



+ What is Secondary Transition?

What is Secondary Transition?

- Section 300.43 of Title 34, Code of Federal Regulations (C.F.R.), provides for a coordinated set of activities for a student with a disability that:
 - is designed within an outcome-oriented process, **that promotes movement from school to post-school activities**, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation.
- Section [1003.5716](#), Florida Statutes, ensures quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities.
 - **Pre-Employment Transition Services (Pre-ETS)**
 - **Starting transition at an earlier age or grade, whichever occurs first**



State Performance Plan (SPP) Annual Performance Report (APR)



- Federal Requirement
- Evaluate the state's implementation of Part B
- Describes how the state will improve implementation
- There are 17 indicators to report on annually
- We report local educational agency (LEA) and state performance on all 17 indicators
- Reports annually to the Office of Special Education Programs (OSEP) on:
 - Performance of LEAs according to set targets
 - Its performance according to set targets
- Four indicators related to secondary transition
 - **Indicator 1 – Graduation**
 - **Indicator 2 – Dropout**
 - **Indicator 13 – Secondary Transition with Individual Educational Plan (IEP) goals – compliance**
 - **Indicator 14 – Post-school Outcomes**

What is the State Identified Measurable Result (SIMR)?

- Each year the Bureau of Exceptional Student Education (BESE) submits an Annual Performance Report to the federal Office of Special Education Programs (OSEP)
- States must choose a focus for improvement – **State Identified Measurable Result (SIMR)**
- Florida’s goal is to **graduate students with disabilities college, career and life ready** and decrease the gap between students with disabilities and all students
- **5 of 17 Indicators**





What Indicators are Related to Secondary Transition?

Indicator 13

A Compliant IEP should provide the supports and services to help students

Indicator 2

Remain in school; not dropout

Indicator 1

Stay engaged to graduate

Indicator 14

Support the attainment of positive post school outcomes after graduation



House Bill 173 Updates

- What are the Requirements from HB 173?

House Bill 173 Legislative Updates & Requirements

House Bill 173

IEP Requirements for Students with Disabilities

- FDOE to conduct a review, in conjunction with the Project 10: Transition Education Network, of existing transition services and programs to establish uniform best practices for such programs to deliver appropriate employment, pre-employment and independent living skills education to enrolled students.
- FDOE must establish and publish on its website uniform best practices by **July 1, 2022**.

Access the full memo here:

<https://info.fldoe.org/docushare/dsweb/Get/Document-9224/dps-2021-91.pdf>

House Bill 173 Legislative Updates & Requirements

House Bill 173

IEP Requirements for Students with Disabilities

- An IEP team to start the transition process during **the student's seventh grade year** or when the student attains the **age of 12, whichever occurs first**.
- An IEP team to have an operational plan in place that is implemented **on the first day of the student's first year in high school** or when he or she attains **the age of 14, whichever occurs first**.
- A statement of the student's intent to pursue a standard high school diploma must document **discussion of the process of deferment** of a standard high school diploma and a **signed statement** of the student's intention to defer the high school diploma, if applicable.
- School districts to provide to a student with a disability and his or her parent the following information on:
 - **School-based transition programs and programs and services available through Florida's Center for Student's with Unique Abilities;**
 - **the Florida Centers for Independent Living;**
 - **the Division of Vocational Rehabilitation;**
 - **the Agency for Persons with Disabilities; and**
 - **the Division of Blind Services.**



House Bill 173

FDOE

- Will review existing transition services and programs for students with disabilities
- Establish and publish uniform best practices on its website no later than **July 1, 2022**

Districts

- Start the transition process for students with disabilities earlier
- Must:
 - Provide information to parents and students on the school district's high transition programs including vocational, career and collegiate programs
 - Have IEP teams include a statement that documents the discussion and understanding of deferral and whether or not the student will defer

What are the Components of a
+ Transition Individual Educational
Plan or TIEP? An IEP?

