



COMPLIANCE SELF-ASSESSMENT

SPP 13 – Secondary Transition

Age 16 (T16)

Presented by

Sandra Larson, ESE Program Specialist

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The Purpose of Self-Assessment

The self-assessment monitoring system reflects the Department of Education's commitment to providing assistance, service, and oversight to school districts, and is designed to emphasize improved educational outcomes for students while continuing to conduct those activities necessary to ensure compliance with applicable federal laws and regulations and state statutes and rules. In addition, these activities serve to ensure implementation of corrective actions required by the U.S. Department of Education, Office of Special Education Programs (OSEP), and by the Office for Civil Rights (OCR), as well as other quality assurance activities of the Department.

The process provides ESE district staff in St. Lucie County the opportunity to monitor compliance within our schools to ensure we are following procedures and developing plans designed to emphasize improved educational outcomes for students with disabilities. Data collected helps to determine district training needs and focused training for individual schools.



The Self-Assessment Form: Secondary Transition Age 16

**Compliance Self-Assessment
2008-09**

SPP 13 – Secondary Transition Age 16 (T16)



Student Name:	Reviewer Name:
School:	Date:
Grade:	Exceptionality:

Standard	Response
T16-1. The notice to 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 indicated any agency likely to provide or pay for services during the current year that would be invited. (34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)	Y N
T16-2. The student was invited to the IEP meeting. (34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)	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 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)	Y N
T16-4. For students age 14 and older: the IEP contains a statement of the student's desired post-school outcome; a statement of the student's transition services needs that focuses on the student's course of study is incorporated into applicable components of the IEP; and the IEP team considered the need for instruction in the area of self determination. (Rule 6A-6.03028(7)(i), FAC.)	Y N
T16-5. 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. (Rule 6A-6.03028(7)(h), FAC.)	Y N
T16-6. If an agency likely to provide or pay for services during the current year is involved, a team member or designee was designated as responsible for follow-up with the agency and the IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP. (34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)	Y N N/A
T16-7. The transition 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(b); 34 CFR 300.520(a)(1))	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))	Y N N/A



Measurable Postsecondary Goals and Transition Services

For this section of the review there are **three (3)** response rows. Transition planning related to education and training (E/T) and employment (EMP) are required for **all** students aged 16 and older. Transition planning for independent living (IL) is required **only** for those students for whom the IEP team has determined it is appropriate. Respond to **each** of the following items as they relate to **each** designated area.

Standard	Response	
T16-9. There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living). (34 CFR 300.320(b)(1))	E/T	Y N
	EMP	Y N
	IL	Y N N/A
T16-10. The measurable postsecondary goals were based on age-appropriate transition assessment(s). (34 CFR 300.320(b)(1))	E/T	Y N
	EMP	Y N
	IL	Y N N/A
T16-11. There is/are annual goal(s) or short-term objectives or benchmarks that reasonably enable the student to meet the postsecondary goals. (34 CFR 300.320(a)(2))	E/T	Y N
	EMP	Y N
	IL	Y N N/A
T16-12. There are transition services on the IEP that focus on improving the academic and functional achievement of the student to facilitate the student's articulation from school to post-school. (34 CFR 300.320(b)(2))	E/T	Y N
	EMP	Y N
	IL	Y N N/A
T16-13. The transition services include course(s) of study that focus on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school. (34 CFR 300.320(b)(2))	E/T	Y N
	EMP	Y N
	IL	Y N N/A
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. (34 CFR 300.321(b)(3))	E/T	Y N N/A
	EMP	Y N N/A
	IL	Y N N/A
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))	Y N N/A	
T16-16. The IEP includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. 34 CFR 300.320(b)	Y N	



The Process...

The reviewer will read each standard and review the IEP and supporting documents to determine if the standard has been met. If the standard is met, circle "Y" on the form. If the standard is not met, circle "N" on the form.

Upon review of the results, the ESE department chair or program specialist will determine if the IEP team needs to reconvene to correct any deficiencies.

The ESE department chair and program specialist will review all self assessments completed at each school to identify systemic concerns and develop a corrective action plan and/or provide training.

Standard T16-1: Meeting Notice



The notice to 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 indicated any agency likely to provide or pay for services during the current year that would be invited.

(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b), FAC.)

Was Standard T16-1 Met?



For a student age 13–14, review the notice for the following:

The notice must indicate that a purpose of the meeting will be the development of a statement of transition services needs (Note: Mark “yes” if a purpose of the meeting is indicated as “transition.”)

