



Using Deferment and Extended Transition Programming (ages 18-22) to Support Postsecondary Readiness for Students with Disabilities

This training was developed by Project 10: Transition Education Network, an Individuals with Disabilities Act (IDEA)-funded state project through the Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEES).

Objectives

After this training, participants will be able to:

- ❑ Describe how deferment prepares students to be college, career, and life ready.
- ❑ Define deferment of receipt of the standard high school diploma according to Florida law.
- ❑ Compare and contrast five deferment options available for students with disabilities and list the characteristics of each one.
- ❑ Describe the essential role that Transition Individual Education Plan components play in successful deferment and postsecondary planning.
- ❑ Locate resources to support deferment planning and understanding.



Deferment

Definition, Postsecondary Readiness Preparation, and General Considerations and Implications

Deferment and Free Appropriate Public Education (FAPE)

Legislative Underpinning

Individuals with Disabilities Act (IDEA) 2004:

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 standard diploma. If a student graduates with a special diploma, a certificate of completion, a special certificate of completion, or GED and has not reached age 22, the school district must make FAPE available to the student (at the student's option) until the student's 22nd birthday or until he or she earns a standard diploma.

Considerations/Implications

All students with disabilities are on one of several pathways to earn a standard diploma.

A standard diploma acquisition is considered a change of placement after which the state will no longer have to provide the student with FAPE.

Deferment and Florida Law

Legislative Underpinning

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:

1. 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, F.S. industry certification courses that lead to college credit, an early college program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

Considerations/Implications

Deferment is additional time to implement 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.

Continue to consider Least Restrictive Environment (LRE).

Definition of "Is Enrolled"

- ❑ "Is enrolled" for the purposes of meeting statutory deferment criteria could be interpreted as either:
 - A student is **expected** to meet enrollment criteria for qualifying deferment program; by the conclusion of the academic semester/year in which they meet graduation requirements, or
 - A student is **actively** enrolled in a qualifying deferment program prior to the conclusion of the academic semester/year in which they meet graduation requirements and remain enrolled in that program at the start of the following semester/year.
- ❑ The IEP for a student who will defer may require amendments prior to the start of the program.

The Deferral Timeline and Florida Legislation

By age 14 or prior to beginning high school (whichever occurs first)

s.1003.5716, F.S.

- A statement documenting discussion of deferment process

Prior to the year the student is expected to meet graduation requirements

s.1003.5716, F.S. & Rule 6A-109963, Florida Administrative Code (F.A.C.)

- A signed statement by parent or adult student indicating the deferral process is understood and the choice to defer or not to defer

By May 15 of the year the student meets graduation requirements

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

- School districts inform parent/student that:
 - FAPE obligations end if diploma is not deferred
 - Deadline for diploma deferral or acceptance is May 15
 - Failure to attend graduation ceremony does not constitute a deferral

General Deferment Considerations & Implications

- ❑ Disability types are not specified in Florida Statutes as criteria for participation in a deferment program.
- ❑ Accuracy and dissemination of deferment information and deferment program offerings to all relevant stakeholders are essential.
- ❑ The IEP team must be knowledgeable of the criteria to defer receipt of a standard diploma.
- ❑ IEP teams must be able to discuss any applicable enrollment and application processes for deferment programs and incorporate any identified needs into the student's IEP as appropriate.
- ❑ Deferment may be a more restrictive setting for many SWD versus entry directly into postsecondary settings.

Considerations for Students on a Standard Diploma Graduation Option via Access Points

- ❑ The impact of a student having the most significant cognitive disability affects all aspects of the student's academic, independent, home/community living, leisure, and vocational activities.
- ❑ Deferral of the standard diploma may be essential for students with the most significant cognitive disabilities who are pursuing their diploma via ACCESS courses, in order to facilitate their attainment of post-secondary goals.
- ❑ Deferment for students pursuing their diploma via ACCESS courses prioritizes the student's long-term success and ensures they have the supports necessary for a smooth transition into post-school life.



