



Student Identifier:	Exceptionality:
Student Grade:	Reviewer's Name:
School Name:	Date of Review:
Local Educational Agency (LEA):	Date of Individual Educational Plan (IEP):
<p>Compliance Indicator:</p> <p>Federal Requirements: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals (MPGs) that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those MPGs, 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 the student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))</p> <p>Florida-Specific Requirements: In Florida, the same compliance elements apply with earlier implementation timelines and additional procedural expectations under section 1003.5716, Florida Statutes (F.S.), and Rule 6A-6.03028, Florida Administrative Code (F.A.C.). Transition planning, including development of MPGs and identification of transition services and courses of study, must begin no later than when the student turns 14 or enters high school, whichever occurs first. Furthermore, students must be invited to participate in their IEP team meeting beginning at age 12 or during seventh grade, whichever occurs first, when transition services and postsecondary goals will be discussed.</p> <p>For a comprehensive list of all federal and Florida requirements related to transition individual educational plans, please refer to Project 10: Transition Education Network's "Transition Requirements Checklist."</p>	
<p>Response Corrections:</p> <ul style="list-style-type: none"> • Correctable—Requires immediate action(s) to correct the noncompliance for this student (e.g., amend the student's IEP and reconvene the IEP team) • Ensure future compliance—Requires immediate action(s) to address how the LEA will ensure future compliance 	

Standard 1:

Secondary Transition Planning and Student Participation in IEP Team Meetings

Applicable Age(s)/Grades for Standard:

Beginning at age 14 or by the first day of high school.

Standard Legislation:

Title 34, section (§) 300.321(b)(1) and (2), Code of Federal Regulations (C.F.R.), and s. 1003.5716, F.S.

Standard Requirement:

By age 14, or before entering high school, the student must be invited to the IEP team meeting, and the meeting notice must clearly state that the purpose includes identifying the student's transition services needs and considering postsecondary goals. Documentation of the invitation and purpose must be included in the IEP records.

Suggested Documentation (Required):

For students with disabilities who are age 14 or entering high school, the IEP must include:

- **Evidence that the student was formally invited** to attend the IEP team meeting.
- A copy of the **meeting notice** that clearly states the purpose of the meeting is to discuss the student's **transition services needs** and to begin identifying **postsecondary goals**.
- Documentation that the invitation was extended **regardless of whether the student attended**.
- Annual updates to reflect continued student involvement in transition planning.

Acceptable documentation includes:

- A copy of the **IEP team meeting notice** listing "transition services" and "postsecondary goals" as agenda items.
- A signed or dated **student invitation letter** or email.
- IEP team meeting notes confirming the student's attendance or documentation that the invitation was extended.
- Evidence that the student's preferences and interests were considered in the development of the transition plan.



Bureau of Exceptional Education and Student Services
IDEA Part B Indicator 13 Compliance Protocol

Was documentation provided for the requirement of this standard?	LEA Response	State Decision
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>

Noncompliance Warning:

Failure to invite the student to the IEP team meeting and document the purpose as transition planning by age 14 or before high school entry, is a violation of **34 C.F.R. § 300.321(b)(1) and (2)**, and **s. 1003.5716, F.S.** Noncompliance may result in the **inadequate development of transition services** and a failure to prepare the student for postsecondary education, employment and independent living.

Standard 2:
Provision of Transition Services Information
Applicable Age(s)/Grades for Standard:
Beginning in seventh grade or at age 12.
Standard Legislation:
<u>Section 1003.5716, F.S.</u>
Standard Requirement:
<p>Beginning in the student’s seventh-grade year, or when the student attains the age of 12, whichever occurs first, and continuing through age 21, the IEP team must provide the student and the parent(s) with information about the local educational agency's high school-level transition services, career and technical education, and collegiate programs available to students with disabilities. This includes guidance on accessing such programs. Additionally, the IEP team must provide information on school-based transition programs, and programs and services available through Florida’s Center for Students with Unique Abilities (FCSUA), the Florida Centers for Independent Living, the Division of Vocational Rehabilitation (VR), the Agency for Persons with Disabilities (APD), and the Division of Blind Services (DBS).</p>



Suggested Documentation (Required):

Beginning in the student’s **seventh-grade year, or upon reaching age 12**, and continuing annually through age 21, the IEP must include documentation that:

- The student and parent were provided with **information about local educational agency high school-level transition services**, including **career and technical education** and **collegiate programs**, available to students with disabilities.
- The IEP team shared **how to access** these programs and services.
- The student and parent were informed about the following **school-based transition programs** and services available through the following state and community agencies:
 - **FCSUA**,
 - **Florida Centers for Independent Living**,
 - **VR**,
 - **APD** and
 - **DBS**.

