



Transition Basics
with PEER technical assistance
Okaloosa County
10/2/22

Objectives

After this training, participants will be able to describe:

- Legislation to support Transition Planning
- Individual Educational Plan (IEP) Transition requirements (TIEP)
- Measurable Post secondary goals based on Transition Assessments
- Transition services
- Deferral of Standard Diploma



Steps in Quality Transition Planning

Transition Assessment

- A process of collecting data from informal or formal assessments of students' strengths, needs, preferences and interests over time from multiple stakeholders regarding (a) academic skills, (b) career interests and aptitudes, (c) self-determination skills and opportunities and (d) independent living skills
- These data can be collected in a portfolio format and follow a student throughout his/her career – facilitating multiple transitions

Postsecondary Goals

- Training, Education
- Employment
- Independent Living
- These measurable goals are based on transition assessment data and knowledge of postsecondary options as well as input of the entire IEP team, including the student

Instruction, Services

- Identification of transition services or activities (including courses of study) that will prepare the student for their identified measurable postsecondary goals
- Identification of annual goals (IEP goals) that will support the transition services or completion of the courses of study to prepare the student to achieve their identified postsecondary goals
- Involvement of additional agencies or stakeholders who can assist in facilitating the successful transition from high school to postsecondary environments
- Students are central to the decisions made regarding needed services or activities, including course completion or career development activities in school or out of school that will facilitate achievement of their measurable postsecondary goals

(National Technical Assistance Center on Transition [NTACT], n.d.)

Transition IEP Requirements

Legislative Requirements that Support Transition

Individual Educational Plans (IEPs) and Transition IEPs (TIEPs)

- ❑ IEPs are guiding documents for academic planning that support students with disabilities throughout the K-12 educational system.
- ❑ Each student's IEP is unique and is based on the student's individual needs. Exceptional Student Education (ESE) services and supports are identified to assist students with disabilities to be successful in school.
- ❑ IEPs are developed as a team, including the student and parents, school district representatives, other service providers and individuals who know the student well.
- ❑ As students approach age 12, or during their 7th grade school year, whichever occurs first, new transition-related requirements are added to the IEP.

Transition IEP Components: Beginning At Age 12 or During 7th Grade (whichever occurs first)

- ❑ Parent notification that the purpose of the meeting will include **identifying** needed transition services.
- ❑ The student must be invited to the IEP meeting.
- ❑ Age-appropriate transition assessments indicating the student's strengths, preferences and interests are documented.
- ❑ Information will be provided on school-based transition programs, and programs and services available through the
 - Florida's Center for Students with Unique Abilities,
 - Florida Centers for Independent Living,
 - Division of Vocational Rehabilitation,
 - Agency for Persons with Disabilities and
 - Division of Blind Services.
 - Referral forms, links and technical support contacts for these services must be provided to students and parents at IEP meetings.

Describe the information provided to the parent and the student regarding transition services and educational programs available from the school, district, and outside agencies, including how the information was provided (e.g., discussion; pamphlets/informational flyers; online sources; referral or contact information).

Section 1003.5716(1), F.S.

Required no later than the student's 7th grade year or when the student turns 12, whichever occurs first.

As part of the planning process to ensure a transition plan is in place to begin implementation when the student enters high school, §1003.5716(1), F.S., requires the IEP team to provide information to the student and the parent regarding the following:

- The district's high school-level transition services, career and technical education, and collegiate programs available to students with disabilities and how to access such programs
- School-based transition programs
- Programs and services available through the
 - Florida's Center for Students with Unique Abilities
 - Florida Centers for Independent Living
 - Division of Vocational Rehabilitation
 - Agency for Persons with Disabilities
 - Division of Blind Services

Describe how and what you provided to the parent and student. PDF? QR Code? Website Landing Page?

