from the parents or a child who has reached the age of majority **for each IEP team meeting**. Consent must be obtained before a representative of any participating agency that is likely to be responsible for providing or paying for transition services can be invited to the meeting.

Notice cannot be provided to agency representatives prior to the district's receipt of parent consent or consent from the student whose rights have transferred. Consent may be documented on the notice of the IEP team meeting, **as long as the notice was not sent to the agency representative prior to receipt of the consent**, or on another form.

Mark **“yes”** if either of the following is true:

- Consent is evident.
- The parent initiated the invitation.

Mark **“no”** if both of the following are true:

- Timely consent is not evident.
- The agency representative was invited.

Mark **“n/a”** if an agency representative was not invited to the meeting.

- T16-16. 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.)

Mark **“yes”** if standard **T16-2** and standards **T16-9** through **T16-15** are all answered **“yes”** or **“n/a.”**

Mark **“no”** if one or more of standard **T16-2** and standards **T16-9** through **T16-15** are all answered **“no.”**

- T16-17. 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.)

Mark **“yes”** if there is evidence to indicate collaboration regarding intent to pursue a standard diploma with a designation or a certificate of completion.

Mark **“no”** if there is no evidence to indicate collaboration regarding intent to pursue a standard diploma with a designation or a certificate of completion.

- T16-18. 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.**

(34 CFR §300.305(e)(3); Rule 6A-6.0331(8)(f), F.A.C .)

Mark **“yes”** if the following is true:

- An SOP was provided to the student before the student graduated with a standard diploma **or** before the student exceeded the age of FAPE.
- The student participated in the process of completing the SOP.
- The SOP contains a summary of the student’s academic achievement and functional performance.
- The SOP contains recommendations on how to assist the student in postsecondary goals.

Mark **“no”** if one or more of the four criteria above **is marked “no.”**

Mark **“n/a”** if either of the following is true:

- The student has not graduated.
- The student did not graduate with a standard diploma.

**T16-19. 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). (1003.5716, F.S.)**

Mark **“yes”** if the IEP indicates approval by the parent or adult student in the change of post-secondary and career goals.

Mark **“no”** if there is no evidence of approval by the parent or adult student if postsecondary and career goals have been changed.

Mark **“n/a”** if parent failed to respond to district’s request to approve.

Florida Department of Education  
Bureau of Exceptional Education and Student Services

**Compliance Self-Assessment**

**Transition Planning Age 14 (T14)**

This abbreviated protocol addresses the requirements specific to transition planning for students age 14 or 15 or for students who are in the eighth grade. As such, it must be used in conjunction with the basic protocol when conducting a comprehensive IEP review or focused self-assessment related to **SPP – 1 Graduation with a Standard Diploma** and **SPP 2 – Dropout Rate** for a student of that age or grade.

For each standard, refer to the guidance provided in this document when determining if the standard is met or not. Some standards include multiple components.

Mark **“yes”** if **all** components are met.

Mark **“no”** if **one or more** components are not met.

Mark **“n/a”** if the standard does not apply to this student.

**T14-1. The notice of the IEP team meeting included a statement that a purpose of the meeting was the identification of transition services needs of the student and that the student would be invited.**

(34 CFR §300.322(b)(2))

For a student age 14–15, review the notice for the following:

- The notice must indicate that a purpose of the meeting will be the identification of transition services needs of the student.
- There is a statement that the student will be invited to the meeting.

Mark **“yes”** if the answer to both of the above is **“yes”**.

Mark **“no”** if the answer to either one above is **“no”**.

**T14-2. The student was invited to the IEP team meeting.**

(34 CFR §300.321(b)(1))

Review the notice to determine if the student was invited. Examples of documentation include a salutation on the notice that includes both the student and the parent or a separate notice provided to the student. If there is no evidence the student was invited, review the participants section of the IEP.

Mark **“yes”** if either of the following is true:

- The student was invited to the meeting.
- The student was in attendance at the meeting.

Mark **“no”** if both of the following are true:

- The student did not attend the meeting.
- There is no documentation that the student was invited to the meeting.

**T14-3. 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.)

The student's strengths, preferences, and interests must be taken into account so that measurable postsecondary goals in the areas of education, training, employment, and independent living, if appropriate, are identified and in place by age 16. Review the IEP to determine if these were considered.

If a student did not attend the meeting, there should be evidence that the school district obtained student input through other methods, such as student or family conferences, interest inventories, career exploration activities, vocational interest and aptitude inventories, situational assessments, and input from other personnel associated with the student. Information from interest inventories completed prior to the IEP team meeting or information on the IEP itself may be evidence of this requirement.

The student's preferences and interests may be documented in the present level of performance section(s) of the IEP or may be included as a separate item.

Mark **"yes"** if there is evidence that the student's input was solicited and considered. **Unless there is evidence to the contrary, the student's attendance at the meeting is sufficient documentation that the student's strengths, preferences, and interests were considered.**

Mark **"no"** if there is no evidence that steps were taken to obtain and consider the strengths, preferences, and interests of a student who did not attend the meeting.

**T14-4. 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 all IEPs written 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.)

Review the IEP for evidence that the IEP team considered the student's need for instruction or the provision of information in the area of self-determination. This may be addressed through annual goals, short-term objectives or benchmarks, or through services in the IEP.

Although the requirement to consider the student's need for instruction or the provision of information in the area of self-determination begins no later than age 14, this requirement must be reviewed and addressed annually as part of IEP development. Students' self-determination needs may differ by age. Self-advocacy may be a critical area one year; goal setting or choice making may be more important during another school year. Districts are encouraged to conduct ongoing assessment to determine the student's most critical needs in the area of self-determination.

There are numerous ways to address self-determination instruction for students served full-time in general education. It may be integrated into character education or other relevant courses; training may be provided to students via half-day or full-day workshops; or one-on-one information sessions may be provided by the counselor or teacher of record.

Mark **“yes”** if information regarding self-determination is contained within the IEP. Mark **“no”** if no information regarding self-determination is contained within the IEP.

**T14-5. For IEPs written before June 20, 2014, for 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.; (1003.5716, F.S.)

Beginning with IEPs written during the student’s eighth grade year or during the school year of the student’s 14th birthday (whichever is sooner), the IEP team must discuss the course requirements for standard and special diploma options, and a proposed diploma option must be determined. The IEP team must review the diploma decision annually and, if appropriate, revise the diploma decision accordingly.

Mark **“yes”** if the diploma option is indicated.

Mark **“no”** if the student is 14 years old or older **or** in the eighth grade or higher **and** no diploma option is indicate