Deferment Options

A Review of Florida's Five Categories of Eligible Deferment Programs

Identifying a Deferment Program Option

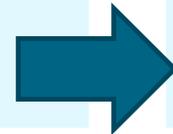
Student Information

Review of student's strengths, preferences, interests and needs (SPINs).
Review and development of student's present level of performance.
Review of transition assessment data.



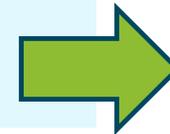
Measurable Postsecondary Goals (MPGs)

Review and/or development of MPGs in the areas of employment, career, education/training and independent living.



Supports and Services

Review and/or development of special education services, instruction, transition services and related services necessary for the student to make progress towards their MPGs.



Deferment Program

Determine the deferment program option that provides the most appropriate setting(s), experiences, and opportunities for students to receive the services and supports needed to successfully reach their MPGs.

Deferment Programming Considerations

Consider individualizing deferment programs or schedules to accommodate the unique needs of a student.

- ❑ This could involve augmenting existing programs with additional elements to better address and fulfill the student's needs, thereby ensuring a more comprehensive and tailored approach to their education and development.
- ❑ It is important to begin with the needs and postsecondary goals of students when devising new deferment programming options, while leveraging community and school/district resources.

1. Accelerated College Credit

According to s. 1007.27, F.S. Articulated acceleration mechanisms:

- ❑ It is intended that articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject.
- ❑ Articulated acceleration mechanisms shall include, but are not limited to, dual enrollment and early admission as provided for in s. 1007.271, F.S., advanced placement, credit by examination, the International Baccalaureate Program, and the Advanced International Certificate of Education Program.
- ❑ Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

Accelerated College Credit- Considerations

- ❑ Available accelerated college credit options will vary by school district.
- ❑ Requirements may vary depending on dual enrollment in an academic or vocational program.
- ❑ These programs may have rigorous eligibility requirements, such as GPA and previous coursework.
- ❑ Districts have flexibility in how to document participation and course completion (e.g., Pass/Fail, Letter Grades), but GPA is not impacted by deferment performance.
- ❑ District interdepartmental and postsecondary institution collaboration may be necessary.



2. Early College Programs

□ Section 1007.273, F.S. defines Early College Programs:

- *...The term “early college program” means a structured high school acceleration program in which a cohort of students is enrolled full time in postsecondary courses toward an associate degree. The early college program must prioritize courses applicable as general education core courses under s. 1007.25, F.S. for an associate degree or a baccalaureate degree...*

□ In addition:

- *... Each student participating in an early college program must enter into a student performance contract which must be signed by the student, the parent, and a representative of the school district and the applicable Florida College System institution, state university, or other institution participating pursuant to subsection (4). The performance contract must include the schedule of courses, by semester; student attendance requirements; and course grade requirements...*

Early College Programs- Considerations

- ❑ Requires an articulation agreement between the district and college
- ❑ Eligibility requirements vary by district, program and/or articulation agreement, and may include:
 - Assessment scores
 - GPA
 - Application
- ❑ Cohorts may begin as early as grade 9
- ❑ Students enrolled in early college programs are significantly more likely than control students to enroll in college and earn a college degree within six years after expected high school graduation (Song and Zeiser, 2019)



3. Industry Certification Leading to College Credit

- ❑ Career Technical Education (CTE) helps learners develop the knowledge and skills they need to be prepared for college and careers.
- ❑ CTE emphasizes real-world skills and practical knowledge within a student's career of interest. CTE is a cost-effective way for students to start a career in as little as one or two years of school.
- ❑ The Florida Department of Education (FDOE) has a wide variety of CTE degree and certificate programs across 17 Career Clusters.
(<https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>)

Industry Certification Leading to College Credit- Considerations

- ❑ Available courses and programs for industry certification will vary by school district.
- ❑ Some Career and Technical Education (CTE) programs may have specific eligibility or enrollment criteria.
- ❑ Students with the most significant cognitive disabilities can benefit from CTE programs with modifications as allowable.
- ❑ Project 10 CTE resources
 - Career and Technical Education: Enhancing Educational Experiences in Middle School, High School and Postsecondary Education
 - CTE Course Substitutions: The Who, What, When, Why, and How Technical Assistance Guide (2022)