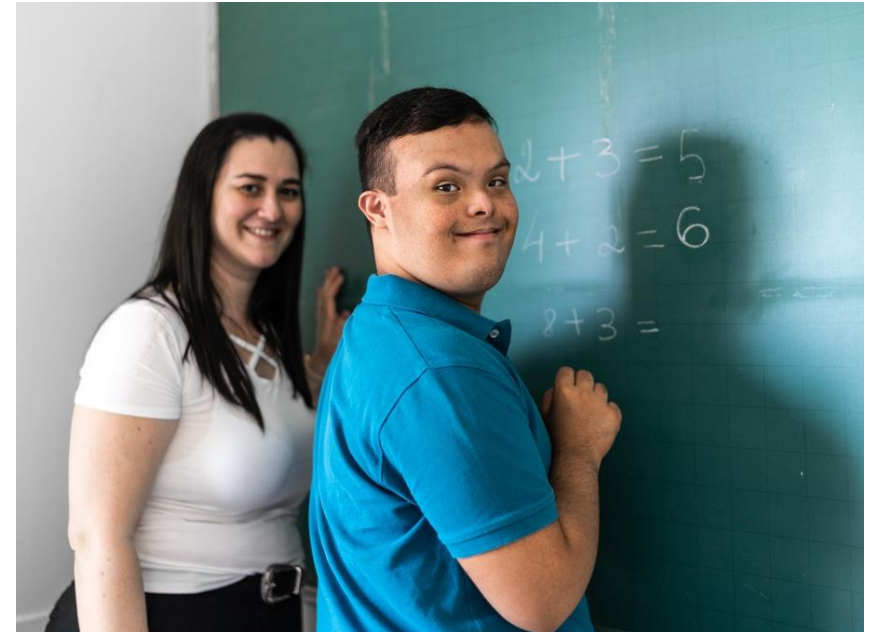
*Required



Must provide contact information, agency referral access/guidance and agency information via direct links, QR codes, and/or narratives (i.e., resource sheets) about these services/programs/agencies. Emphasize relevant resources for the student.

Transition IEP Components: Beginning At Age 12 or During 7th Grade (whichever occurs first)

- ❑ Develop a statement of how the student will be prepared to graduate with a Standard Diploma with Scholar or Merit Designation
 - ❑ **Discuss** the graduation pathways and the diploma designations.
- ❑ Document the need for self-determination and self-advocacy instruction.
- ❑ **Discuss** measurable postsecondary goals based on age-appropriate transition assessment in the following areas:
 - Education and/or training
 - Employment/Career
 - Independent Living (when appropriate)



The *Transition Services Checklist* is a helpful resource:
http://project10.info/Documents/Transition_Services_Checklist_with_HB_173_Updates_and_Vetted_5.11.22.docx

High School Graduation Pathways

Standard Diploma Pathways

- ❑ 24-credit, 2.0 GPA required for graduation
 - Standard (available to all students)
 - Standard via Access Courses
 - Standard via Employment and Academic-Based Courses
 - Graduation Pathways Chart:
http://project10.info/Documents/24-Credit_and_18-Credit_Grad_Options_Chart_06.11.21.FINAL_1.pdf

- ❑ 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL)
- ❑ Career and Technical Education (CTE) Graduation Pathway
- ❑ International program options
 - International Baccalaureate (IB)
 - Advanced International Certificate of Education (AICE)



Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must

- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in chemistry or physics;
- Earn 1 credit in a course equally rigorous to chemistry or physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same world language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes).

Diploma Designations

- ❑ Scholar and merit designations are additions to the standard diploma; they are not types of diplomas.
- ❑ The decision is determined by the parent, or the student if rights have transferred.



Academic Advisement Flyer—What Students and Parents Need to Know

<https://www.fldoe.org/core/fileparse.php/7764/urlt/StandardDiplomaRequirements.pdf>

HOW IS THE STUDENT BEING PREPARED TO GRADUATE WITH A STANDARD DIPLOMA, INCLUDING A SCHOLAR OR MERIT DESIGNATION, AND COMPLETE AN ONLINE OR BLENDED LEARNING COURSE WHEN APPLICABLE? FOR A STUDENT IN A DEPARTMENT OF CORRECTIONS FACILITY, HOW IS THE STUDENT BEING PREPARED TO GRADUATE WITH THE APPLICABLE DIPLOMA?

- 12 or 7th grade
- Participation in online or blended learning course for high school credit
- Summary of current courses, that could include any high school credit and vocational or CTE
- Career and Education Planning course
- Status of Civics EOC (met/not met requirements)
- Middle School core course requirements (3 English, 3 Science, 3 Social Studies, 3 Math)
- Summarize path to future courses/electives based on student interests and preferences
- Document participation in Community Based Instruction
- Document discussion of diploma pathways options for students with and without disabilities- provide Academic and Advisement flyer and Graduation Pathways Chart



*** When it is not yet a TIEP, but the identification of transition services is required, the IEP team can document the transition assessment, results, and connections to future postsecondary goals here***

Resources:

Project 10's Secondary Transition Roadmap for Families: Marker 6 (Pre-ETS), Marker 7 (High School Diploma Pathways), Marker 8 (Diploma Designations), Graduation Pathways Chart. *Project 10 Transition Assessment Chart*****

HOW IS THE STUDENT BEING PREPARED TO GRADUATE WITH A STANDARD DIPLOMA, INCLUDING A SCHOLAR OR MERIT DESIGNATION, AND COMPLETE AN ONLINE OR BLENDED LEARNING COURSE WHEN APPLICABLE? FOR A STUDENT IN A DEPARTMENT OF CORRECTIONS FACILITY, HOW IS THE STUDENT BEING PREPARED TO GRADUATE WITH THE APPLICABLE DIPLOMA?