TIEP Components

- Age appropriate transition assessments (*measurable postsecondary goals*)
- Appropriate measurable postsecondary goals based on the child's strengths, preferences and interests
- Annually review measurable postsecondary goals and update if needed
- Transition Services (*results-oriented process to include a coordinated set of activities to move from school to post-school*)
- Course of study that reasonably enable student to meet postsecondary goals

IEP Components

- Statement of the student's present levels of performance (*academic & functional*)
- Statement of measurable annual goals (*academic & functional*)
- Description of child's progress and when progress will be shared
- Statement of the special education and related services, including supplementary aids
- Explanation of the extent, if any to which the student will not participate with nondisabled students in general education class

TIEP Components

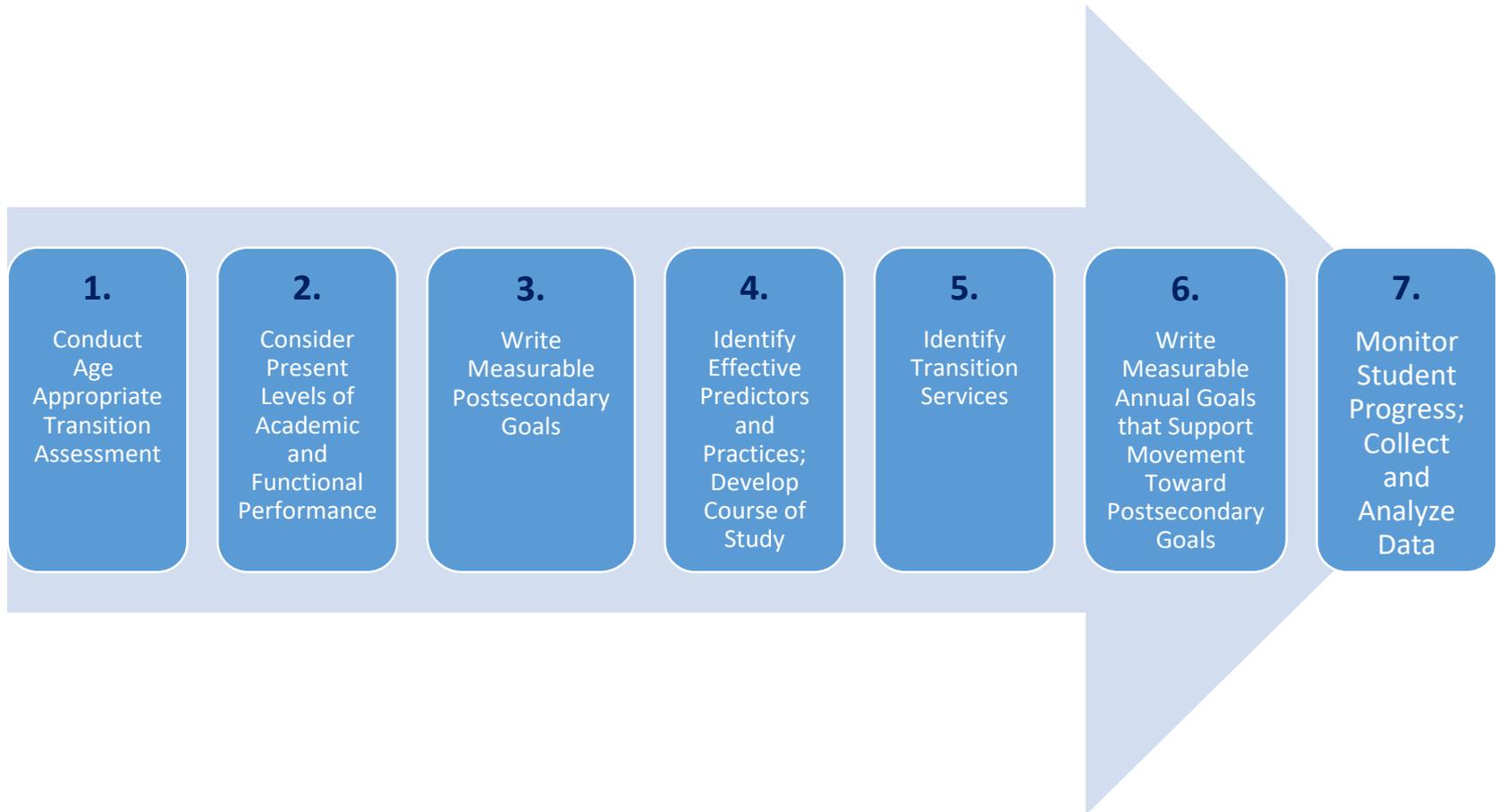
- Annual IEP goals that support the achievement of the student's postsecondary goals
- Evidence that the student was invited to the IEP team meeting where transition services are to be discussed
- Evidence that, if appropriate, a representative from an agency was invited **with prior consent**
- At least one year prior to the student's 18th birthday, document that the parents have been informed about the upcoming transfer of rights to the student at the age of majority
- Note – **TIEPs contain all components of an IEP**