Acceptable documentation includes:

- A written summary in the IEP or meeting notes confirming that the required information was provided.
- A signed acknowledgment form from the parent and/or student confirming receipt of transition services information.
- Copies of brochures, flyers or digital resources shared with the family.
- Documentation of referrals or follow-up actions taken to connect the student with these programs or agencies.

Was the standard met, and is there documentation to support it?	LEA Response	State Decision
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>



Noncompliance Warning:

Failure to provide and document this information annually, beginning in seventh grade or at age 12, is a violation of **s. 1003.5716, F.S.** Noncompliance may result in the student and family being **unaware of critical services and supports**, potentially limiting the student’s access to postsecondary education, employment and independent living opportunities.



Standard 3:

MPGs Based on Transition Assessments

Applicable Age(s)/Grades for Standard:

Beginning at age 14 or by the first day of high school.

Standard Legislation:

34 C.F.R. § 300.320(b)(1), s. 1003.5716, F.S., and Rule 6A-6.03028(3)(h)9.a., F.A.C.

Standard Requirement:

MPGs in the areas of education, training, employment, and, if appropriate, independent living, must be developed based on age-appropriate transition assessments. These goals must be operational and documented in the IEP by the first day of the student's first year in high school or upon attaining age 14, whichever occurs first. While "career" is referenced in Florida state law, it is not a federally required domain. The MPGs must reflect the student's strengths, preferences and interests and guide the development of transition services and annual goals.

Suggested Documentation (Required):

MPGs must be developed in the following areas:

- **Education,**
- **Training,**
- **Employment** and
- **Independent Living** (if appropriate).

Note: While "career" is referenced in Florida state law, MPGs must align with federal requirements in the areas listed above. These goals must be based on age-appropriate transition assessments.

Acceptable documentation includes:

- A copy of the IEP showing **clearly defined MPGs** in the required areas.
- Documentation of the **transition assessments** used to inform the MPGs (e.g., inventories, checklists and questionnaires).
- A **transition planning worksheet or summary** aligned with the student's assessment results.
- Evidence that the MPGs are **reviewed and updated annually**.



Was the standard met, and is there documentation to support it?	LEA Response	State Decision
MPG for Education	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals
MPG for Training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals
MPG for Employment	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals
MPG for Career	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals
MPG for Independent Living Skills	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>
Noncompliance Warning:		
<p>Failure to include timely and assessment-based MPGs in the IEP is a violation of 34 C.F.R. § 300.320(b)(1), s. 1003.5716, F.S., and Rule 6A-6.03028(3)(h)9.a., F.A.C. Noncompliance may result in the student being inadequately prepared for postsecondary education, employment and independent living, and may trigger corrective action during compliance monitoring.</p>		

Standard 4:

Development of MPGs

Applicable Age(s)/Grades for Standard:

Beginning at age 14 or by the first day of high school.

Standard Legislation:

[Section 1003.5716, F.S.](#), and [Rule 6A-6.03028\(3\)\(h\)9.a., F.A.C.](#)

Standard Requirement:

MPGs in the areas of education, training, employment and, if appropriate, independent living, must be developed and documented in the student’s IEP. These goals must be based on age-appropriate transition assessments and must be operational and in place by the first day of the student’s first year in high school or upon attaining age 14, whichever occurs first. While “career” is referenced in Florida state law, it is not a federally required domain; however, it may be included to align with Florida’s emphasis on career readiness and planning.

Suggested Documentation (Required):

The IEP must include **MPGs** in the following areas:

- **Education,**
- **Training,**
- **Employment,**
- **Career** (as referred to in Florida law) and
- **Independent Living** (if appropriate).

These goals must:

- Be **measurable, outcome-oriented,** time-specific and **based on age-appropriate transition assessments.**
- Be **in place no later than the first day of the student’s first year in high school** or upon attaining **age 14,** whichever occurs first.
- Be **reviewed and updated annually** to reflect the student’s evolving strengths, preferences and interests.