- 14 or before high school
- Summary of current courses, that could include CTE courses
- Pursuing Scholar or Merit designation?
- Status of FSA/FSAA, End of Course Exams (ELA 1, ELA 2, Algebra 1, Geometry, US History, Biology).
- High School core course requirements (4 English, 3 Science, 3 Social Studies, 4 Math and electives depending on pathway to the standard diploma)
- Summarize path to future courses/electives based on student interests and preferences
- Document participation in Community Based Instruction, Community Based Vocational Education, Work-Based Learning Experiences.
- Online course status or waiver by IEP team.
- Counseling on post-secondary education provided as a preemployment transition service (Pre-ETS) accessed through Division of Vocational Rehabilitation (beginning at age 14)... receiving any Pre-ETS services?



Resources:

Project 10's Secondary Transition Roadmap for Families: Marker 6 (Pre-ETS), Marker 7 (High School Diploma Pathways), Marker 8 (Diploma Designations), Graduation Pathways Chart. *Project 10 Transition Assessment Chart*****

Transition IEP Components: Beginning at Age 14 or to be in Effect When the Student Enters High School

The IEP must include the following and must be updated annually:

- ❑ A statement of intent to pursue a standard high school diploma and pursue a scholar and/or merit diploma designation (scholar or merit designations are encouraged, but not required). ***Diploma Decision is made and documented***
- ❑ A description of how the student will fully meet the graduation requirements. (*Course(s) of study*)
- ❑ **Document 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 such diploma**
- ❑ The outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation.

Transition IEP Components: Beginning at Age 14 or to be in Effect When the Student Enters High School

- ❑ Documented measurable postsecondary goals based upon age-appropriate transition assessments related to:
 - Training/Education
 - Employment/Career
 - Independent living skills (if appropriate)
 - Transition services, including pre-employment transition services and courses of study needed to assist the student in reaching his/her postsecondary goals.

MPG- EDUCATION AND TRAINING

What is/are the student's measurable long-term postsecondary goal(s) related to postsecondary education and training?

34 CFR §300.320(b)(1)
Section 1003.5716, F.S.

The goal(s) must describe education and/or training that will occur **after** the student exits the school system and lead to or support attainment of the student's long-term employment and career goal(s).

Some students will require separate goals to address the areas of education and training. For others, a single goal may be appropriate. The IEP team must consider each student's unique needs in light of their plans after leaving high school. For example:

Separate Goal(s):

Training: The summer after high school, Allison will take a course in first aid and CPR and obtain certification through the local Red Cross.

Education: After graduation from high school, Allison will complete a program in Early Childhood Development, Education, and Management at Tallahassee Community College and earn an Associate of Science degree.

Single Combined Goal:

Education/Training: After graduation from high school, Allison will attend a 4-year college or university and earn a bachelor's degree in the area of child development or early childhood education.

+ Add Edit Delete



Alternative PEER Examples:

Training: Within 6 months of exiting the K-12 system and earning a standard diploma, Allison will complete a course through the local Red Cross to earn certification in first aid and CPR.

Education: Within 2 years of exiting the K-12 system and earning a standard diploma, Allison will earn an Associate of Science degree in Early Childhood Development, Education and Management. (could also include the college if known)

Combined: Within 2 years of exiting the K-12 system and earning a standard diploma, Allison will be CPR certified and earn an Associate of Science degree in Early Childhood Education.

MPG- EMPLOYMENT AND CAREER

What is/are the student's measurable long-term postsecondary goal(s) related to employment and career?

34 CFR §300.320(b)(1)
Section 1003.5716, F.S.

The goal(s) must describe employment and/or careers that will occur **after** the student exits the school system.

Some students will require separate goals to address the areas of employment and career. For others, a single goal may be appropriate. The IEP team must consider each student's unique needs in light of their plans after leaving high school. For example:

Separate Goal(s):

- Employment:** The summer after high school, Allison will work part-time as an assistant at the child development center near her home.
- Career:** After obtaining her Associate of Science degree, Allison will obtain employment as a teacher in a childcare facility.

Single Combined Goal:

- Employment/Career:** After graduation from college, Allison will become an early childhood education teacher in an elementary school.

+ Add Edit Delete



Alternative PEER Examples:

Employment: Within 2 weeks of exiting the K-12 system and earning a standard diploma, Allison will work part time as an assistant at the child development center near her home.

Career: Within 2 months of completing the Associate of Science degree program, Allison will be employed as a teacher in a childcare facility.

Combined: Within 2 months of earning her Associated degree in Early Childhood Associates while working as a childcare assistant, Allison will be employed as a teacher in a childcare facility and will have met her career goal.

MPG- INDEPENDENT LIVING

Does the student need measurable long-term postsecondary goal(s) related to independent living skills? If so, what is/are, the student's goal(s) in this area?

34 CFR §300.320(b)(1)
Section 1003.5716, F.S.

The goal(s) must address independent living experiences that will apply **after** the student exits the school system.

- No. A postsecondary goal related to independent living skills is not needed for this student.
- Yes.