IEP Components

- Statement of any individual appropriate accommodations (*needed to measure the academic achievement and functional performance on state and district-wide assessments*)
 - If the IEP team determines a student needs accommodations that are not allowed on state assessments, a parent must consent to their use
- Projected date for beginning of services
 - The frequency, location and duration of those services and modifications
 - Note - Individual test administration manuals may specify the accommodations that are allowed on statewide assessments.
- Note – **Parents and Students are a part of the IEP team**



What are the Steps in a Transition Individual Educational Plan (TIEP)?





Deferral
Waiver
FAPE
Child Find

- What are the most frequently requested topics for technical assistance in secondary transition?



Deferral

■ Deferral of Standard Diploma

- Free and Appropriate Public Education (FAPE) ends upon receipt of a standard diploma or age 22
- Deferral of diploma is allowed
- Process for both described in Rule [6A-1.09963](#), Florida Administrative Code (F.A.C.)
- [Technical Assistance Paper](#) for information related to deferral
- Deferral is an IEP team decision
- Based on the individual transition needs of the student
- Remember:
 - accelerated college credit
 - industry certification
 - a collegiate high school program
 - courses to satisfy the Scholar designation or
 - a structured work-study program



Deferral

- Based on the statute there are two parts required for deferral:
 - The IEP requires special education, transition planning and services; and
 - The student is enrolled in accelerated college credit, industry certification, a collegiate high school program, courses to satisfy the Scholar designation or a structured work-study program.
- All efforts should be made to contact the student and parents and hold an IEP meeting to discuss.
- After all efforts have been made, the district could propose to make a change in placement and issue the diploma.
 - Ending FAPE constitutes a change in placement, **requiring prior written notice** in accordance with [section 300.503 of Title 34, Code of Federal Regulations \(C.F.R.\)](#).



Waiver

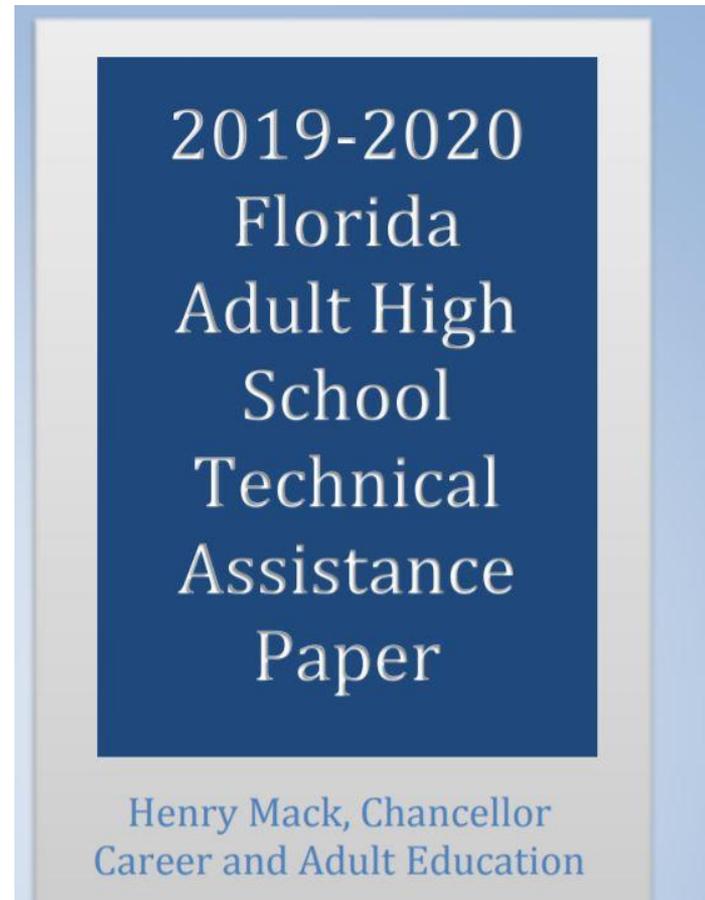
- Section [1008.22\(3\)\(c\)2](#), (F.S.), allows for a student with a disability, as defined in section [1007.02](#), F.S., for whom the IEP team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a **course grade** and a standard **high school diploma**.
- Is a waiver available to students without disabilities who meet all the other requirements for graduation except passing a statewide, standardized assessment required to receive a standard diploma?
 - No. The statewide, standardized assessment results waiver may only be considered for eligible students with disabilities as defined in s. [1007.02](#), F.S.
 - See question A-2.



