

The Future Starts Now: Preparing for Secondary Transition in Middle School

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After this training, participants will be able to: Utilize resources to support secondary transition planning. State the course requirements and career planning activities required for students in middle school. Understand the components of the Transition Individual Educational Plan (TIEP). Describe activities and strategies to help support students as they enter, attend and/or exit middle school. Envision middle school as a launching point for secondary transition – preparing students for adult life.

Middle School Resources

There are many resources related to Secondary Transition. Today's presentation will focus on a few resources which focus on Middle School Transition:

- □ Project 10 Publications webpage: http://project10.info/DPage.php?ID=77#NS138
- Middle School Transition Trail Map for Families (also available in Spanish and Haitian Creole)
- Resources and References for the Middle School Transition Trail Map for Families
- Benchmarks for Middle School Transition Planning (also available in Spanish and Haitian Creole)

The publications above are also included in an inventory of resources designed for families:

The P10 Transition Resources for Families Padlet https://padlet.com/dphilips25/project-10-transition-resources-for-families-vsecypegbc755i0f

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Transition from Elementary to Middle School

- ☐ The shift from elementary to middle school is a critical transition for students.
- Most students will have to learn how to navigate a larger campus and will change classrooms for each period.
- ☐ Elementary and middle schools will work together to share information with students and families. Often a representative from the middle school will attend the student's final IEP meeting at his/her elementary school.
- Students and families also have responsibilities to help ensure a successful transition to middle school.

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Supporting Elementary to Middle School Student and Family Transition Activities

The following are activities and practices recommended for students and their families to support a successful elementary to middle school transition:

- □ Participate in the final IEP meeting for 5th grade.
- □ Visit the new middle/junior high school on 6th Grade Transition Night, or ask if a separate visit can be scheduled.
- ☐ Become familiar with the website of the new middle/junior high school.
- $\hfill \square$ Participate in the first IEP meeting for 6^{th} grade.
- □ Express any concerns/questions regarding the transition to middle school.

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Middle School Course Requirements Required Subject Notes English Districts may offer middle-grades courses that lead to high school credit. Language Arts in a middle-grade high school-level course. Mathematics 3 Civics requires taking an end-of-course exam that constitutes 30% of a student's course grade.
 Students with disabilities may be eligible for an assessment waiver as Science 3 determined by their IEP team Social Studies * ** Physical Education is required one semester each year for students in Physical Education **

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Middle School Course Requirements

- ☐ In addition, students must complete a course in Career and Education Planning that results in an academic and career plan (to be completed in 6^{th} , 7^{th} or 8^{th} grade) Section 1003.4156, Florida Statutes (F.S.).
- □ Course must teach each student how to access and update the plan at least once before the student's progression to high school, and at least annually as the student progresses through

More information regarding the Career and Education Planning course requirement may be found on the Florida Department of Education's website: https://www.fldoe.org/core/fileparse.php/7531/urlt/approved-courses.pdf

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Middle School Course Requirements

- ☐ The middle school course in career and education plan must utilize, when available, the state's online career planning and work-based learning coordinating system (SB 240 (2023) amends s. 1003.4156, F.S.).
- Xello is Florida's official online career planning system (https://xello.world/en/florida-college-career-ready/)
- FDOE website for College and Career Planning:



Consider High School Programs when Planning Middle School Courses

Many school districts offer specific high school programs such as career academies and magnet programs. The following are some considerations to keep in mind:

- □ Some specific programs have an application process and deadlines (as early as January).
- □ Some programs may be competitive and have eligibility requirements, and/or require auditions or submission of a portfolio.
- ☐ Middle School IEP teams should take into consideration the student's educational and career goals when discussing options for high school and plan accordingly.

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Middle School Transition Fundamentals Individual Educational Plan (IEP) project 0

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

- □ IEPs are guiding documents for academic planning that support students with disabilities throughout the K-I2 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.
- ullet IEPs are developed as a team, including the student and parents, school district representatives, other service providers and individuals who know the student well.
- □ During the student's 7th grade year or when the student attains the age of 12, whichever occurs first, new transition-related requirements are added to the IEP.

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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.
- $lue{}$ Discuss measurable postsecondary goals based on age-appropriate transition assessment in the following areas:
 - Education and/or training
 - **Employment**
 - Career Independent Living (when appropriate)

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

- □ **Discuss** the graduation pathways and the diploma designations.
- Begin identifying transition services needs of students.
- Document the need for selfdetermination and self-advocacy instruction.