4. Courses for Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements per s. 1003.4285, F.S.:

- ❑ Earn 1 credit in Algebra 2 or an equally rigorous course
- ❑ Earn 1 credit in Statistics or an equally rigorous math course
- ❑ Earn 1 credit in Chemistry or Physics
- ❑ Earn 1 credit in a course equally rigorous to Chemistry or Physics
- ❑ Earn 2 credits in the same World Language
- ❑ Earn at least 1 credit in AP, IB, AICE, or a dual enrollment course
- ❑ Pass Geometry, Biology* & U.S. History* EOCs
- ❑ Resource: <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>

* A student is exempt from the Biology I or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Courses for Scholar Diploma Designation- Considerations

- ❑ The IEP team should consider the timeline for completion of the required components.
 - School counselors may need to be involved to support appropriate scheduling.
- ❑ The IEP team can review relevant past discussions and notations related to the student's intention to pursue a Scholar diploma designation.
- ❑ Required statewide testing results cannot be waived.
- ❑ Districts have flexibility in how to document participation and course completion (e.g., Pass/Fail, Letter Grades) but grade point average (GPA) is not impacted by deferment performance.

General Considerations for the First Four Deferral Options

- ❑ Alignment of the program option with the student's transition assessment data, course of study and measurable postsecondary goals
- ❑ Documented IEP team discussions
- ❑ Modifications & accommodations
- ❑ Specially designed instruction, related services, and transition services
- ❑ Logistics
 - Staff/service delivery
 - Schedule
 - Setting
 - Transportation

5. Structured Work-Study, Internship, or Pre-Apprenticeship Program

- ❑ Most students who defer will be enrolled in a structured work-study, internship, or pre-apprenticeship program.
- ❑ These programs can be very diverse to meet a wide range of students' needs.
- ❑ Availability will vary by school district.
- ❑ Some programs have an application process, eligibility requirements and/or enrollment caps.



Let's take a **closer** look
into these options!

Internships

- ❑ Internships are exploratory or preparatory paid or unpaid work-site experiences where students work for an employer or agency for 40 or more hours to learn about a particular industry or occupation.
- ❑ Activities may include special projects, a sample of tasks for different jobs, or tasks from a single occupation. Internships may include community service (service learning) placements if they meet the above requirements and are related to the student's program of study or career goals.
- ❑ County governments and/or other community organizations, such as CareerSource, may offer internship opportunities to high school students.



Pre-Apprenticeship Programs

- ❑ Pre-apprenticeship programs provide training in work readiness and other foundational skills to prepare youth or adult workers to succeed in a registered apprenticeship program.
- ❑ Registered pre-apprenticeship programs provide an avenue for both adults and youth who are at least 16 years old to become qualified to enter registered apprenticeship programs.
- ❑ District school boards and community colleges are often involved in pre-apprenticeship programs, assisting sponsors in providing related technical instruction. Programs for high school students may begin in the junior year and may include on the job training with participating employers.

Structured Work Study

- ❑ Structured work study provides work-readiness training through a combination of academic, employment, and independent living instruction. Structured work study can be provided in the following ways:
 - Pre-vocational skills
 - Community-Based Instruction (CBI)
 - Community-Based Vocational Education (CBVE)
 - On-the-Job (OJT) training
 - Work-Based Learning Experiences (VR)
 - School-Based Enterprise (SBE)