Waiver

Students with disabilities who have withdrawn from the K-12 system and possess a statewide, standardized assessment waiver, may transfer this waiver to the Adult High School (AHS) program upon enrollment.

The extension of the waiver to the AHS program only applies to students who received waivers as part of section [1008.22\(6\)](#), F.S. Additional information can be found in the *Waiver of Statewide, Standardized Assessment Results for Students with Disabilities Technical Assistance Paper* at <http://www.fldoe.org/core/fileparse.php/7522/urlt/1920assessmentTAP.pdf>.





Free Appropriate Public Education (FAPE)

- Section 300.103 of Title 34, Code of Federal Regulations (C.F.R.), provides a FAPE that must be available to all children residing in the state between the ages of three and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 34 C.F.R. § 300.530(d).

- Exactly when services end in Florida is decided by the school district.
 - Some school districts end services on the 22nd birthday, others at the end of the semester in which the student turns 22, and others at the end of school year in which the student turns 22.
 - Each district must state their policy in their Exceptional Student Education Policy and Procedures (SP&P). To view a district's SP&P, please visit <https://beessgsw.org/#/Spp/Institution>.
 - ❖ First, select and click on the district you would like to view.
 - ❖ Then select and click on Part I. General Policies and Procedures.
 - ❖ Scroll down and click on Section B.1: Assurances – Free Appropriate Public Education (FAPE).
 - ❖ On this page, locate the section, “Ages of Students Served” and note when eligibility for the district’s provision of FAPE culminates.

- For more information on FAPE: https://ecfr.io/Title-34/pt34.2.30:0#se34.2.300_1103



Child Find

- Section 300.111 of Title 34, Code of Federal Regulations (C.F.R.), requires the state **must have in effect policies and procedures to ensure that** –
 - (i) **All children with disabilities residing in the state**, including children with disabilities who are homeless children or are wards of the state, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, **are identified, located and evaluated**; and
 - (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.
- (b) *Use of term developmental delay*. The following provisions apply with respect to implementing the child find requirements of this section:
 - (1) A State that adopts a definition of *developmental delay* under 34 C.F.R. § 300.8(b) determines whether the term applies to children aged three through nine, or to a subset of that age range (*e.g.*, ages three through five).



Child Find

- (2) A state may not require an LEA to adopt and use the term *developmental delay* for any children within its jurisdiction.
- (3) If an LEA uses the term *developmental delay* for children described in 34 C.F.R. § 300.8(b), the LEA must conform to both the state's definition of that term and to the age range that has been adopted by the state.
- (4) If a state does not adopt the term *developmental delay*, an LEA may not independently use that term as a basis for establishing a child's eligibility under this part.
- (c) *Other children in child find. Child find also must include -*
 - (1) **Children who are suspected of being a child with a disability under 34 C.F.R. § 300.8 and in need of special education, even though they are advancing from grade to grade;** and
 - (2) Highly mobile children, including migrant children.
- (d) *Construction.* Nothing in the Act requires that children be classified by their disability so long as each child who has a disability that is listed in 34 C.F.R. § 300.8 and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under Part B of the Act.

+ Where Can I Find Helpful Resources?



Predictors

Predictors of Post-School Outcomes



Transition from school to adult life requires collaboration and planning by many stakeholders. Students, families, teachers, schools, school districts and community agencies work together to support student success. To assist students in preparing for life after high school, researchers have identified the following predictors that have been shown to support post-school outcomes for students, including the areas of postsecondary education/training, employment and independent living.

