

2022 Uniform Best Practices Transition Services and Programs in Florida School Districts July 1, 2022

The 2021 Florida Legislature passed, and Governor DeSantis signed into law, House Bill (HB) 173, requiring the Florida Department of Education in collaboration with the Project 10: Transition Education Network to review existing transition services and programs for students with disabilities to identify best practices. The deadline for completing this review and publishing the best practices was July 1, 2022. More information on HB 173 (2021) can be found at the following link: <https://info.fldoe.org/docushare/dsweb/Get/Document-9224/dps-2021-91.pdf>.

This document lists the best practices that emerged from data that was collected in this review process. The best practices listed here are being used uniformly (90% and above) or prevalently (51% to 89%).

Section 1: Increasing Graduation Outcomes, Decreasing Dropouts and Increasing Participation in General Education		
Focus	Uniform Best Practices (90% and above)	Prevalent Best Practices (51% to 89%)
Career and Technical Education	<ol style="list-style-type: none"> 1. Encourage students with disabilities to participate in Career and Technical Education (CTE) courses. 2. Provide information to families and students about CTE course availability. 3. Discuss CTE opportunities with families and students in the individual education plan (IEP) meeting. 	<ol style="list-style-type: none"> 1. Include CTE in the student's course of study as appropriate. 2. Use transition assessments to identify student interests in CTE.

Section 1: Increasing Graduation Outcomes, Decreasing Dropouts and Increasing Participation in General Education

Focus	Uniform Best Practices (90% and above)	Prevalent Best Practices (51% to 89%)
Early Warning System	<ul style="list-style-type: none"> 4. Use an early warning system (EWS). 5. Use EWS data for one or more purposes in the IEP. 	<ul style="list-style-type: none"> 3. Have an EWS functioning at the highest levels of “performing” and “innovating.”
Credit-Recovery	<ul style="list-style-type: none"> 6. Provide a Credit-Recovery Lab which supports graduation. 	
Mentoring	<ul style="list-style-type: none"> 7. Establish mentoring programs or provide mentoring support to students with disabilities. 	<ul style="list-style-type: none"> 4. Provide mentoring to at least 20 percent of the district’s students with disabilities.
CTE Course Substitutions		<ul style="list-style-type: none"> 5. Utilize CTE course substitutions.
Instructional Strategies and Student Support	<ul style="list-style-type: none"> 8. Utilize a variety of instructional strategies to support learning for students with disabilities. 9. Utilize differentiated instruction to support learning. 10. Utilize universal design for learning (UDL). 11. Provide supports for 9th grade students, such as freshman orientation or transition activities, to support preparation for students in the 8th grade to enter high school. 12. Provide tutoring sometime during or after the regular school day. 	<ul style="list-style-type: none"> 6. Utilize community-based instruction to support student learning. 7. Utilize school-based enterprises to support learning. 8. Utilize community-based vocational education to support student learning. 9. Offer Learning Strategies Courses for their students with disabilities. 10. Provide flexible scheduling for students who are employed.

Section 2: Transition Planning, Assessment, Curriculum and Instruction		
Focus	Uniform Best Practices (90% and above)	Prevalent Best Practices (51% to 89%)
IEP Compliance	1. Provide IEP compliance training to employees at least annually.	1. Provide IEP compliance training to elementary, middle, and high school exceptional student education (ESE) Staffing Specialists. 2. Provide IEP compliance training to high school ESE teachers.
Transition Assessment	2. Communicate the students' transition assessment results to families during the annual transition IEP (TIEP) meeting.	3. Utilize an interview for transition assessment. 4. Utilize other formal or informal assessments. 5. Provide transition assessments at least annually. 6. Utilize more than one type of transition assessment with students.
Summary of Performance	3. Complete a Summary of Performance for each student.	
Transition Events	4. Facilitate transition events that support transition from elementary school to middle school; middle school to high school; and high school to post-school options.	7. Provide an open house for students moving up to middle school and high school. 8. Provide postsecondary education trips to visit Florida colleges. 9. Host transition fairs for students and their families.
Employment and Life Skills	5. Provide opportunities for students to learn employment and life skills while working toward general education standards.	10. Offer a Learning Strategies course. 11. Provide optimization of student scheduling to allow work experience.