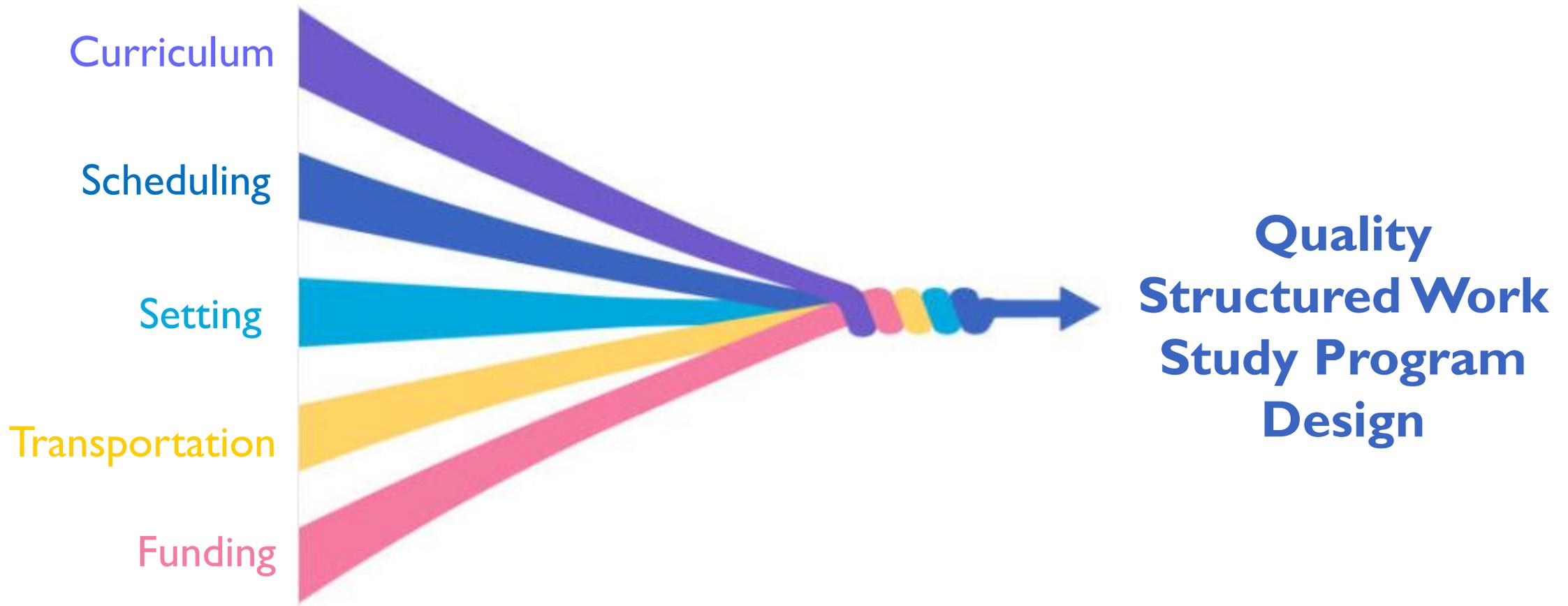
*Students may participate in more than one of these structured work study options.

Skill Elements of Structured Work Study

- ❑ Various skills, based upon student's needs, can be addressed during structured work study, such as:
 - Self-determination and self-advocacy
 - Social interaction
 - Pro-social behavior
 - Travel and mobility
 - Communication
 - Activities of daily living (ADL)
 - Independent living



Structured Work Study Design



Curriculum

Components to Consider	Examples of Included Content
Career Exploration, Workplace Readiness, & Work-based Learning	Transition assessments, interest inventories, time management, hygiene/personal appearance, managing emotions, listening skills, task completion, resume and interview skills, maintaining a clean and organized workspace, communication skills, CBI, CBVE, etc.
Postsecondary Training	Disability disclosure, applying for postsecondary and enrolling in postsecondary institutions, knowing legal rights, executive functioning.
Self-Determination and Self-Advocacy	Disability awareness, self-efficacy, what is an IEP, accommodations, modifications, goal setting, community resources, self-regulation and making choices, etc.
Community Exploration and Safety	Cell phone safety, transportation/travel training, choosing leisure activities, safe choice-making, etc.
Activities of Daily Living	Personal health care, dressing, toileting, eating/self-feeding, transfers, etc.
Independent Living	Laundry, cooking, cleaning, making a financial plan, paying bills, wants versus needs, making smart purchases, etc.