+ Add Edit Delete



Examples of Independent Living MPGs:

- Within one year of exiting the K-12 system and earning a standard diploma, Stu will initiate conversations with his employer to address his needs and/or wants.
- Immediately after exiting the K-12 system and earning a standard diploma via Access points, Joan will **live** at home with her parents and receive support from her care attendant. She will choose what she wants to wear and assist her caregiver with dressing.
- 1 month after exiting the K-12 system and earning a standard diploma via Access points, Joan will participate in a daily routine with hand over hand support to learn skills needed to **live** in a supported living environment.

Transition Services



Transition IEP Components: Beginning at Age 14 or to be in Effect When the Student Enters High School

The IEP must include identification of transition services that will help the student reach his/her measurable postsecondary goals:

- Instruction
- Related services
- Community experiences
- Employment
- Post-school adult living
- Daily living skills and functional vocational evaluation (if appropriate)

Sometimes a goal will be developed (high need), sometimes only an activity is needed, sometimes both are needed...

Transition Services: Rule 6A-6.0341 I (I)(nn)(4), F.A.C.

Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required, to assist a student with a disability to benefit from special education.



Rule 6A-6.0341 I (I)(nn)(4), F.A.C.

Definition of Transition Services

- ❑ Coordinated set of activities
- ❑ Results-oriented process
- ❑ Focused on improving academic and functional achievement



Definition of Transition Services

- ❑ Facilitates school to post-school activities, including the following:
 - Education
 - Vocational education
 - Integrated employment
 - Continuing adult education and services
 - Independent living
 - Community participation
- ❑ Based on individual student's needs
- ❑ Accounts for the student's strengths, preferences and interests



TRANSITION SERVICES



What transition services, including preemployment transition services, will be provided to assist the student in reaching the postsecondary goal(s) related to education and training?

Describe transition services or activities to be implemented or state where in the IEP they are documented. If applicable, describe any interagency responsibilities or needed linkages.

*Required

What transition services, including preemployment transition services, will be provided to assist the student in reaching the postsecondary goal(s) related to employment and career?

Describe transition services or activities to be implemented or state where in the IEP they are documented. If applicable, describe any interagency responsibilities or needed linkages.

*Required

What transition services, including preemployment transition services, will be provided to assist the student in reaching the postsecondary goal(s) related to independent living skills (where appropriate)?

*Required

Describe transition services or activities to be implemented or state where in the IEP they are documented. If applicable, describe any interagency responsibilities or needed linkages. Check the box if the student does not require a postsecondary goal for independent living.

Describe

Not applicable. The student does not require a postsecondary goal related to independent living skills.

WHAT TRANSITION SERVICES, INCLUDING PREEMPLOYMENT TRANSITION SERVICES, WILL BE PROVIDED TO ASSIST THE STUDENT IN REACHING THE POSTSECONDARY GOAL(S) RELATED TO EDUCATION AND TRAINING?

Education and Training

| | | | | | |
|--|--|---|--|--|--|
| Support in completing an executive functioning assessment and setting goals | Support the student to lead their transition IEP meeting | Instruction in researching college majors and entrance requirements | Instruction in analyzing student success skills through a self-assessment | Plan out a CTE pathway of interest with school counselor | Support in creating a file for researching specific college majors and entrance requirements |
| Support to complete ACT/SAT preparation/accommodations | Support in exploring Advanced Placement (AP) and Dual Enrollment course options | Tour postsecondary programs aligned with student's interests | Support in exploring the steps to admission requirements for technical college | Support in arranging visits to college campuses to meet with disability services | Complete college readiness skills assessment |
| Support in exploring college programs for students with Intellectual and Developmental Disabilities (IPSE) (FCSUA) | Assist student with completing & submitting applications to postsecondary institutions | Support in research and apply for college scholarships | Assist in contacting disability services at postsecondary institutions to apply for services | Instruction in disability and accommodation laws (504/ADA) | Assist student with registering for a community adult class |
| Assist student in meeting with a Job Corps counselor | Instruction in adult social skills | Support with completing FAFSA | Support with research apprenticeship opportunities for certification in a career of interest (CTE/Technical college) | | |

WHAT TRANSITION SERVICES, INCLUDING PREEMPLOYMENT TRANSITION SERVICES, WILL BE PROVIDED TO ASSIST THE STUDENT IN REACHING THE POSTSECONDARY GOAL(S) RELATED TO EMPLOYMENT AND CAREER?