For a student with an individual educational plan (IEP), federal law requires planning to begin by age 16 and defines transition as "a coordinated set of activities" that are designed to promote movement from life as a student to life as an adult. By the age of 16, each IEP meeting should include discussion and identification of post-school goals related to education, employment and may include independent living skills. As you make choices related to your student's future and transition from school to adult life, consider and discuss how to use these predictors to support your student throughout the journey.



Predictor #1 Career Awareness

Career Awareness is learning about opportunities, education and skills needed to choose a career that matches one's strengths and interests.

Ideas for Families

- + Discuss skills and qualifications needed for careers in which your student is interested.
- + Discuss connections between academic skills your student is learning with careers that require those skills.



Predictor #2: Community Experiences

Community experiences are activities that occur outside of the school, supported with in-class teaching, where students apply academic, social and/or general work behaviors and skills.

Ideas for Families

- + Consider instruction your student may need to catch a bus, taxi or rideshare and how he/she will travel throughout the community independently.



Predictor #3: Exit Exam Requirements/High School Diploma

Exit exams are standardized state tests that measure skill levels in content areas, such as Algebra or English that students must pass in order to earn a high school diploma. Diploma status is achieved by completing the requirements of the state awarding the diploma, including the completion of courses needed to fulfill the student's selected graduation pathway, such as the 24-credit, 18-credit and merit or scholar designation.

Ideas for Families

Predictors:

- Career Awareness
- Community Experiences
- Exit Exam/High School Diploma
- Goal Setting
- Inclusion
- Interagency Collaboration
- Occupational Courses (CTE)
- Paid Employment/Work Experience
- Parent Expectations
- Course of Study
- Parent/Family Involvement
- Self-care/Independent Living Skills
- Social Skills
- Self-determination/Self-advocacy
- Student Support
- Transition Program
- Travel Skills
- Work Study
- Vocational Education
- Youth Autonomy

Image retrieved from

http://project10.info/Documents/FINAL_Post_School_Predictor_Product_6.13.19C.pdf



Secondary Transition Predictors of Post- school Success: An Update to the Research Base

https://transitionta.org/sites/default/files/news/Predictors_Mazzotti_2020_CDTEI.pdf



Identified **three** new predictors:

■ **Psychological Empowerment**

- i.e., belief in the relationship between actions and outcomes

■ **Self-realization**

- i.e., having an understanding of one's strengths and support needs

■ **Technology Skills**

- i.e., computer competence, computer skills were identified as a promising predictor of post-school employment

Recommendations:

- Ensure professionals working with youth in transition have:
 - An awareness of predictors; and
 - The ability to implement predictors.
- Develop policies that link students and families with services and support.
- State and local levels implement policies and procedures based in research.

BESE Portal

Professional Development Alternatives

The BESE Portal to Professional Development Alternatives (PDA) offers a variety of online courses for Florida educators that will increase their ability to respond to the needs of students with disabilities. The courses from the PDA site and the PD Portal site have been combined to create a “one-stop” for professional development related to students with disabilities.

Facilitated Courses

To enroll or for more information about a course, contact your local [PDA Coordinator](#) at the FDLRS center that serves your district. If you are already enrolled, select Sign in to access a course.

Sign in

Independent Study Courses

Select Sign in to access courses or to begin the registration process.

Sign in

Resources

Indicator 13 Toolkit: Writing Compliant Transition Individual Educational Plans (TIEPs)



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education
network

Florida Department of Education

- [SPP 13 Instructions](#)
- [SPP 13 Compliance Self-Assessment](#)
- [Indicator 13 Toolkit: Writing Compliant Transition Individual Educational Plans \(TIEPs\)](#)
- [Project 10](#)

Where can I find transition information and resources?

- [Predictors of Post-School Outcomes](#)
- [Transition Services Checklist](#)
- [Secondary Transition Roadmap for Families](#)
- [Middle School Transition Trail Map for Families](#)
- [Benchmarks for Middle School Transition Planning](#)
- [Resources and References for the Middle School Transition Trail Map](#)
- [Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success](#)
- *Additional resources may be found at*
<http://www.fldoe.org/academics/exceptional-student-edu/secondary-transition.stml> and <http://project10.info>



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