Setting

- ❑ Multiple settings could be used to support student experiences in deferment.
- ❑ With LRE in mind, structured work study programs can be implemented in a variety of settings. The following are a few examples:



School campus	Community provider	University/college campus	Government offices
Charter school	Regional cluster site	Business location	Faith-based organization

Scheduling

- ❑ As with the previous deferment options, a student's school day may look differently when they are enrolled in structured work study, for example:
 - Partial or full day
 - A few days out of the week or Monday through Friday
 - The student may be on different campuses/sites
- ❑ The student's schedule may include services provided by community agencies (e.g., VR Pre-Employment Transition Services)
- ❑ The scheduling is an IEP team decision and is driven by the student's needs.

Transportation

- ❑ Transportation is considered a related service (IDEA, Part B) and is an IEP consideration in how a student accesses their specially designed instructional needs.
- ❑ Some deferment programs require independent student transportation.
- ❑ Below are several transportation options that may assist structured work study development:

District school buses, vans, cars, etc.	Transportation Network Company
Rental cars	Paratransit
Public transportation	Transportation Disadvantaged/Council on Aging
Contracting with a provider	Carpool
Faith-based provider	Parents, personal (bike, scooter, car, etc.)
Creative solutions: WBLE funds, business/community, IDEA funds, Driving Choice Grant Program, grants	

Funding Considerations

- ❑ Funding for Florida School Districts
 - <http://www.fldoe.org/fefp>
- ❑ Local, state, and federal monies fund school district public education
- ❑ Buy-in from school district leadership, relevant departments and stakeholders
- ❑ Accountability to local school board and superintendent
- ❑ Alignment of career readiness for SWD embedded into district strategic plan may prove beneficial
- ❑ Community partnerships (e.g. donated materials, space, time, transportation, etc.)
- ❑ Budgeting for start-up and ongoing costs





Deferment and the TIEP

Transition IEP Requirements and Deferment Implications



“A goal without a plan is just a wish”

STEP 1

Conduct age-appropriate transition assessment data.

STEP 2

Establish postsecondary goals based on age-appropriate transition assessment data.

STEP 3

Identify transition services, annual goals, and agency linkages that support achievement of students' MPGs.

TIEPs BEGIN WITH THE END IN MIND

IEP/TIEP Requirements and their Deferment Implications

- ❑ Transition Assessment
- ❑ Measurable Postsecondary Goals
- ❑ Annual Goals
- ❑ ESE Instruction and Services
- ❑ Transition and Related Services
- ❑ Self-Determination and Self-Advocacy
- ❑ Provision of Information
- ❑ Agency Linkages
- ❑ Documenting the Deferment Discussion
- ❑ Course of Study
- ❑ Graduation Options and Diploma Designations
- ❑ Outcomes and Additional Benefits
- ❑ Summary of Performance

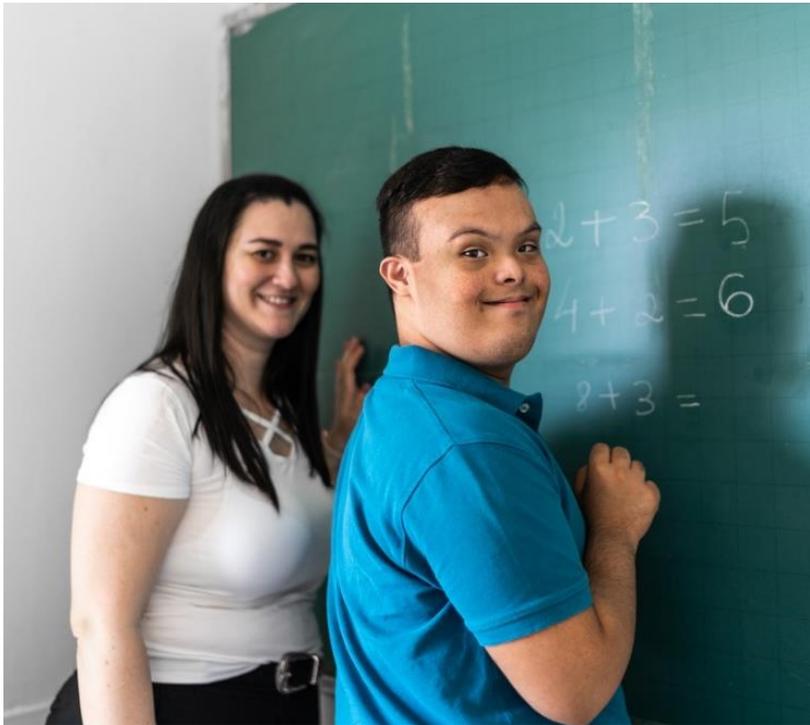
Transition Assessment- Deferment Implications