Employment and Career

| | | | | | |
|--|---|---|--|--|--|
| Instruction in job applications and interview skills | Participate in a job readiness workshop through Vocational Rehabilitation (VR or Pre-ETS) | Participate in mock interviews to prepare for employment | Participate in a school-based work experience such as library, science lab, office runner, teacher assistant | Support with obtaining a part-time paid job | Participate in paid/unpaid internship/work experience/work-based learning (CTE) |
| Help student connect with a Career and Technical Student Organization (CTSO) | Enroll in Pre-Employment Transition Services (Pre-ETS) (Identify specific Pre-ETS service) | Support with a mock interview with employer | Instruction in exploring career pathways in the student's area of interest | Instruction in resume writing | Develop an employment portfolio (electronic and/or hardcopy) highlighting the student's employment strengths, experiences, and interests |
| Support in exploring ROTC programs/military careers/meet recruiters | Instruction in steps to prepare for the Armed Services Vocational Aptitude Battery test (ASVAB) | Support with obtaining a paid part-time job in a preferred career field | Instruction in preparation for informational interview in preferred career field | Support in contacting student's VR counselor to develop individual plan for employment (IPE) | Instruction in labor market and potential job growth careers |

WHAT TRANSITION SERVICES, INCLUDING PREEMPLOYMENT TRANSITION SERVICES, WILL BE PROVIDED TO ASSIST THE STUDENT IN REACHING THE POSTSECONDARY GOAL(S) RELATED TO INDEPENDENT LIVING SKILLS (WHERE

Independent Living

| | | | | | |
|--|--|--|---|--|---|
| Instruction in budgeting skills | Instruction and practice in self-advocacy skills | Support with independent daily hygiene skills | Instruction and practice in obtaining a learner's permit | Participate in community-based instruction to practice purchasing | Support completing application to VR |
| Participate in chores or household responsibilities | Instruction in available independent living support for the future | Instruction on how to obtain a driver's license or state identification card | Support with developing their own weekly/daily schedules | Instruction in and practice with advocating for accommodations in class and/or workplace | Instruction in using the public transit system and Instruction in independent mobility in the community |
| Support in opening a bank account | Instruction in online banking | Instruction in the use of a debit card and tracking expenses | Instruction in the use of an alarm clock | Support with independent meal preparation | Learn to make grocery lists and purchase groceries |
| Instruction in following a recipe including understanding of measurements | Assist student with using a stove, kitchen knives, and oven independently | Assist student in obtaining city bus pass and support student in riding | Support student in researching and enrolling in community recreational programs | Learn next dollar strategy to make purchases independently | Instruction in and practice with using apps that will assist in organization, transportation, etc. |
| Support student in exploring if medical providers must change at 18 and research options | Support student in learning about medications and taking medications independently | Assist with registering to vote | Assist with obtaining a public transportation pass | Assist student in learning about and explore housing options | Support student in making their own doctor's appointments |

Transition IEP Components: Beginning at Age 14 or to be in Effect When the Student Enters High School

The IEP process must include:

- ❑ Invitations to any agency likely to provide or pay for transition services (consent from the family or a student who has received the transfer of rights is required)



IEPs to Be in Effect at Age 15 and Age 16

The IEP process:

- ❑ Must include all of the requirements from age 12/7th grade to review, update and if needed, revise IEP components.
- ❑ Review measurable postsecondary goals and update as needed.
- ❑ Reminder: age-appropriate transition assessment is an ongoing process. The data obtained through formal and informal assessments will be used to inform the transition components of the IEP.

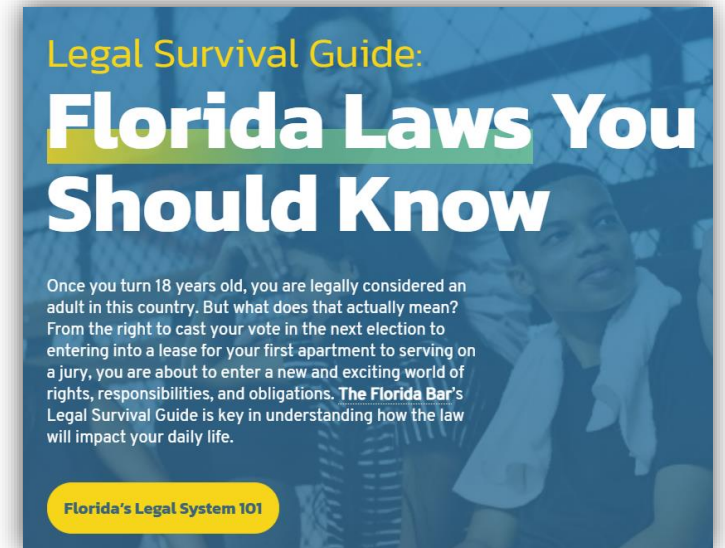
For the IEP in Effect at the Beginning of the School Year the Student is Expected to Graduate

- ❑ A signed statement by the parent, guardian, or the student, if the student has reached the age of majority and rights have transferred to the student confirming the following:
 - The student/family understand the process for deferment.
 - Identifying if the student will defer the receipt of his or her standard high school diploma.
- ❑ The parent/guardian signature or the student signature whose rights have transferred is sufficient on the IEP with a clear statement of the above. A separate document is not required, but is optional.
- ❑ May 15th of the year the student is expected to graduate is the deadline for finalizing any changes to the deferral decision (Rule 6A-1.09963, Florida Administrative Code (F.A.C.)).