Resource-The Transition Requirements Checklist: http://project10.info/DPage.php?ID=77#NS138



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

- Information and referral forms, links, and contacts must be provided to the students and families at IEP meetings regarding:
- The school district's high school-level transition services, career and technical education, and collegiate programs available to students with disabilities and how to access these programs.
- School-based transition programs
- Information regarding programs and services available through

Florida's Center for Students with Unique Abilities (FCSUA) Agency for Persons with Disabilities

Division of Vocational Rehabilitation (DVR/VR) Division of Blind Services (DBS)
Florida Association of Centers for

☐ Individualization and accurate documentation within the IEP are essential for the effectiveness of the provision of information.

13

Transition IEP Components: Beginning at Age 14 or to Be in Place and Operational on the First Day of High School

- ☐ Beginning no later than the first IEP to be in effect on the first day the student enters high school, attains the age of 14, or when determined appropriate by the parent and IEP team, whichever occurs first, 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 industry scholar designation.

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Transition IEP Components: Beginning at Age 14 or to Be in Place and Operational on the First Day of High School

Continued -

- ☐ A statement must document discussion of the process for a student to defer.
- ☐ A statement of intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements.
- ☐ The IEP must also specify the outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation.

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Transition IEP Components: Beginning at Age 14 or to be in Place and Operational on the First Day of High School

- ☐ A statement of appropriate measurable long-term postsecondary education and career 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.
- Representatives of any agency likely to provide or pay for transition services must be invited to the IEP meeting with prior written consent.

Transition Components in the IEP

- ☐ For the IEP in effect at the beginning of the school year the student is expected to graduate, the statement must include 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, indicating:
 - The process for deferment is understood.
 - Whether the student will defer the receipt of his/her standard high school diploma.

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17

Middle School Transition Fundamentals
Accommodations and Modifications

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Accommodations and Modifications

Accommodations are made to the way students learn and how they are tested.

Examples:

Provide a graphic organizer

Provide visual representations of mathematical processes

Text-to-speech software

Resource
Accommodations: Assisting Students with Disabilities http://www.lidoe.org/corefileparse.php/7690/urb20070
069_accomm-educatorpiff

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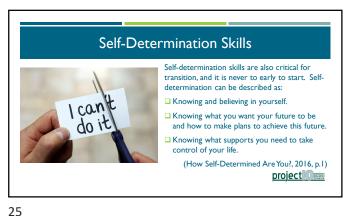


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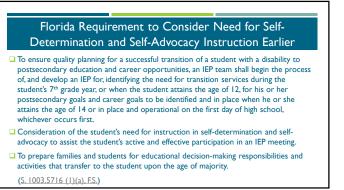
Check out Section Four of the

"Self-Determination and SelfAdvocacy Guide" for specific instructional strategies.

Remember: The goal is that students- as much as possible- will conduct their own IEP meetings.

Choice Making
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Self-Determination and Self-Advocacy in Action

Examples of self-determination and self-advocacy in action:

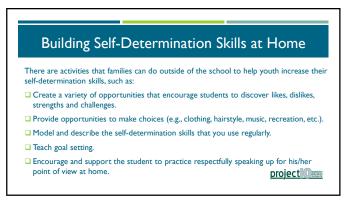
Active participation in the IEP meeting and leading discussions.

Request an IEP meeting and identify any additional person to invite, including agencies.

Explain one's disability and how it affects their learning, employment and ability to live independently.

Awareness of one's accommodations and how to request them in multiple settings.

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Middle School Transition Fundamentals High School Preparation & Career and Education Planning project 0 31

High School Graduation Options that Lead to a Standard Diploma □ 24-credit, 2.0 GPA required for graduation □ 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) Standard (available to all students) ☐ Career and Technical Education (CTE) Standard via Access Courses Standard via Employment and Academic-☐ International program options Based Courses International Baccalaureate (IB) See the Combined Graduation Options Advanced International Certificate of

Education (AICE)

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Chart for (I) Entering 9^{th} grade prior to

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

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2023-24 and (2) Entering 9th grade in 2023-

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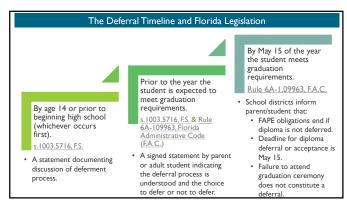
Deferring Receipt of the Diploma □ 2014 - Florida Legislation allows students with disabilities to defer receipt of their standard diploma and continue to receive special educational services from their school district. □ Eligibility for deferment is described in s. 1003.4282(9)(c), F.S. □ The process described in Rule 6A-1.09963(6)(a), F.A.C. ☐ The majority of students who earn a standard diploma via an option open to all students will not meet deferment eligible criteria. □ Students who earn a standard diploma and do not defer are not eligible for any further services. project 0