Section 2: Transition Planning, Assessment, Curriculum and Instruction		
Focus	Uniform Best Practices (90% and above)	Prevalent Best Practices (51% to 89%)
CTE Priorities		<p>12. Make increasing enrollment of students with disabilities in CTE a high priority.</p> <p>13. Include intentional advocacy for CTE access during IEP meetings.</p> <p>14. Actively solicit teachers and students to support CTE enrollment.</p> <p>15. Regularly collaborate between CTE and ESE leaders/stakeholders to support CTE enrollment.</p>
Extended Transition Programs (ages 18-22)	6. Provide students ages 18-22 inclusive, extended transition programs.	16. Provide work-based learning environments in the extended transition programs (ages 18-22).
Independent Living Skills Instruction	7. Provide independent living skills instruction.	
Development of Community and Work Experiences	8. Facilitate the development of experiences for students with disabilities in the community and work settings through a variety of district personnel.	<p>17. Facilitate the development of experiences for students with disabilities in the community and work settings through district employees identified specifically as Job Coaches/Skills Trainers/Employment Advisors (or similar).</p> <p>18. Facilitate the development of experiences for students with disabilities in the community and work settings through district employees identified as teachers.</p>

Section 3: Student Involvement

Focus	Uniform Best Practices (90% and above)	Prevalent Best Practices (51% to 89%)
Assessing the Need for and Providing Self-Determination Information and/or Instruction	<ol style="list-style-type: none"> 1. IEP teams utilize student interviews to determine if the student with a disability requires provision of information and/or instruction on self-advocacy and self-determination. 2. IEP teams utilize student observations to determine if the student with a disability requires provision of information and/or instruction on self-advocacy and self-determination. 3. Provide self-advocacy and self-determination instruction in grades 6-12. 	<ol style="list-style-type: none"> 1. Provide school- and/or teacher-created curriculum to provide instruction to students who need self-advocacy and self-determination instruction.
Student Participation in the IEP	<ol style="list-style-type: none"> 4. Encourage student IEP participation in grades 6-12. 5. Encourage student participation in IEP meetings through consultation with the student prior to the IEP meeting to review/practice/inform. 	<ol style="list-style-type: none"> 2. Encourage student participation in IEP meetings through formal or informal correspondence to the student prior to IEP meetings to explain the process.

Section 4: Family Involvement		
Focus	Uniform Best Practices (90% and above)	Prevalent Best Practices (51% to 89%)
Dissemination of Information to Parents	<ol style="list-style-type: none"> 1. Disseminate information to parents via the district website. 2. Disseminate information to parents in various modalities surrounding IEP meetings (prior to/during/following). 	<ol style="list-style-type: none"> 1. Disseminate information to parents via Project 10 Website resources and/or publications. 2. Disseminate information to parents via social media. 3. Disseminate information to parents via back-to-school events. 4. Disseminate information to parents via college and career night events. 5. Disseminate information to parents via interagency fairs. 6. Disseminate information to parents via resource guides.
Addressing Parent Concerns		<ol style="list-style-type: none"> 7. Address parent concerns and/or inform parent of student progress via meetings of various types (teacher/parent, multi-tiered systems of support [MTSS], problem solving team, student intervention team IEP/TIEP) through various modalities (in-person, teleconference, virtual). 8. Address parent concerns and/or inform parent of student progress via personalized direct communication from district to parent via multiple modalities (emails, phone calls, texts, mailings) and may also include progress notes, progress monitoring and/or goal attainment.

Section 4: Family Involvement		
Focus	Uniform Best Practices (90% and above)	Prevalent Best Practices (51% to 89%)
		9. Directly or indirectly utilize a parent liaison to support communication and collaboration between parents and schools.
Engaging Parents through Volunteer Opportunities	3. Offer opportunities for parents to volunteer at school events and activities.	

Section 5: Interagency and Community Collaboration

Focus	Uniform Best Practices (90% and above)	Prevalent Best Practices (51% to 89%)
Transition Interagency Councils	<ol style="list-style-type: none"> 1. The Transition Interagency Council produces a website or an informational product or hosts an informational activity, such as an interagency fair. 	<ol style="list-style-type: none"> 1. Participate in an Interagency Transition Council (either alone or with other districts). 2. Invite district ESE personnel and representatives from Project 10, the Division of Vocational Rehabilitation, the Agency for Persons with Disabilities, the Florida Diagnostic and Learning Resources System (FDLRS) and the Center for Autism and Related Disabilities (CARD) to facilitate regular Interagency Council attendance.
Referral Processes to Agencies		<ol style="list-style-type: none"> 3. Systematically implement the referral process to the Division of Vocational Rehabilitation for students ages 14-22. 4. Systematically implement the referral process to the CARD when students are ages 3-13 and/or immediately upon diagnosis. 5. Systematically implement the referral process to initiate Pre-Employment Transition Services when students are ages 14-22. 6. Systematically implement referral process to Division of Blind Services immediately upon a student's diagnosis.