Acceptable documentation includes:

- A copy of the IEP showing **clearly defined MPGs** in the required areas.



- Documentation of the **transition assessments** used to inform the goals (e.g., assessment tools, student responses, summary reports).
- A **transition planning worksheet or summary** aligned with the student’s assessment results.
- Evidence that the MPGs are **reviewed and updated annually**.

Was the standard met, and is there documentation to support it?	LEA Response	State Decision
MPG for Education	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals
MPG for Training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals
MPG for Employment	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals
MPG for Career	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals
MPG for Independent Living Skills	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>



Noncompliance Warning:

Failure to include timely, measurable and assessment-based MPGs in the IEP is a violation of **s. 1003.5716, F.S.**, and **Rule 6A-6.03028(3)(h)9.a., F.A.C.** Noncompliance may result in **inadequate transition planning** and a failure to prepare the student for postsecondary education, employment, and independent living.

Standard 5:

Incorporation of Transition Services to Support Postsecondary Goals

Applicable Age(s)/Grades for Standard:

Beginning at age 14 or by the first day of high school.

Standard Legislation:

[Section 1003.5716, F.S.](#), and [Rule 6A-6.03028\(3\)\(h\)9.a., F.A.C.](#)

Standard Requirement:

The IEP must include transition services that are reasonably designed to enable the student to meet the MPGs. These services must be based on age-appropriate transition assessments and aligned with the student's strengths, preferences, interests and needs. Transition services may include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. These services must be in place no later than the first day of the student's first year in high school or upon attaining age 14, whichever occurs first.

Suggested Documentation (Required):

Ensure the IEP clearly documents transition services that support the MPGs, including the following (as appropriate):

- Instruction,
- Related services,
- Community experiences,
- Employment development,



- Daily living skills and
- Functional Vocational Evaluation.

Acceptable documentation includes specific activities, supports and linkages (including any pre-employment transition services from the VR) directly related to achieving the student's postsecondary goals. This includes all necessary areas outlined by law. This information is typically found in the Transition Services section of the IEP, annual goals, special education, etc.

Was the standard met, and is there documentation to support it?	LEA Response	State Decision
MPG for Education	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals
MPG for Training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Education and Training Goals
MPG for Employment	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals
MPG for Career	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combined Employment and Career Goals
MPG for Independent Living Skills	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>



Noncompliance Warning:

Failure to include timely, measurable and assessment-based MPGs in the IEP is a violation of **s. 1003.5716, F.S.**, and **Rule 6A-6.03028(3)(h)9.a., F.A.C.** Noncompliance may result in **inadequate transition planning** and a failure to prepare the student for postsecondary education, employment and independent living.

Standard 6:

Incorporation of Courses of Study to Support Postsecondary Goals

Applicable Age(s)/Grades for Standard:

Beginning at age 14 or by the first day of high school.

Standard Legislation:

34 C.F.R. § 300.320(b)(1), s. 1003.5716, F.S., and Rule 6A-6.03028(3)(h)9.a., F.A.C.

Standard Requirement:

The IEP must include transition services that include courses of study and are reasonably designed to enable students to meet the MPGs. These services must be based on age-appropriate transition assessments and aligned with the student’s strengths, preferences, interests and needs. Transition services may include instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and functional vocational evaluation. These services must be in place no later than the first day of the student’s first year in high school or upon attaining age 14, whichever occurs first.

Suggested Documentation (Required):

The IEP must include a clearly defined **course of study** that:

- Is **aligned with the student’s MPGs** in the areas of education/training, employment and, if appropriate, independent living.
- Reflects the student’s **strengths, preferences and interests** as identified through age-appropriate transition assessments.
- Is designed to enable the student to achieve the MPGs reasonably.



- Is in place **no later than the first IEP in effect when the student turns 14** or enters high school, whichever occurs first.
- Is **reviewed and updated annually** to ensure continued alignment with the student’s evolving goals.

Acceptable documentation includes:

- A section in the IEP labeled “**Courses of Study**” that lists specific academic and/or career and technical education courses aligned with the student’s MPGs.
- A **transition planning worksheet** or summary that connects the student’s course selections to the MPGs.
- Documentation of **transition assessments** used to inform course planning.
- Evidence that the course of study is **revisited and revised annually** as needed.