- ❑ Used to align and address other components in the IEP:
 - Specially designed instruction
 - Annual goals
 - Related services, and other transition services
- ❑ Provides evidence of a student's progress towards achieving their postsecondary goals.
- ❑ Determines the student's need for instruction/information in the areas of self-determination and self-advocacy.
- ❑ Assists with the following:
 - Determining if the student is eligible to defer
 - Planning/preparing the student for a particular deferment program
 - Monitoring progress towards achieving postsecondary goals while in a deferment program

Measurable Postsecondary Goals- Deferment Implications

- ❑ Measurable postsecondary goals play a crucial role when IEP teams consider criteria for deferment.
- ❑ Will drive the student's deferment programming in the following ways:
 - Selection of the deferment option
 - Determining the student's course of study leading up to the deferment program and while in the deferment program
 - Determining deferment program progress, and if any adaptations are needed
- ❑ Changes in a student's postsecondary goal(s) may impact their deferral program options, and other transition components that support the new postsecondary goal.

Measurable Annual Goals- Deferment Implications



- ❑ Assists IEP teams in determining prong one of deferment eligibility.
- ❑ Reflects the emphasis of the functional, academic, and transition-related skills the student requires to prepare for and attain postsecondary goals.
- ❑ Progress made on annual goals in deferment programs can assist IEP teams in determining student readiness for program completion and/or postsecondary settings.

ESE Instruction and Services- Deferment Implications

- ❑ Can vary greatly among the various deferment programs.
- ❑ IEP team consideration: What supports and services, provided by a **certified ESE teacher**, does the student need to make progress towards their measurable postsecondary goals and annual goals?
- ❑ Examples may include:
 - Learning strategies to support a student in dual enrollment, Scholar designation courses, industry certification courses and/or early college program courses
 - Modifications to industry certification courses (as allowable)
 - Instruction delivered in community settings
 - Instruction in self-determination/self-advocacy

Transition and Related Services- Deferment Implications

☐ Transition services:

- Can be identified in the present levels which drive annual goals, short-term objectives and/or benchmarks.
- Can also be documented within the Transition Services section of the IEP by a list of activities the student requires to make progress towards their measurable postsecondary goals in education and/or training, employment and career, and independent living (if appropriate).
- Should be specific and individualized for the student.

☐ Related services:

- A shift in thinking from what these services have typically looked like.
- Consider related services that are necessary for a student to progress towards achieving their postsecondary goals, which include settings prior to meeting standard diploma requirements and during deferment (if applicable).

Self-Determination and Self-Advocacy (SD/SA) - Deferment Implications

- ❑ A student's SD/SA skill set may be a factor in determining the type and scope of the most appropriate deferment program.
- ❑ Continued SD/SA instruction may be essential for students throughout their deferment program enrollment.
- ❑ The need for instruction/information in the areas of SD/SA can be addressed while in deferment status and in various ways:
 - Annual measurable goals, short-term objectives or benchmarks, or transition services in the IEP.
 - Integrated into character education or other relevant courses.
 - Workshops for students, and/or one-on-one sessions provided by the counselor or teacher of record.
- ❑ Upon exiting the K-12 system, students' rights are protected under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Students must self-disclose to receive accommodations in higher education and employment settings. SD/SA skills support this process.