There is a statement that the student will be invited to the meeting

Mark “yes” if both are yes. Mark “no” if either one is no.

For a student age 15 or older, review the notice for the following:

- The notice must indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student (Note: Mark “yes” if a purpose of the meeting is indicated as “transition.”)
- 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 signature page of the IEP to determine if an agency participated; if so, this must be indicated on the notice)

Mark “yes” if the first two are yes and the third is yes or N/A. Mark “no” if one or more is no.

See Meeting Participation form on next slide for example.



For students who are age 13 -14:

- Number 7 must be checked and the first line checked under number 7.
- The name of the student will be listed as one of the participants.

For students who are age 15 and older:

- Number 7 must be checked and the second line checked under number 7.
- The name of the student will be listed as one of the participants.

**The School Board of St. Lucie County, Florida
Meeting Participation Form**

Date: ___/___/___

To the Parents/Adult Student:

Student:	ID#:
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You have the opportunity and are encouraged to participate in conferences regarding the educational program for your son/daughter as prescribed by State Board of Education Rule 6A-6.0331. A meeting has been scheduled at:

School:	Date:	Time:
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If the listed time, date, and location are not agreeable to you, please notify the school official listed below for further information.

School Official:	Telephone #:
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Purpose of the meeting (Check (Y) all that apply)

1. Parent Conference

2. The review of evaluation information and the determination of the appropriate educational program for your child (Eligibility/Placement Staffing and develop Individual Educational Plan or Education Plan if appropriate).

3. The determination of reevaluation instruments.

4. The review of reevaluation data and updating the individual education plan.

5. The review and updating of the individual education plan for your child.

6. The review of the gifted education plan (EP).

7. The development and/or review of the Transition Individual Education Plan, which may include agency participation as listed below. *

beginning at age 14, the student will be invited, and the purpose of the meeting is to develop a statement of the student's transition needs. **

beginning at age 16, the student will be invited to the meeting, and the purpose of the meeting is to consider transition services needs, and identify any agency invited to send a representative. **

8. Manifestation Determination.

9. Other (please specify) _____

This is to inform you that either party may invite individuals with knowledge or special expertise to the meeting. The following people are scheduled to participate in this meeting:

Name	Title	Name	Title
	LEA Representative	Student Name should appear here	Student * (as appropriate)
	ESE Teacher		Evaluation Specialist
	General Ed Teacher		*Agency Representative
	Other		Other

*Agency involvement for transition, is based only on prior consent.

Under IDEA and State Law, when a legally competent student reaches the age of majority (18), he/she has all rights pertaining to education transferred to him/her including a copy of this and all other notices/consents.

If due to a disability you need special accommodations to receive school board information or to participate in school board functions, call (772) 429-3600 and ask for the School Board secretary.

Telecommunications Device for the Deaf (TDD) phone is available by dialing (772) 468-5264.

For invitations to nonpublic school representatives, please be sure the name of the private school is identified.

PARENT: Please (Y) Check one of the following:

1. I will attend on the above date and time.

2. I wish to attend, but on another date or time. Please suggest date/time: _____

3. I am unable to attend, please continue the meeting without me and forward copies of all paperwork to my home.

4. You and school/district staff have the right to invite a person with knowledge or expertise about the student. If you would like, you may invite someone to the meeting.

5. Do you need a language interpreter? Yes No If Yes, what language or dialect: _____

As a parent, you have certain protections under the attached procedural safeguards. For further explanation of your rights, contact the school guidance counselor or ESE champion.

OFFICE USE		
1. _____	(Date)	(Type of Contact)
Attempt made by: _____		
2. _____	(Date)	(Type of Contact)
Attempt made by: _____		

White: Cum File or ESE Audit File Canary: Parent/Adult Student Pink: Parent/Adult Student XED001; Rev: 9/02



Standard T16-2: Student Attendance

The student was invited to the IEP meeting.

(34 CFR 300.321(b)(1); Rule 6A-6.03028(4)(h), FAC.)

Was Standard T16-2 Met?



Review the notice to determine if the student was invited. Examples of documentation are a salutation on the notice that includes both the student and the parent or a separate notice provided to the student. Mark **"yes"** if the student was invited. If there is no evidence the student was invited, review the signature section of the IEP. If the student did not attend and there is no documentation that the student was invited, mark **"no."** If the student was in attendance, mark **"yes."**

Refer to the Meeting Participation Form on slide 9 for an example of where the student name should appear.