IEP to Be in Effect by Age 17 & 18

The IEP process must include:

- ❑ All of the requirements from ages 12/7th grade through age 16.
- ❑ Review and update measurable postsecondary goals and transition services if needed.
- ❑ Age 17 - Informing the student of the rights that will transfer, at least one year prior to the student's 18th birthday. (must be documented)
- ❑ Age 18 - Written notice of the transfer of rights to the student and parent when the student reaches his/her 18th birthday. (must be documented)



<https://www.legalsurvivalguide.org/>

IEP to Be in Effect at Ages 19-21

The IEP process must include:

- ❑ All of the requirements from ages 12/7th grade through age 18.
- ❑ Review and update measurable postsecondary goals and transition services if needed.
- ❑ Students who have reached the age of majority and to whom rights have transferred can now provide the consent to invite agencies.
- ❑ Provision of all notices to the student's parent, as required by the Individuals with Disabilities Education Act (IDEA).
- ❑ Prior written notice of change of placement for students graduating with a standard diploma.
- ❑ A Summary of Performance (SOP) for students exiting with a standard diploma or no longer eligible for FAPE.

General Transition Requirements

- ❑ If there are changes to postsecondary or career goals included in an IEP, the parent must approve the changes.
- ❑ If a parent does not attend the meeting, the IEP will be sent home and will include contact information in case the parent does not approve.
- ❑ If the parent does not approve they should discuss their concern(s) with the rest of the IEP team, including the student.
- ❑ Parents may choose an independent reviewer to help decide if the change is appropriate.

Division of Vocational Rehabilitation (DVR/VR) Pre-Employment Transition Services (Pre-ETS)

Vocational Rehabilitation Pre-ETS are available to eligible students with disabilities ages 14-21. The following are the five Pre-ETS areas:

1. Job Exploration Counseling
2. Work Readiness Training
3. Work-Based Learning Experiences (WBLEs)
4. Self-Advocacy Training and Peer Mentoring
5. Postsecondary Educational Counseling

VR website, Pre-ETS:

http://rehabworks.org/stw_star.shtml

Pre-ETS Flyer:

<http://www.rehabworks.org/docs/flyers/Pre-EmploymentTransitionServices.pdf>

Discussion of Deferring the Standard Diploma

- ❑ Discussions begin at 14 or prior to high school and must be documented in the TIEP
- ❑ Review benefits of deferring with the parent and the student, including continuation of educational and related services
- ❑ Describe the services and programs available in the district
- ❑ Inform parents that FAPE will no longer be available after the student accepts diploma.
- ❑ IEP team notes must clearly indicate that the team discussed diploma deferment including services, benefits and criteria.

Decision....

- ❑ The decision to defer is made prior to the year the student is expected to meet graduation requirements.
 - Consider the following questions:
 - Will the student require special education, transition planning, transition services or related services through age of 21?
 - Based on the student's transition needs and post high school transition goals, will the student continue to receive transition and related services in order to receive FAPE through accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, enrollment in courses necessary to satisfy the Scholar designation requirements or a structured work-study, internship or pre-apprenticeship program?

Deferment Information

A student with a disability may only defer receipt of a standard diploma if:

- ❑ IEP team prescribes transition planning, transition services or related services through age 21 and
- ❑ Student will be enrolled in one of the following:
 - Accelerated College Credit instruction (IB, AICE, etc.)
 - Industry Certification—college credit
 - Early College Program (Dual Enrollment)
 - Courses for scholar designation
 - Structured work-study, internship, or pre-apprenticeship program

Deferment Information

For the IEP in effect at the beginning of the school year the student is expected to graduate

- ❑ There must be a signed statement by the parents or the student who is 18 and has received the transfer of rights. This statement will state the following:
 - The deferral process has been understood.
 - Whether the student chooses to defer the receipt of his/her standard diploma.
- ❑ As mentioned previously, not attending the graduation ceremony is **not** deferring.
- ❑ Students who earn a standard diploma and do not defer are **not** eligible for further services.
- ❑ Students may request their high school diploma at any time after they defer (it is expected they will request the diploma when they complete the program they deferred to attend).



Section 1003.5716, F.S.

At age 14 or the first IEP to be in effect when the student enters high school.

- For a student with a disability who will meet the requirements to defer the receipt of the standard diploma, the IEP must document a discussion about the deferral process.

Section 1003.5716, F.S.

For the IEP in effect at the beginning of the school year the student is expected to graduate.

- There must be a signed statement by the parents or the student who is 18 and has received the transfer of rights. This statement will state the following:
 - The deferral process has been understood.
 - Whether the student chooses to defer the receipt of his/her standard diploma.

Rule 6A-1.09963, F.A.C.

In the second semester of the year the student is expected to meet graduation requirements.

