

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 indicated.

T14-6. For IEPs written after December 23, 2014, for students who will attain the age of 14 during the period covered by the IEP includes a statement of intent for the student to graduate from high school with a standard diploma and a Scholar or Merit designation. (Rule 6A-6.03028(3)(h)8 and F.A.C.:(1003.5716, F.S.)

Before a student turns 14 the IEP team must discuss standard high school diploma graduation options and Scholar and Merit designation requirements. Parents determine which, if any, designation their child will work toward.

Mark **“yes”** if a statement of intent to pursue a standard diploma and a Scholar or merit designation (if any) exists.

Mark **“no”** if the student will attain the age of 14 during the period of the IEP or is in the eighth grade or higher and no statement of intent is indicated.

T14-7. For IEPS written after December 23, 2014, for students who will attain the age of 14 during the period covered by the IEP includes the preparation needed for the student to graduate from high school with a standard diploma and a Scholar or Merit designation. (Rule 6A-6.03028(3)(h)8 and F.A.C.:(1003.5716, F.S.)

Before a student turns 14 the IEP team must discuss the preparation a student will need to graduate from high school with a standard high school diploma and a Scholar or Merit designation, if a designation has been selected by the parent.

Mark **“yes”** if a statement the preparation needed to pursue a standard diploma and a Scholar or Merit designation (if any) exists.

Mark **“no”** if the student will attain the age of 14 during the period of the IEP or is in the eighth grade or higher and no preparation is indicated.