Standard T16-3: Strengths and Interests

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 300.321(b)(2); Rule 6A-6.03028(4)(h), FAC.)

Was Standard T16-3 Met?



Preferences and interests are what the student wants in the areas of instruction, related services, community experiences, employment, and post-school adult living. 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 meeting or information on the IEP itself may be evidence of this requirement.

A 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. Mark "no" if there is no evidence that steps were taken to obtain and consider the preferences and interests of a student who did not attend the meeting. Unless there is evidence to the contrary, the student's attendance at the meeting can be considered evidence that the student's interests and preferences were considered.



Standard T16-4: Transition Needs

For students age 14 and older: the IEP contains a statement of the student's desired post-school outcome; a statement of the student's transition services needs that focuses on the student's course of study is incorporated into applicable components of the IEP; and the IEP team considered the need for instruction in the area of self determination.

(Rule 6A-6.03028(7)(i), FAC.)

Was Standard T16-4 Met?



Review the IEP for the following:

- A statement of the student's desired post-school outcome developed through a student-centered process; this statement is not the same as the measurable postsecondary goal, although the two should be related. (NOTE: Effective 12/08, the desired post-school outcome is no longer required. This information should be a part of the measurable postsecondary goals.)
- A statement of the student's transition services needs that focuses on the student's course of study, such as participation in advanced placement courses or a vocational education program, is incorporated into applicable components of the IEP
- Consideration of the need for instruction in self-determination; if a need is determined, this must be addressed in the transition components, through goals, short-term objectives, benchmarks, or through services on the IEP

Mark "yes" if all of these are evident. Mark "no" if one or more of these are not evident.



Standard T16-5: Course of Study

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.

(Rule 6A-6.03028(7)(h), FAC.)

Was Standard T16-5 Met?



IEPs written during the student's eighth grade year or during the school year of the student's fourteenth 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. 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.

In St. Lucie County, we complete the Summary of Diploma Options form and Consent for Mutual Exchange of Information in addition to indicating the option selected on the IEP. (See forms on slide 19 and 20).

Standard T16-5 continued..



This is an example of the diploma option data from the Student's First IEP

Graduation Recommendations	
Student to graduate this year? <input type="radio"/> Yes <input checked="" type="radio"/> No	Diploma type: <input type="radio"/> N/A <input type="radio"/> Special Option 1
Consent for Mutual Exchange of Information Diploma Options	<input checked="" type="radio"/> Standard <input type="radio"/> Special Option 2

This is an example of the diploma option data from the PEER IEP.

13. Course of Study: High School Diploma Options for Students with Disabilities ?
<input type="text" value="Standard Diploma"/> ▼



Diploma Option Form

The School Board of St. Lucie County, Florida

772-429-4570

Summary of Graduation Options



Student:	ID. #										
School:	Grade:	Date of Birth / /									

Dear Parent/Adult Student:
 According to Florida Statute 232.247 and State Board of Education Rule 6-1.0996 (2) (a) The individual education plan (IEP) committee shall document whether the student is pursuing a course of study leading toward a Standard or Special Diploma on the IEP developed during the student's eighth grade year, or the IEP developed during the school year of the student's fourteenth birthday, whichever occurs first. *This decision shall be reviewed annually.*

The following options are offered in the St. Lucie County Public Schools.

A student may be awarded an Honors Diploma, a Standard Diploma, a Special Diploma, or a Certificate of Completion, as determined by the following:

- ____(1) **College Ready Diploma:** Beginning with the 1998-1999 school year, the district shall award a differentiated college-ready diploma to each student who:
 - Successfully completes the requirements for a standard high school diploma as prescribed by S. 232.246.
 - Takes the postsecondary common placement test prescribed in S. 240.117, or an equivalent test identified by the State Board of Education, before graduation and scores at or above the established statewide passing score in each test area.
 - A college-ready diploma entitles a student to admission without additional placement testing to a public postsecondary education program that terminates in a technical certificate, an applied technology diploma, an associate in applied science degree, an associate in science degree, or an associate in arts degree, if the student enters postsecondary education within 2 years after earning the college-ready diploma.
- ____(2) **Academic Diploma:** This diploma will be awarded to students who have completed graduation requirements and earned a minimum of 15 Honor credits from among the areas of language arts, mathematics, social studies, science, and/or foreign language must be earned at the advanced level during the 9th through 12th grades. In addition students must also pass the High School Competency Test (HSCT), or FCAT and earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale for all courses required for graduation.
- ____(3) **Standard Diploma:** This diploma will be awarded to students who have earned 24 credits, which include the required courses for a Standard Diploma. Students must pass the High School Competency Test (HSCT), or FCAT and earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale for all courses required for graduation. Students in the Performance Based Diploma Program must also complete a vocational education course sequence.
- ____(4) **Special Diploma-Option One**:** This diploma will be awarded to students who have successfully mastered the student performance standards for a special diploma and who have demonstrated proficiency at the independent, supported, or participatory level of each Sunshine State Standard for Special Diploma prescribed in Rule 6A-1.09401(1) (h), FAC., as determined through the IEP process and who have completed the minimum number of course credits for a special diploma as prescribed by the school board.
- ____(5) **Special Diploma-Option Two**:** This diploma will be awarded to students who have successfully mastered employment and community competencies as set forth in the IEP. The school board's requirements for demonstration of mastery of specified employment and community competencies shall ensure that the student has achieved all the annual goals and short-term objectives which were specified on the IEP related to the employment and community competencies; that the student is employed in a community-based job, for the number of hours specified in the student's training plan, for the equivalent of one (1) semester, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act; and that the student has mastered the employment and community competencies specified in a training plan. The training plan shall be developed and signed by the student, parent, teacher, and employer prior to placement in employment and shall identify the following:
 - (1) The expected employment and community competencies;
 - (2) The criteria for determining and certifying mastery of the competencies;
 - (3) The work schedule and the minimum number of hours to be worked per week; and
 - (4) A description of the supervision to be provided by school district staff;
 - (5) The specified number of requirements for this diploma option as set forth in the IEP.

****NOTE:** Nothing shall be construed to limit or restrict the right of an exceptional student solely to a special diploma or special certificate of completion. Any student shall, upon proper request, be afforded the opportunity to fully meet all requirements of State School Board Rule 232.246, through the standard procedures established therein and thereby qualify for a standard diploma upon graduation.

I have read the requirements for the different diploma options. I, the parent/adult student have chosen the following diploma option. I understand that I have the option to change the type of diploma option by requesting an IEP review through the proper school officials. I also understand that there are differences and different requirements for each diploma option and movement between options may result in courses having to be repeated.

Diploma Option Selected:

Parent/Adult Student Signature:	Date: / /
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The School Board of St. Lucie County, Florida
Exceptional Student Education
Consent for Mutual Exchange of Information
(772) 429-4570



Your consent to this mutual exchange of information will help in providing coordination of transition services for your child. The information to be exchanged may include:

- Psychological Reports
- Health and Medical Reports
- Social and Developmental Reports
- Vision and Hearing Reports
- Audiology Reports
- Speech and Language Reports
- Occupational and Physical Therapy Reports
- Individual Educational Plans
- Rehabilitation Plans
- Other relevant information

Any exchange of information that would identify your child would only be made in order to provide appropriate services. Should you need additional information, please contact:

Name:	Telephone Number:
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I hereby authorize the exchange of information and records pertaining to the student named below with the St. Lucie County School District, The Department of Children and Families, The Division of Vocational Rehabilitation, Indian River Community College, Developmental Services, The Division of Blind Services, The ARC, physicians, psychologists, etc., that have had or may have significant contact with my child.

INFORMATION WILL NOT BE DISCLOSED TO ANY PARTY OTHER THAN THOSE PERSONS WITH A LEGITIMATE EDUCATIONAL INTEREST WITHOUT PRIOR WRITTEN CONSENT OF THE PARENT OR LEGAL GUARDIAN.

I hereby certify that I am the parent or legal guardian of the child named below, or that I am the student of majority age and have authority to sign this release.

Student Name:	Date:
Date of Birth:	ID.#

Signature _____

Date _____

Address _____

City _____ Zip Code _____



Standard T16-6

If an agency likely to provide or pay for services during the current year is involved, a team member or designee was designated as responsible for follow-up with the agency and the IEP team was reconvened to identify alternative strategies if the agency failed to provide services as indicated on the IEP.

(34 CFR 300.324(c)(1); Rule 6A-6.03028(8)(d), FAC.)

Was Standard T16-6 Met?