- School districts must inform the parent and the student who is expected to meet graduation requirements, in writing, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements.
- By May 15th, the parents or the student who is 18 and has received the transfer of rights, must sign a document telling the school district that the student will defer receipt of the standard diploma.
 - * Districts may request this information earlier in order to ensure timely processing.

Student Responsibilities

- ❑ Understand the transition process
- ❑ Actively participate on the IEP team
- ❑ Share insight regarding potential services
- ❑ Communicate postsecondary goals
- ❑ Develop and use self-determination and self-advocacy skills



School Responsibilities

- ❑ Ensure that the student's IEP includes the required components for transition for students 12/7th grade and older.
- ❑ Provide information to the student and parent of the school district's high school-level transition services, CTE, collegiate programs, local agency resources and inclusive postsecondary options available to students with disabilities and how to access such programs.
- ❑ Help students and agencies link with one another.
- ❑ Schedule and conduct IEP meetings following IDEA requirements.





Resources

Publications

❑ Project 10: Transition Education Network

- Secondary Transition Roadmap for Families (available in English, Spanish and Haitian-Creole)

<http://project10.info/DPage.php?ID=77>

- The Family Guide to Transition Planning for Students with Disabilities (available in English, Spanish and Haitian-Creole)

http://project10.info/Documents/FamilyGuide_FINAL_PLUS_New_Edits_2.12.21__1.pdf

❑ Family Network on Disabilities

- Tips for Transition

<http://fndusa.org/wp-content/uploads/2015/01/PEN-POPIN-Tips-for-Transition.pdf>

- Transition Guidebook

<https://drive.google.com/file/d/1iQyOtcUvDIHvFpyyGcCfDeJjGKzcdp5w/view>

Graduation Resources

- ❑ Florida Department of Education (FDOE) Graduation Requirements (including resources)

<https://www.fldoe.org/schools/k-12-public-schools/bosss/graduation-requirements/>

- ❑ FDOE High School Graduation Requirements Online Module

<https://fl-pda.org/#/home>

- ❑ Florida Shines

<https://www.floridashines.org/>

- ❑ My CareerShines

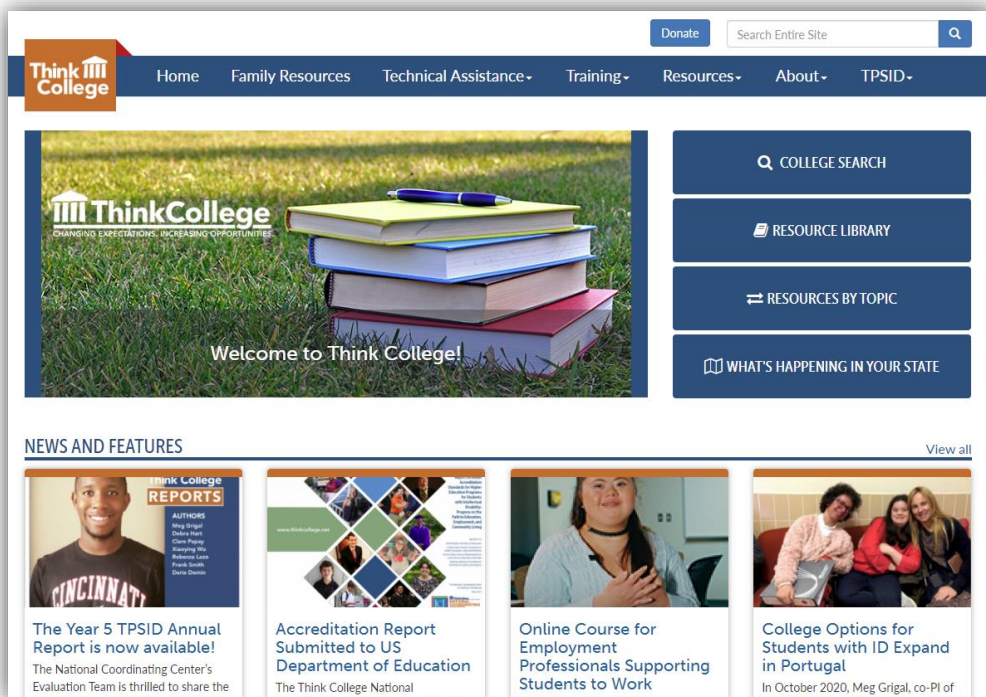
<https://mycareershines.kuder.com/landing-page>



