

## Developing and Facilitating Quality IEPs: Transition Planning-Part 2

Florida Diagnostic and Learning Resources Systems  
FDLRS Administration Project

1

## Objectives


2

- This session will focus on:
  - Legislative changes in transition planning
  - CAPE Digital Tools and Industry Certifications
  - The new standard diploma options for students with disabilities
  - Deferring the standard diploma
  - Course of Study
  - Summary of Performance

## What is a Quality IEP?

3

- A quality IEP
  - Is in compliance with all requirements of federal, state, and district laws and regulations
  - Reflects decisions based on active and meaningful involvement of members of the IEP team
  - Provides a clear description of
    - Student educational needs and expected outcomes
    - Special education services and supports




## Developing Quality Individual Educational Plans

4

What's New!

- Requirements and suggested practices for IEP development and documentation
- A reference for all who participate in the IEP process
- Updated in 2015



## IEP Focus

5



Annual Goals

Postsecondary Education and Career Goals

## What's Changed?

6

What's New!

- IDEA requirements: No changes
- Florida Statutes
  - Transition to postsecondary education and career opportunities
  - Requirements for standard high school diploma
  - CAPE digital tools and industry certifications
  - Statewide assessments, etc.
- Florida Rules
  - High School Graduation Requirements for Students with Disabilities
  - Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.

## CAPE Digital Tools and Industry Certification

7

What's New!

- Beginning in 2015–16, each student's IEP must identify the CAPE Digital Tool Certificates and CAPE Industry Certifications the student seeks.
  - Digital Tools (K-12)
    - Word processing, spreadsheets, presentations
  - Industry Certifications (Secondary and Adult)
    - Nationally recognized time-limited credential

## High School Diploma

8

What's New!

- Beginning no later than the IEP in effect **before** the student attains age 14 (or younger, if appropriate)
  - Statement of intent to pursue a standard diploma and the option of either scholar or merit designation
  - Preparation needed to graduate
  - Parents must approve any change to their student's graduation option and waiver of statewide standardized assessment results. The parent may also request that an independent reviewer verify the appropriateness of these changes.

## Standard Diploma-24 credits

9

What's New!

- Standard diploma requirements
  - Determined based on 9<sup>th</sup> grade entry year
  - Scholar or Merit designation
  - One online course
  - 2.0 GPA and passing scores on appropriate required statewide assessments
    - Waiver of statewide assessment results is allowed if granted by student's IEP team

In 2013—14, 59.9% of students with disabilities earned their standard diploma this way!

## Standard Diploma-Academic & Employment Competencies

10

What's New!

- Standard diploma: 24 credits
  - CTE course substitutions
  - ½ credit in a course that includes employment at or above minimum wage for a specified number of hours/week for a minimum of one semester
  - One online course, unless waived
  - Development and documented achievement of all components of the student's employment transition plan
  - 2.0 GPA and passing scores on required statewide assessments
  - Waiver of statewide assessment results can be granted by student's IEP team

## Standard Diploma-Access Courses

11

What's New!

- Students on Access Points and Alternate Assessment
  - Access course (or more rigorous ESE course or core course) for each required course in 24-credit diploma
  - CTE Course substitutions for certain course
  - One online course, unless waived
  - 2.0 GPA
  - Participation in the alternate assessment is required
  - Score at least a 4 on FAA in Reading & Mathematics
    - A waiver is allowed for FAA result
      - If waiver, graduation portfolio is required
  - FSAA—more information is coming!

## Deferral of the Standard Diploma

12

What's New!


- 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
    - Industry Certification-college credit
    - Collegiate High School program (IB, AICE)
    - Courses for scholar designation
    - Structured work-study, internship, or pre-apprenticeship program

## Deferral of the Standard Diploma

13  
What's New!

- School district must provide notice of this option in writing by **January 30<sup>th</sup>** of the year the student is expected to meet graduation requirements:
- Students must make their decision to defer receipt of their standard diploma by **May 15**
- “failure to defer receipt of standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE)”

## Remember Frank?

14  


- Grade: Senior
- Age: 18
- Exceptionality: Intellectual Disabilities, Language Impaired
- IEP: Annual Review and Transition Planning
  - Measurable Postsecondary Education and Career Goals
  - Intent to pursue standard diploma by age 22
  - Transition Services, including course of study
  - Outcomes and additional benefits

## Frank's Graduation Plan

15

- Standard High School Diploma – In accordance with s. 1003.4282(10), F.S. (Available only to students with disabilities.)
- S. 1003.4282(10)(b)1. (Available only to “a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills.”)

Frank switched from Special Diploma, Option 1 to the 24-credit standard diploma option during an IEP amendment meeting in February 2015 at parent request after the new standard diploma options became available. Information on the scholar and merit designations was provided and discussed. Frank and his parents decided that he will not pursue either designation.

## A Quality Description of Course of Study

16

Description of instructional program and experiences to meet requirements of high school diploma and prepare for adult living


- Reference type of standard high school diploma
- Describe choices for courses to meet requirements and electives
- Describe experiences, such as job shadowing, work experiences
- Describe situations, such as community-based, on-the-job
- Describe needs that relate to specific transition service areas

## Course of Study: Examples

17

- Meet the requirements for a standard high school diploma with a focus on language arts, including electives in creative writing, and career and technical education courses that address journalism and print and graphic communications. Tara will participate in job shadowing and work experience in a communications field.
- Prepare for a standard high school diploma by taking access courses, including community based instruction in travel training and the use of public transportation and experiences in supported competitive employment in a nursing home or assisted living facility.

## Frank's Course of Study

18  


Frank is pursuing the 24-credit standard diploma via Access courses. He is currently enrolled in the Access World History course in order to meet this requirement. Frank is taking three of his courses in the general education setting including a Career and Technical Education (CTE) course with modifications to substitute for one of his science credits.

Frank has achieved a passing score on the Florida Alternate Assessment (FAA) and does not require a results waiver for graduation. Frank successfully took and passed an online course in Life Management Skills last school year.

## Summary of Performance

- Written for any student with a disability who is graduating or aging out of school
- Summary of academic performance
- Summary of functional performance
- Recommendations on how to assist the student in their postsecondary endeavors
- Student input – what accommodations were effective/not effective and why

## Thank You!

Presenter Contact Information:

**Tury Lewis**, Region 1 Transition Representative  
tllewis@usfsp.edu

**Mary Thomas**, Region 3 Transition Representative  
marythomas@mail.usf.edu

Project 10: Transition Education Network