Provision of Information

- ❑ Beginning during the student's seventh-grade year or when the student reaches the age of 12 (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.
- ❑ Individualize provision of information to meet the student's need.
- ❑ Information regarding programs and services available through:
 - Florida Center for Students with Unique Abilities (FCSUA)
 - Agency for Persons with Disabilities (APD)
 - Division of Vocational Rehabilitation (DVR/VR)
 - Division of Blind Services (DBS)
 - Florida Association of Centers for Independent Living (FACIL)

Provision of Information- Deferment Implications

- ❑ The IEP team should use the provision of information to make meaningful connections and agency linkages that are individualized to meet the student's needs throughout the transition planning process.
- ❑ A student's present levels of performance, transition assessment data and measurable postsecondary goals can support a focused provision of information discussion and deferment program selection.
- ❑ Review eligibility requirements and application deadlines for specific deferment programs and plan accordingly.
- ❑ Examine postsecondary options and available support for students who opt not to defer or may be ineligible to do so.

Resource: The 411 on the Big 5: Sharing Transition-Related Information with Students with Disabilities and Their Families:
[http://project10.info/Documents/The_411_on_the_Big_5_5-
Page_version_for_Easy_District_Printing_for_Vetting_3.25.24.pdf](http://project10.info/Documents/The_411_on_the_Big_5_5-Page_version_for_Easy_District_Printing_for_Vetting_3.25.24.pdf)

Agency Linkages- Deferment Implications

- ❑ Consent must be provided for agency participation in each IEP meeting by the parent, or the student if over 18 and rights have transferred.
- ❑ Information regarding VR, APD, CIL, DBS, and FCSUA must be shared annually beginning at age 12/7th grade.
- ❑ VR Pre-Employment Transition Services are available to students with disabilities ages 14-21.
- ❑ Agencies may have varied eligibility requirements related to providing supports and services prior to a student meeting graduation requirements, while in deferment status, and/or in postsecondary settings.

Documenting the Deferment Discussion

- ❑ Beginning by age 14, or for the IEP in effect on the first day of high school (whichever occurs first), document the 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.
 - Include the information that was provided to the student/parent and how it was provided.
 - Conversations may occur prior to age 14 through the provision of information.
 - Continue to document this discussion until the student exits high school.
- ❑ Prior to the year the student is expected to meet graduation requirements, the IEP must include a signed statement by parent or adult student whose rights have transferred, indicating the deferral process is understood and the choice to defer or not to defer.

Deferment Discussion Implications

IEP teams should consider the following when facilitating deferment discussions:

- ❑ Criteria for deferring receipt of the standard diploma is founded in Florida Statutes (s. 1003.4282 (3)(c) F.S.; s. 1003.5716, F.S.)
- ❑ Necessary supports and services for the student during deferment, if applicable.
- ❑ How deferment options may be impacted by criteria dictated through district policies, program or college memorandum of understanding, and/or state statutes for enrollment.
- ❑ Available deferment program/programming choices within the district.
- ❑ For the year prior to the student meeting graduation requirements:
 - Focus the deferment discussion on selecting the deferment option most conducive to the student's progress toward their postsecondary goals.
 - Explore whether students can attain postsecondary success through accommodations by disclosing their disability in employment and/or postsecondary education settings.

Course of Study- Deferment Implications



- ❑ The course of study:
 - Continues to be documented on the IEP through the student's time of deferment
 - Is used to communicate deferment program completion requirements and/or expectations for the year.
 - Supports students to meet their MPGs.
- ❑ While in deferment status, a student's course of study should describe the deferment program that they are in and the requirements (e.g. courses, internships, work experience, industry certifications, etc.).