Was the standard met, and is there documentation to support it?	LEA Response	State Decision
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>



Noncompliance Warning:

Failure to include a course of study that supports the student’s postsecondary goals is a violation of **34 C.F.R. § 300.320(b)(1)**, **s. 1003.5716, F.S.**, and **Rule 6A-6.03028(3)(h)9.a., F.A.C.** Noncompliance may result in **inadequate preparation for postsecondary success** and a failure to provide a free appropriate public education (FAPE).

Standard 7:

Incorporation of Measurable Annual Goals (MAGs) Related to Transition Services Needs

Applicable Age(s)/Grades for Standard:

Beginning at age 14 or by the first day of high school.

Standard Legislation:

Section 1003.5716, F.S., and Rule 6A-6.03028(3)(h)9.a., F.A.C.



Standard Requirement:

The IEP must include MAGs, academic and/or functional, that are directly related to the student’s transition services needs. These goals must be designed to address the student’s disability-related needs, enabling the student to be involved in and make progress in the general education curriculum. Additionally, the goals should support the development of skills necessary to achieve the student’s MPGs.

Suggested Documentation (Required):

The IEP must include **MAGs** that:

- Are **academic and/or functional**;
- Are **directly related to the student’s transition service needs**;
- Address the student’s **needs resulting from the student’s disability**;
- Enable the student to be **involved in and make progress in the general education curriculum**;
- Support the student in achieving the **MPGs**; and
- Are in place **no later than the first IEP in effect when the student turns 14** or ente high school, whichever occurs first.

Acceptable documentation includes:

- A copy of the IEP showing **written annual goals** that are specific, measurable and aligned with the student’s transition services.
- Documentation showing how each goal addresses the student’s **disability-related needs**.
- Evidence that goals are **reviewed and updated annually** based on student progress.
- **Progress monitoring data or reports** demonstrating implementation and tracking of each goal.

Was the standard met, and is there documentation to support it?	LEA Response	State Decision
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>



Noncompliance Warning:

Failure to include appropriate MAGs that address transition services needs is a violation of **s. 1003.5716, F.S.**, and **Rule 6A-6.03028(3)(h)9.a., F.A.C.** Noncompliance may result in **inadequate preparation for postsecondary success** and a denial of the student's right to a FAPE.

Standard 8:

Agency Participation in IEP Team Meetings for Transition Services

Applicable Age(s)/Grades for Standard:

Beginning at age 14 or by the first day of high school.

Standard Legislation:

34 C.F.R. § 300.321(b)(3) and Rule 6A-6.03028(3)(b)3.b., F.A.C.

Standard Requirement:

If transition services are likely to be provided or paid for by an outside agency, a representative of that agency must be invited to participate in the IEP team meeting. This invitation must be made with the prior written consent of the parent or the student if rights have been transferred. The IEP team must document the invitation and ensure that the agency's involvement supports the student's transition goals.

Suggested Documentation (Required):

If transition services are likely to be provided or paid for by another agency, the IEP must document whether a representative of that agency was invited to participate in the IEP team meeting. This documentation must:

- Reflect that **parental or student consent** (if the student has received the transfer of rights) was obtained before the invitation.
- The invitation includes the **name of the agency** and the **date the invitation was extended**.
- Indicate whether the agency **accepted or declined** the invitation, or **failed to respond**.



- Be included in the IEP team meeting notes or a separate section designated for transition planning.

Acceptable documentation includes:

- A written statement in the IEP indicating that the agency representative was invited, including the method and date of the invitation.
- A copy of the invitation or communication sent to the agency.
- Meeting notes or IEP team meeting minutes confirming the agency’s participation or nonparticipation.
- Consent forms signed by the parent or adult student authorizing the invitation of the agency representative.

Was the standard met, and is there documentation to support it?	LEA Response	State Decision
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>



Noncompliance Warning:

Failure to invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services, **with appropriate consent**, constitutes a violation of both **34 C.F.R. § 300.321(b)(3)** and **Rule 6A-6.03028(3)(b)3.b., F.A.C.** This may result in findings of noncompliance during monitoring or audits and could impact the provision of a FAPE.

Standard 9:

Discussion of Standard Diploma Options and Designations

Applicable Age(s)/Grades for Standard:

Beginning at age 14 or by the first day of high school.