If an agency is expected to provide or pay for transition services on this IEP, review the IEP and the student's record for the following:

- a. An IEP team member or designee was identified as being responsible for follow-up with the agency; if this is not documented on the IEP, ask school staff for evidence that this requirement was met. There must be evidence that the individual was made aware of this responsibility.

- b. If there is evidence that the agency has not provided required services, determine whether the IEP team was reconvened to identify alternative strategies to assist the student in meeting the goals and objectives on the IEP.

Mark "N/A" if no agency is involved. Mark "yes" if a is **yes** and b is **N/A** or **yes**. Mark "no" if a is **no** or b is **no**.



Standard T16-7: Transfer of Rights

The transition 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(b); 34 CFR 300.520(a)(1))

Was Standard T16-7 Met?



At least one year prior to the student's 18th 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 18th birthday. Mark "N/A" for all other students. For a 17-year-old, mark "yes" if this statement is included on the IEP. Mark "no" if this statement is not included.

Standard T16-7 continued...



This is an example of the transfer of rights data from the Student's First IEP

Transfer of Rights	
<input type="checkbox"/> N/A	
Mark (X) if the student has been informed of transfer of rights at least one year prior to reaching age of majority. Indicate the date when this occurred.	
<input checked="" type="checkbox"/> The student has been informed	Date of Notification: 12/11/2008 16 Student's Initials: _____
Click here to open the Transfer of Rights Form for signature	

This is an example of the transfer of rights data from the PEER IEP.

Transfer of Rights
1. At least one year prior to the student's eighteenth birthday, the student was informed of his or her rights under Part B of the Individuals with Disabilities Education Act (IDEA 2004) that will transfer from the parent to the student on reaching the age of majority, which is eighteen years of age.
<input checked="" type="radio"/> Yes <input type="radio"/> N/A



Standard T16-8

A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday.

(34 CFR 300.320(c), 300.520(a)(1))

Was Standard T16-8 Met?



Closer to the time of the student's 18th birthday there must be a separate and distinct notice to the parent and student informing them of the transfer of rights. This standard applies only to 18-year-olds. Mark "N/A" for all other students. For an 18-year-old, mark "yes" if there is documentation of this notice. If there is not a place on the IEP for this to be documented, ask school staff how this is done. Mark "no" if there is no evidence the notice was provided. See slide 28 for an example of the required form.



Transfer of Rights at Age of Majority

Student: _____

Date: _____

To: _____
Parent & Student

FROM: _____

SUBJECT: Transfer of Rights at Age of Majority

The 1997 Amendments to the Individuals with Disabilities Education Act, (IDEA) requires that when a student with disabilities reaches the age of majority under State law, both the parent and the student must be notified of the transfer of educational rights to the student at least one year prior to the student's eighteenth birthday. In Florida, when a student with disabilities reaches the age of (18):

- the school district will provide all notices required by IDEA, including invitations to Individual Education Plan meetings, to both the parent and the student; and
- Other rights related to the opportunity to examine all records, the opportunity to participate in meetings, rights of consent, the right to obtain an independent evaluation, and the opportunity to request medication and/or a due process hearing, transfer to the student.

If a student with disabilities is determined incompetent under State law, all rights will be afforded to the individual or agency as directed by the court.

Student's Name, is a student with a disability, who will reach the age of

majority on _____. At that time, all rights pertaining to the exceptional student education program will transfer from the parent to the student unless the school district is notified of any existing court order that prevents this transfer.

If you have any questions regarding this notice, or wish to obtain an additional copy of your procedural safeguards you may call:

Contact Person: _____ Phone #: _____ or

Contact Person: _____ Phone #: _____

Measurable Postsecondary Goals and Transition Services:



Note that for the following section of the review there are **three (3)** response rows, one for each of the areas addressed by IDEA.

- Transition planning related to education and training (E/T) and employment (EMP) are **required for all** students aged 16 and older.
- Transition planning for independent living (IL) is required only for those students that the IEP team has determined appropriate.

Respond to **each** of the following items (T16-9 – T16-15) as they relate to **each** designated area.



Standard T16-9

There is a measurable postsecondary goal or goals in the designated areas (i.e., education/training and employment; where appropriate, independent living).

(34 CFR 300.320(b)(1))

Was Standard T16-9 Met?



A measurable postsecondary goal may address more than one of the designated areas, and must meet the following two 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.

Standard T16-9 continued..



This is an example of the measurable postsecondary goals data from the Student's First IEP

This is an example of the measurable postsecondary goals data from the PEER IEP.