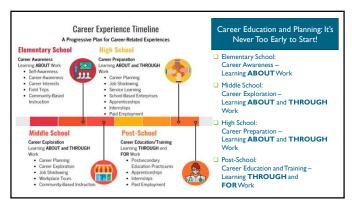
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Deferment and Free Appropriate Public Education (FAPE) Legislative Underpinning Considerations/Implications Individuals with Disabilities Act (IDEA) 2004 All students with disabilities are on one of several pathways to earn a IDEA specifies that a free and appropriate public education (FAPE) must be available to all students with disabilities who have not reached age 22 **AND** who have not earned a A standard diploma acquisition is standard diploma. If a student graduates with a special considered a change of placement diploma, a certificate of completion, a special certificate of completion, or GED and has not reached age 22, the school after which the state will no longer have to provide the student with district must make FAPE available to the student (at the FAPF student's option) until the student's 22nd birthday or until he or she earns a standard diploma.

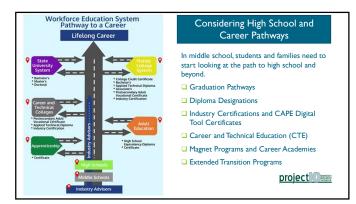
Deferment and Florida Law	
Legislative Underpinning	Considerations/Implications
Section 1003.4282(9)(c), Florida Statutes (F.S.): A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student: I. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and 2. Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, ES, industry certification courses that lead to college credit, an early college program, courses necessary to satisfy the Scholar designation requirements, or	Deferment is an additional period to support experiences and skill readiness to support successful postsecondary outcomes. Deferment services and programs should be specific and intentional to support students' needs and to ensure progress toward their postsecondary goals.
a structured work-study, internship, or pre-apprenticeship program.	Continue to consider the Least ** Restrictive Environment (LRE).

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Vocational Rehabilitation
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

39 40



Supporting Transition from Middle to High School

The following are recommended activities that will help prepare students for the transition from middle to high school:

Request/Invite a representative from the student's future high school to attend the student's IEP meeting.

Students and families should attend any events related to transitioning to high school.

Students and families can learn more about the high school through the website and schedule a visit to the high school (during after school hours or over the summer).

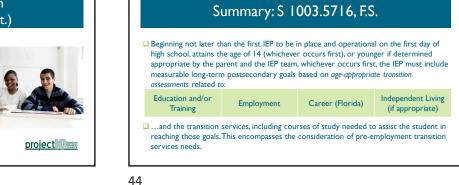
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- ☐ Identify a point of contact at the school in case help is needed (e.g. school counselor, mentor, teacher, older student,
- □ Students and families should attend all Transition IEP meetings; and review information related to:
 - Graduation pathways
 - Diploma designations
 - Course of study



43



Measurable Postsecondary Goals

A measurable postsecondary goal may address more than one of the designated areas and must meet the following requirements:

- □ It must be measurable; you must be able to "count it" or observe it.
- ☐ It must be intended to occur after the student leaves school.
- ☐ It must be reviewed annually.

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Measurable Postsecondary Goals: Three Parts

Target date or timeline

- □ By January 2024.
- ☐ Within six months of leaving the K-12 system.

Behavior and outcome: (Name) will ...

- □ Work in a part-time job at a day care.
- □ Complete requirements for a career certificate in construction from a technical college.

Conditions, if any

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■ Using personal assistive technology

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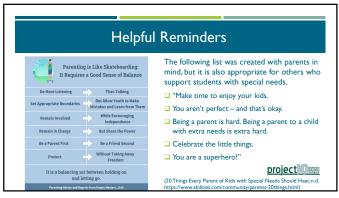
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Measurable Postsecondary Goals: Examples

- I. Within two years of leaving the K-I2 system, Jack will earn a workforce certificate through the Automotive Service program at Florida State College at Jacksonville
- 2. Within two and a half years, through the assistance of Vocational Rehabilitation (VR) and the staff of the Automotive Service program at FSCJ, Jack will obtain employment at a local mechanic shop.
- 3. Within five years of graduating from FSCJ, Jack will meet his career goal of working as an automotive technician in a car dealership.
- Within three months of leaving the K-12 system, Jack will utilize the project city bus to independently get to and from classes at FSCJ.

Transitioning from Middle School to High School Final Thoughts project 0

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Transition Planning Involves Helping Students
Become LIFE Ready!

The purpose of secondary transition for students with disabilities is to prepare them for the future they want. It's about preparing them to participate in adult life, make positive contributions to their communities, develop a career, maintain a job and live as independently as possible.

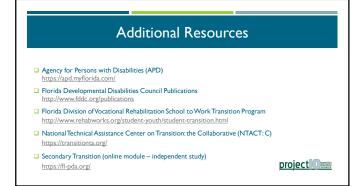
It is never too early to start transition planning.

assist in the journey!

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and there are many supports and resources to

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References

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