Standard Legislation:

Sections [1003.4282\(8\)\(a\)](#) and [1003.5716](#), F.S., and Rules [6A-1.09963](#) and [6A-6.03028\(3\)\(h\)9](#), F.A.C.



Standard Requirement:

The IEP team must discuss the process for the student to graduate with a standard high school diploma, including available diploma designations, such as the Scholar or Industry Scholar designations. This discussion should occur as part of the transition planning process and must be documented in the IEP. The IEP team must ensure that the student and parent(s) are informed of the requirements for each diploma option and designation, including coursework, assessments, and any additional criteria.

Suggested Documentation (Required):

The IEP must include evidence that the IEP team has discussed the student’s graduation options, including the requirements for earning a **standard high school diploma** and the opportunity to pursue a **Scholar or Industry Scholar designation**. This discussion must:

- Be documented in the IEP **by the first day of high school, or at age 14**, whichever comes first.
- Include a **statement of intent** to pursue a standard diploma and designation, as appropriate.
- Reflect the student’s **postsecondary goals**, interests and strengths.
- Be reviewed and updated **annually** to reflect progress and any changes in the student’s educational plan.

Acceptable documentation includes:

- A written **statement of intent** in the IEP indicating the student’s graduation pathway and designation goal.
- Meeting notes or IEP team meeting minutes summarizing the discussion of diploma options and designation requirements.
- Documentation of the student’s **course of study** aligned with diploma requirements (e.g., 24-credit standard diploma and career and technical education pathway).
- Evidence that the student and parent were informed of the **state assessment requirements and designation criteria**.
- Annual updates reflecting any changes in the student’s graduation plan or designation pursuit.

Was the standard met, and is there documentation to support it?	LEA Response	State Decision
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>



Noncompliance Warning:
<p>Failure to document the IEP team’s discussion of the student’s graduation pathway and designation options is a violation of ss. 1003.4282(8)(a) and 1003.5716, F.S., and Rules 6A-1.09963 and 6A-6.03028(3)(h)9., F.A.C. Noncompliance may result in the denial of appropriate transition planning and could impact the student’s ability to meet graduation requirements.</p>

Standard 10:
Consideration of Self-Determination and Self-Advocacy
Applicable Age(s)/Grades for Standard:
Beginning in seventh grade or at age 12.
Standard Legislation:
<u>Section 1003.5716, F.S., and Rule 6A-6.03028(3)(h)8., F.A.C.</u>
Standard Requirement:
<p>The IEP team must consider and document the student’s need for instruction or provision of information in the areas of self-determination and self-advocacy. This includes preparing the student to participate in IEP team meetings actively and effectively and to advocate for the student’s own needs and goals. Instruction in these areas should begin early enough to support the development of postsecondary goals by age 14.</p>
Suggested Documentation (Required):
<p>The IEP must include documentation that the IEP team considered and addressed the student’s need for instruction or provision of information in the areas of self-determination and self-advocacy. This documentation must:</p> <ul style="list-style-type: none"> • Be included in the IEP no later than the first IEP in effect when the student turns 12, or earlier if appropriate. • Includes specific instructional strategies, supports or services to build the student’s capacity for self-advocacy and decision-making.



Acceptable documentation includes:

- A written statement in the IEP transition plan indicating that the student’s need for instruction in self-determination and self-advocacy was considered.
- Meeting notes or transition planning forms that reflect the discussion and decisions made by the IEP team.

Was the standard met, and is there documentation to support it?	LEA Response	State Decision
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>



Noncompliance Warning:

Failure to consider and document the student’s need for instruction in self-determination and self-advocacy is a violation of **s. 1003.5716, F.S.**, and **Rule 6A-6.03028(3)(h)8., F.A.C.** Noncompliance may result in findings during monitoring and may compromise the student’s ability to effectively participate in educational planning and postsecondary transition.

Standard 11:

Documentation of Diploma Deferral Discussion

Applicable Age(s)/Grades for Standard:

Beginning at age 14 or by the first day of high school.

Standard Legislation:

Section 1003.5716(2)(a)1., F.S.

Standard Requirement:

The IEP team must document the discussion of the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of that diploma. This discussion must occur at age 14 or by the first day of high school and must include eligibility criteria, available deferral program options (e.g., accelerated College Credit Programs, Early College Programs, industry certification courses that lead to college credit,



earn Scholar Designation, structured work-study, internships, or pre-apprenticeships), and the implications of deferral. The student must have an IEP that prescribes continued special education, transition planning or related services through age 21. A written decision to defer must be made by May 15 of the student’s senior year.

