Florida Department of Education (FDOE)
Bureau of Exceptional Education and Student Services (BEESS)
State Performance Plan (SPP) Indicator 13: Secondary Transition Protocol 2024-25

General Supervision Website (GSW) Student Number:	Local Educational Agency (LEA):
Student's Name:	Individual Educational Plan (IEP) Date:
School/Grade:	Exceptionality:
Reviewer's Name:	Today's Date:

Monitoring Priority: Effective General Supervision of Part B/Effective Transition

Compliance Indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals 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 postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

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

	Standard	Response
T16-1	The student was invited to the IEP team meeting. If the child does not attend the IEP team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered. (34 C.F.R. § 300.321(b)(1)-(2)) *[X] Correctable [ ] Ensure future compliance*	Y N

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

	Standard		Response
T16-2	There are **measurable postsecondary goals** in the designated areas (i.e., education, training, employment, and, where appropriate, independent living skills). (34 C.F.R. § 300.320(b)(1); Rule 6A-6.03028(3)(h)9.a., F.A.C.)	Education	Y N
		Training	Y N
		Employment	Y N

Standard		Response
	Independent Living	Y N N/A
[X] Correctable [ ] Ensure future compliance		
T16-3	The measurable postsecondary goals were based on **age-appropriate transition assessments** in the designated areas (i.e., education, training, employment and, where appropriate, independent living skills). (34 C.F.R. § 300.320(b)(1)) *[X] Correctable [ ] Ensure future compliance*	Education	Y N
		Training	Y N
		Employment	Y N
		Independent Living	Y N N/A
T16-4	The IEP includes **measurable annual goals**, including academic and functional goals that are related to the student's transition service needs. The annual goals should be designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum and to meet the student's other needs that result from the disability. Benchmarks or short-term objectives must be included for students with disabilities who take alternate assessments aligned to alternate achievement standards or any other student with a disability as determined by the IEP team. (34 C.F.R. § 300.320(a)(2); Rule 6A-6.03028(3)(h)2. and 3., F.A.C.) *[X] Correctable [ ] Ensure future compliance*	Education	Y N
		Training	Y N
		Employment	Y N
		Independent Living	Y N N/A
T16-5	There are **transition services** on the IEP to assist the student in reaching the measurable postsecondary goals. (34 C.F.R. § 300.320(b)(2); Rule 6A-6.03411(1)(nn), F.A.C.) *[X] Correctable [ ] Ensure future compliance*	Education	Y N
		Training	Y N
		Employment	Y N
		Independent Living	Y N N/A
T16-6	The transition services include **course(s) of study** needed to assist the student to reach the postsecondary goal(s). (34 C.F.R. § 300.320(b)(2)) *[X] Correctable [ ] Ensure future compliance*	Education	Y N
		Training	Y N
		Employment	Y N
		Independent Living	Y N N/A
T16-7	The LEA 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 C.F.R. § 300.321(b)(3); Rule 6A-6.03028(3)(c)9., F.A.C.) *[ ] Correctable [X] Ensure future compliance*		Y N N/A

	Standard	Response
T16-8	If transition services are likely to be provided or paid for by another agency, a representative of the agency was invited to participate in the IEP team meeting. (34 C.F.R. § 300.321(b)(3); Rule 6A-6.03028(3)(b)3.b., F.A.C.) *[X] Correctable [ ] Ensure future compliance*	Y N N/A
T16-9	The IEP includes appropriate measurable postsecondary goals that are annually reviewed and based upon: an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. (34 C.F.R. §§ 300.320(b)-(c) and 300.321(b); Rule 6A-6.03028(3)(b)-(c) and (h), F.A.C.) *Mark "Yes" if standards T16-1 through T16-8 are all marked "yes" or "N/A."* *Mark "No" if one or more of standards T16-1 through T16-8 are marked "No."* *[X] Correctable [ ] Ensure future compliance*	Y N N/A