DESIRED SCHOOL OR POST-SCHOOL OUTCOMES - This section is to be completed for all students. This may include outcomes regarding involvement in the general curriculum, school programs, courses of study, extracurricular activities, post secondary education, continuing and adult education, vocational training, employment, adult services, and community living.

The student desires to: "Joseph wants to attend Chicago State University after he graduates from high school, and pursue a career as a chiropractor. He plans to live independently and continue to play basketball with friends for leisure.

1. Within one year of graduation, Joseph will enroll in a school that offers degrees in the area of pre-med.
2. Within 1 year of graduation from college, Joseph will be employed in the field of chiropractic medicine.

2. What is/are the student's measurable postsecondary goal(s) related to postsecondary education or training? ?

Nick will enroll in a college program to study journalism within three months of exiting high school.

3. What is/are the student's measurable postsecondary goal(s) related to employment? ?

Within one year of completing college, Nicholas will be employed in the field of writing/journalism.

4. What is/are the student's measurable postsecondary goal(s) related to independent living (where appropriate)? ?

not applicable for Nicholas

Standard T16-9 continued..



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; employment; where appropriate, independent living).
- Mark "no" in the appropriate row if there is **no goal** for a designated area (i.e., education/training; employment; where appropriate, independent living) or if the goal is **not measurable**.
- Mark "N/A" in the designated row if no postsecondary goal is required for independent living.
- If there is **one comprehensive measurable** postsecondary goal that addresses two or three of the designated areas, mark "yes" in the appropriate rows.
- If there is **one comprehensive** postsecondary goal that addresses two or three of the designated areas, but it is **not measurable**, mark "no" in the appropriate rows.

Standard T16-9 continued..



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

- **Allison**

- By May 2012, 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 nondegree program in Nursing Assistant at Indian River State College (IRSC).

Standard T16-9 continued..



The following examples of measurable postsecondary goals for the area of **employment** that are sufficiently descriptive 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**

- By January 2009, through the assistance of Vocational Rehabilitation and the staff of the nondegree program at IRSC, Lisette will obtain part-time employment on campus at IRSC that does not interfere with her program's schedule.

Standard T16-9 continued..



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

- **Allison**

- N/A; Independent living is only required “where appropriate.” For this student, it was determined by the transition IEP team not to be appropriate.

- **Lisette**

- Within one year of graduation from high school, Lisette will use public transportation, including the The Connector and Community Coach, to independently get to and from classes at IRSC.



Standard T16-10: Transition Assessment

The measurable postsecondary goals were based on age appropriate transition assessment(s).

(34 CFR 300.320(b)(1))

Was Standard T16-10 Met?



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; where appropriate, independent living). 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.

Standard T16-10 continued..



The following examples of age-appropriate transition assessments that are sufficiently descriptive and that reflect best practice are provided to guide you in the review:

- **Allison (education/training and employment)**

- From the Present Levels of Academic Achievement and Functional Performance statement on the IEP: “Allison has achieved a level 3 in math and a level 2 in reading on the tenth grade FCAT, passing the reading portion with a scale score of 310 (300 required to pass). 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/or reinforcement of concepts. Allison’s oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained Bs 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 2009–2010 school year.”

Standard T16-10 continued..



- Lisette (education/training, employment, and independent living)

– From the Present Levels of Academic Achievement and Functional Performance statement on the IEP: “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.”



Standard T16-11: Measurable Goals & Short Term Objectives

There is/are annual goal(s) and short-term objectives or benchmarks that reasonably enable the student to meet the postsecondary goals.

(34 CFR 300.320(a)(2))

Was Standard T16-11 Met?



Review the annual goals on the IEP to determine if there are goal(s) or short-term objectives or benchmarks included in the IEP 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), if there is an annual goal or short-term objective or benchmark included in the IEP that will help the student make progress toward the stated postsecondary goal, mark **"yes"** in that row.
- For **each** of the postsecondary goal areas (for both measurable and not measurable goals), if there is no annual goal or short-term objective or benchmark included in the IEP that will help the student make progress toward the stated postsecondary goal, mark **"no"** in that row.
- Mark **"N/A"** in the designated row if no postsecondary goal is required for independent living.

Standard T16-11 continued..



The following examples of measurable annual goals that are sufficiently descriptive are provided to guide you in the review:

- **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.

Standard T16-11 continued..



- **Lisette (education/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 2010.

Standard T16-11 continued..



- **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.