Suggested Documentation (Required):

The IEP must include:

- A **statement documenting the IEP team’s discussion** of the student’s option to **defer receipt of the diploma** to continue receiving transition services, special education or related services through age 21.
- Confirmation that the student and parent were informed of:
 - The **eligibility criteria** for diploma deferral;
 - The **benefits and implications** of deferring versus accepting the diploma; and
 - The **programs and services** available during the deferral period (e.g., dual enrollment, work-based learning, supported employment, etc.).
- A plan for **annual review and update** of the student’s decision and eligibility status.

Acceptable documentation includes:

- A written summary in the IEP or meeting notes confirming that the diploma deferral process was discussed.
- Documentation of the student’s **continued eligibility** for services under the IEP.
- Evidence that the student was informed of **available deferral programs**, such as dual enrollment, industry certification or structured work-study.

Was the standard met, and is there documentation to support it?	LEA Response	State Decision
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>



Noncompliance Warning:

Failure to document the discussion of diploma deferral for eligible students is a violation of **s. 1003.5716(2)(a)1., F.S.** Noncompliance may result in the **premature termination of services** and a denial of the student’s right to a FAPE through age 21.



Standard 12:

Documentation of Diploma Deferral Decision and Signed Statement

Applicable Age(s)/Grades for Standard:

By the beginning of the year the student is expected to meet graduation requirements.

Standard Legislation:

[Rule 6A-6.03028\(3\)\(b\)3.c., F.A.C.](#)

Standard Requirement:

The IEP in effect at the beginning of the school year in which the student is expected to graduate with a standard high school diploma, must document the student’s decision regarding diploma deferral. This includes a signed statement from the parent or the student (if rights have transferred) acknowledging their understanding of the deferral process and indicating whether the parent or the student chooses to defer or not to defer the receipt of the diploma. If a student chooses to defer receipt of the diploma, the decision to defer must be received in writing by the school district by May 15 of the school year in which the student is expected to graduate with a standard high school diploma.

Suggested Documentation (Required):

For a student with a disability who is eligible to defer receipt of a standard high school diploma, the IEP in effect at the beginning of the school year in which the student is expected to graduate must include:

- A **clear record of the student’s decision** to defer or not to defer the receipt of the diploma.
- A **signed statement** from the parent or adult student acknowledging that the deferral process was explained and understood.
- Documentation that the student continues to be eligible for transition services and special education or related services under the IEP.
- Annual updates to reflect any changes in the student’s decision or eligibility.

Acceptable documentation includes:

- A completed and signed **Diploma Deferral Acknowledgment Form** attached to the IEP.
- A written summary in the IEP transition section or meeting notes confirming the discussion and the student’s decision.



<ul style="list-style-type: none"> Evidence that the student and parent were informed of the educational and legal implications of deferring or not deferring the diploma. Documentation of the student’s continued eligibility for services if deferral is chosen. 		
Was the standard met, and is there documentation to support it?	LEA Response	State Decision
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>
Noncompliance Warning:		
<p>Failure to document the student’s diploma deferral decision and obtain a signed acknowledgment is a violation of Rule 6A-6.03028(3)(b)3.c., F.A.C. Noncompliance may result in the loss of access to continued services and a denial of the student’s right to a FAPE through the age of 21.</p>		

Standard 13:
Instruction on Legal Rights and Responsibilities at Age of Majority
Applicable Age(s)/Grades for Standard:
By age 17.
Standard Legislation:
<u>Section 1003.5716, F.S.</u> , and <u>Rule 6A-6.03028, F.A.C.</u>
Standard Requirement:
<p>At least one year before the student reaches the age of majority (age 18), the IEP team must ensure that the student and parent(s) receive information and instruction on self-determination and the legal rights and responsibilities that will transfer to the student. This includes the right to make educational decisions and the options available for the student to provide informed consent for continued parental involvement. The instruction must cover:</p> <ul style="list-style-type: none"> Informed consent to grant access to confidential records under the Family Educational Rights and Privacy Act, as provided in s. 1002.22, F.S.;



- Powers of attorney, as provided in Chapter 709, F.S.;
- Guardian advocacy, as provided in s. 393.12, F.S.;
- Guardianship, as provided in Chapter 744, F.S.; and
- Supported decision-making agreements, as provided in s. 709.2209, F.S.