Postsecondary Program Information for Students with Intellectual Disabilities

Think College

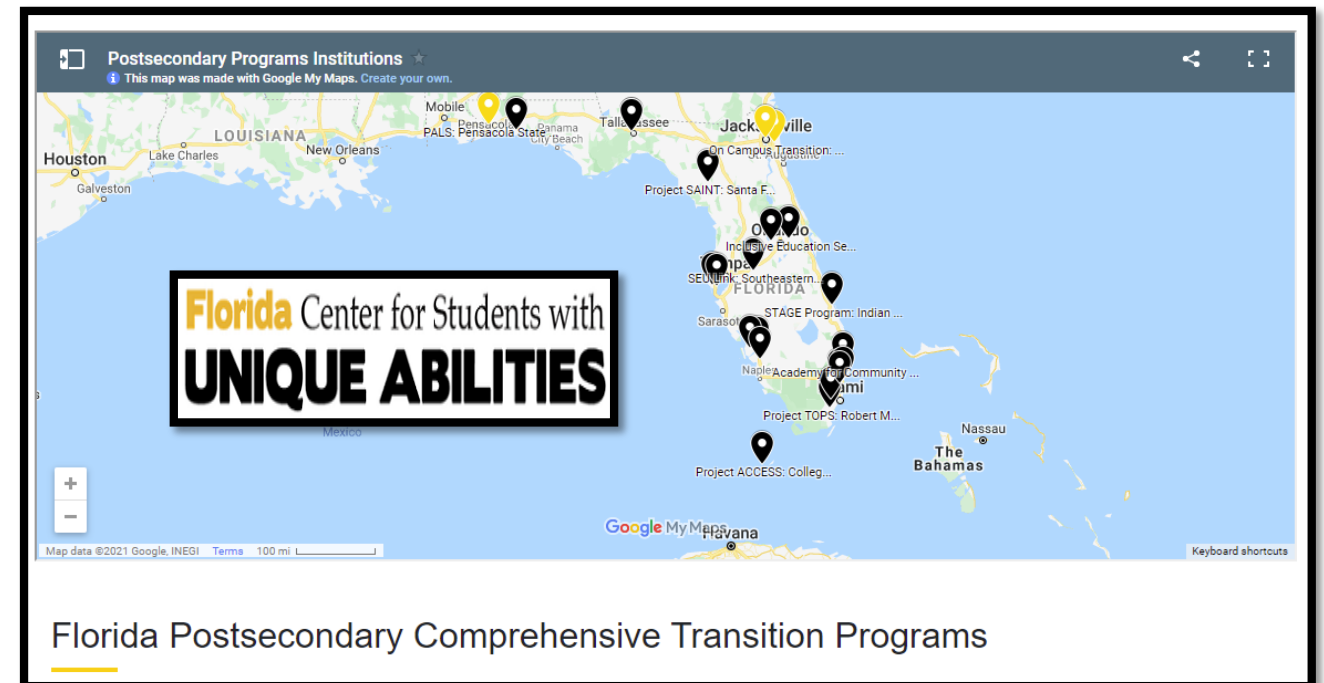
<https://thinkcollege.net/>



The screenshot shows the Think College website homepage. At the top, there is a navigation bar with the Think College logo and menu items: Home, Family Resources, Technical Assistance, Training, Resources, About, and TPSID. A search bar and a 'Donate' button are also present. Below the navigation bar is a large banner image of a stack of books with a pen on top, accompanied by the text 'Welcome to Think College!'. To the right of the banner are four buttons: 'COLLEGE SEARCH', 'RESOURCE LIBRARY', 'RESOURCES BY TOPIC', and 'WHAT'S HAPPENING IN YOUR STATE'. Below the banner is a 'NEWS AND FEATURES' section with four articles, each with a small image and a title.

Florida Center for Students with Unique Abilities (FCSUA)

<http://fcsua.org/>



The screenshot shows a map of Florida titled 'Postsecondary Programs Institutions'. The map is overlaid with a large black box containing the text 'Florida Center for Students with UNIQUE ABILITIES'. The map displays various locations across Florida with pins, including Mobile, Pensacola, Tallahassee, Jacksonville, Orlando, and Tampa. A search bar at the top of the map interface contains the text 'Postsecondary Programs Institutions'. The map is created using Google My Maps.

Self-Determination Resources

- ❑ Center for Self-Determination
<http://www.self-determination.com/>
- ❑ Chart Your Own Future: How Your IEP Can Help
<http://www.pacer.org/parent/php/PHP-cll3.pdf>
- ❑ Florida Self-Advocacy Central:
<https://www.fsacentral.org/>
- ❑ I'm Determined
<http://www.imdetermined.org/>
- ❑ Zarrow Center for Learning Enrichment
<http://education.ou.edu/zarrow/?rd=1>



Florida Self-Determination Resources

- ❑ Personnel Development Portal, Secondary Transition

<https://fl-pda.org/#/home>

- ❑ Self-Determination Course Scope and Sequence

http://project10.info/files/7963140_SelfDetermination_v5.21.15.pdf

- ❑ Self-Advocacy and Self-Determination web page

<http://project10.info/DPage.php?ID=185>

Questions and Thank You



Questions, concerns, or
recommendations?

Thank you for your attendance
and input today!

Presenter Contact Information

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For more information visit our website at www.Project10.info