Standard T16-11 continued..



- **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.



Standard T16-12: Transition Services

There are transition services on the IEP that focus on improving the academic and functional achievement of the student to facilitate the student's articulation from school to post-school.

(34 CFR 300.320(b)(2))

Was Standard T16-12 Met?



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 (for both measurable and not measurable goals), check to see if one or more of the following are listed in association with meeting the postsecondary goal:

- 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

Standard T16-12 continued..



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

If **one or more** are evident, mark **"yes"** in that row. If **none** are evident, mark **"no"** in that row. Mark **"N/A"** in the designated row if no postsecondary goal is required for independent living.

Standard T16-12 continued..



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

- **Allison (instruction supports the postsecondary education/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 ACT test

Standard T16-12 continued..



- **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, between the late spring and early fall of 2010.

Standard T16-12 continued..



- Allison (employment and other post-school living objectives support the postsecondary education/training and employment goals above)

- Assistance and/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 2010.

Standard T16-12 continued..



Lissette (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

Standard T16-12 continued..



Lissette (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

Standard T16-12 continued..



Lissette (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



Standard T16-13

The transition services include course(s) of study that focus on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school.

(34 CFR 300.320(b)(2))

Was Standard T16-13 Met?



Review the IEP to determine the student's course of study. Does the course of study (or courses) listed align with the student's identified postsecondary goal(s)? If so, mark "yes." If not, mark "no." Mark "N/A" in the designated row if no postsecondary goal is required for independent living.



Standard T16-14: Agency Participation

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.

(34 CFR 300.321(b)(3))

Was Standard T16-14 Met?



For **each** of the postsecondary goal areas (both measurable and not measurable goals), review the IEP to determine if there are transition services listed that will likely be provided or paid for during the current year by any agency other than the school district. If no agency is likely to provide or pay for transition services for one or more of the postsecondary goals during the current year, mark **"N/A"** in the corresponding row.

If agency participation is expected, review the notice of the meeting and the participants section of the IEP to determine if an agency representative was invited. If the district sought consent from the parent to invite an agency representative but consent was not given, mark **"N/A."** If an agency representative is included on the notice of the meeting or if an agency representative attended the meeting, mark **"yes."** If there is no evidence that the district attempted to invite the agency representative, mark **"no."**



Standard 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))

Was Standard T16-15 Met?



If an agency representative was not invited to the meeting, mark "N/A." If an agency representative was invited, review the folder for evidence that the parent provided consent. Consent may be documented on the parent's notice of the IEP team meeting or on another form. If consent is evident, or if the parent initiated the invitation, mark "yes." If no consent is evident and the agency representative was invited, mark "no."

In St. Lucie County, the Consent for Mutual Exchange of Information is used to obtain consent prior to inviting an agency to a meeting. Consent is obtained at the 8th grade IEP or age 15, whichever comes first and then again immediately before each transition IEP when an agency will be invited or information released to an agency.



Transfer of Rights at Age of Majority

Student:

Date:

To: _____
Parent & Student

FROM: _____

SUBJECT: Transfer of Rights at Age of Majority

The 1997 Amendments to the Individuals with Disabilities Education Act, (IDEA) requires that when a student with disabilities reaches the age of majority under State law, both the parent and the student must be notified of the transfer of educational rights to the student at least one year prior to the student's eighteenth birthday. In Florida, when a student with disabilities reaches the age of (18):

- the school district will provide all notices required by IDEA, including invitations to Individual Education Plan meetings, to both the parent and the student; and
- Other rights related to the opportunity to examine all records, the opportunity to participate in meetings, rights of consent, the right to obtain an independent evaluation, and the opportunity to request medication and/or a due process hearing, transfer to the student.

If a student with disabilities is determined incompetent under State law, all rights will be afforded to the individual or agency as directed by the court.

is a student with a disability, who will reach the age of

majority on . At that time, all rights pertaining to the exceptional student

education program will transfer from the parent to the student unless the school district is notified of any existing court order that prevents this transfer.

If you have any questions regarding this notice, or wish to obtain an additional copy of your procedural safeguards you may call:

Contact Person: Phone #: or

Contact Person: Phone #:



Standard T16-16

The IEP includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

(34 CFR 300.320(b))

Was Standard T16-16 Met?



If T16-9 through T16-15 are all **yes** or **N/A**, mark "**yes.**" If one or more of T16-9 through T16-15 are **no**, mark "**no.**"