This requirement ensures that students and families are prepared for the transition of rights and can make informed decisions about future educational planning.

Suggested Documentation (Required):

At the IEP in effect when the student turns 17, the IEP must include:

- A **statement confirming that the student and parent were informed** of the rights that will transfer to the student at age 18 under the Individuals with Disabilities Education Act (IDEA) and Florida law.
- A description of the **specific options available** for the student to provide **informed consent** for the parent to continue participating in educational decisions after the transfer of rights.
- Documentation that the student was informed of the student’s right to **delegate decision-making authority** through legal means such as supported decision-making, power of attorney (POA), or other recognized methods.
- A signed acknowledgment from the student and/or parent confirming receipt and understanding of this information.

Acceptable documentation includes:

- A written statement in the IEP transition plan or meeting notes confirming that the transfer of rights and informed consent options were discussed.
- A signed and dated **Transfer of Rights Acknowledgment Form**.
- Documentation of any legal arrangements made by the student to authorize continued parental involvement (e.g., supported decision-making agreement).
- Evidence that the student was provided with **accessible, age-appropriate information** about the student’s rights and options.

Was the standard met, and is there documentation to support it?	LEA Response	State Decision
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>



Noncompliance Warning:

Failure to provide and document this information at age 17 is a violation of **s. 1003.5716, F.S.**, and **Rule 6A-6.03028, F.A.C.**, and may result in the student being uninformed or unprepared to exercise the educational rights at age 18. This could lead to **legal and procedural challenges** and compromise the student's access to appropriate educational planning and support.

Standard 14:

Transfer of Rights at Age of Majority for Students with Disabilities

Applicable Age(s)/Grades for Standard:

By age 18.

Standard Legislation:

[34 C.F.R. § 300.520](#)

Standard Requirement:

Per IDEA and Florida law, all rights accorded to a parent or guardian regarding a student's exceptional student education services transfer to the student upon reaching the age of majority (18 years old), unless a court has determined otherwise and appointed a legal guardian.

Suggested Documentation (Required):

At the age of 18, on or immediately after the student's birthday, the district must **formally notify** the student and parent(s)/guardian(s) that rights have transferred.

Acceptable Legal Documentation (to prevent or modify transfer):

- **Court Order of Full Guardianship**
 - Confirms the student has been declared incapacitated and a guardian has been appointed.
- **Court Order of Limited Guardianship**
 - Specifies that only certain rights (e.g., educational) are retained by the guardian.



- **POA**
 - A notarized document where the student voluntarily delegates educational decision-making authority.
- **Educational POA**
 - A POA specifically limited to educational matters.
- **Supported Decision-Making Agreement**
 - A formal agreement where the student retains rights but designates a supporter to assist in decision-making.
- **Letter of Conservatorship** (if applicable)
 - Legal documentation appointing a conservator for the student.
- **Medical or Psychological Evaluation**
 - Used in conjunction with legal proceedings to support incapacity (not sufficient alone).

Suggested Documentation for District Records:

- **Age of Majority Notification Letter**
 - A formal notice sent to the student and/or parent informing them of the transfer of rights.
- **Student Acknowledgment of Rights Transfer Form**
 - Signed by the student to confirm understanding and receipt of rights.
- **Parent/Guardian and Student Contact Information Update Form**
- **Copy of Procedural Safeguards Provided to Student**
 - Ensuring the student is informed of the student’s rights under the IDEA.
- **IEP Documentation to Include:**
 - A notification that the student’s rights have transferred; and
 - Meeting notes to reflect the rights have been transferred.
- **Training or Counseling Documentation**
 - Records of any sessions provided to help the student understand the new rights and responsibilities.

Was the standard met, and is there documentation to support it?	LEA Response	State Decision
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<input type="checkbox"/> <i>Correctable</i>	<input type="checkbox"/> <i>Ensure future compliance</i>



Noncompliance Warning:

Failure to provide documentation of a court action limiting the transfer of rights is a violation of **34 C.F.R. § 300.520** and will result in the automatic transfer of all educational rights and protections under the IDEA to the student upon the student's 18th birthday. This includes the right to make decisions regarding the student's exceptional student education services and to receive all related notices.