Graduation Options and Diploma Designations- Deferment Implications

□ Graduation Option & Diploma Designation:

- Are reviewed annually and updated if needed prior to meeting graduation requirements.
- A student's graduation option and/or diploma designation history may support IEP discussions relevant for deferment program eligibility.
- The graduation option will remain unchanged once a student defers.
- The diploma designation may change after a student defers if they are working towards earning a Scholar Designation or Industry Scholar Designation.

Outcomes and Additional Benefits- Implications for Deferment

- ❑ The benefit a student with a disability will experience from deferring should be captured by the IEP team in this section of the IEP.
- ❑ The information provided in this section will assist the IEP team with transition planning, including the identification of transition services, annual goals, related services, and programs that align with the student's course of study.
- ❑ Outcomes and additional benefits could include the following:
 - Participation in Special Olympics and other extra-curricular activities
 - Work-based learning experiences such as community-based instruction (CBI) and community-based vocational education (CBVE)
 - Accessing agency-provided services such as VR Pre-ETS

Summary of Performance- Implications for Deferment

- ❑ Can be developed over multiple years and finalized just before the student exits the school system.
- ❑ Provides recommendations on how to assist the student in meeting postsecondary goals in the areas of education, training, employment/career, and independent living (if appropriate).
- ❑ The student's academic achievement and functional performance should be described in language that is easy to understand and describes the accommodations and assistive technology used in secondary settings.
- ❑ As a best practice, student input should be included in the SOP.
- ❑ Ensure that students and their families are aware of the SOP and how it can be utilized (e.g. when requesting accommodations on a college campus).

Ending Deferment

- ❑ Deferment enrollment (and hence, FAPE) ends when one of the two actions formally occurs:
 - Student turns 22 (age 22 is defined by each Florida district's Policies and Procedures) or,
 - Student takes receipt of their standard diploma.
Note: Specific deferment program completion can be considered an expectation within an IEP for a student to take receipt of their standard diploma.
- ❑ IEP Meeting and Change of Placement completed.

Ending Deferment

- ❑ Reminder: Make sure the SOP was updated just before Deferment/FAPE ends.
- ❑ Students take receipt of their standard diploma (with date on diploma as the date originally earned).
- ❑ Data Management Coding: Students ending deferment are counted as a standard diploma-earning withdrawal code (W06).
 - W06 is considered a standard diploma exiting code and will positively contribute to a district's one-year Indicator 1 graduation rate.



Deferment: Final Thoughts and Takeaways

Summary and Resources

Deferment Summary

- ❑ Deferment is the mechanism in which some students with disabilities may continue FAPE despite meeting standard diploma requirements.
- ❑ The criteria, timeline and activity requirements for deferral of a standard diploma is contained in s. 1003.5716, F.S., and Rule 6A-1.09963, F.A.C.
- ❑ Transition IEP activities and requirements serve to prepare students with disabilities to be successful in postsecondary settings, including those students who may enroll in extended transition programs prior to exiting K-12 education.



Deferment Summary

- ❑ Preparation for deferment eligibility and enrollment begins well in advance of a students meeting graduation requirements.
- ❑ Deferment is an opportunity and provides additional time for specific and intentional programs, services, experiences and skills to be afforded to students who need specialized instruction, transition services and related services to support meeting their unique measurable postsecondary goals.
- ❑ Postsecondary goals should not be achieved prior to exiting K-12 (including deferment years).

Deferment Resources- Project 10

- “Myth-Busting Deferment Webinar” slides:

http://project10.info/Documents/Deferment_Webinar_Final_Slides_for_Posting_1.11.24.pdf

- Secondary Transition Roadmap for Families (page 12):

http://project10.info/Documents/Sec_Transition_Roadmap_FDOE_Fully_Vetted_1.12.2024.pdf

- Project 10 Topical Brief, December 2022, “Deferment Requirements and Procedures”:

http://project10.info/Documents/December_TB_2022.pdf

Deferment Resources- Project 10

- ❑ Project SEARCH (Florida): <http://project10.info/DPage.php?ID=357>
- ❑ Grants and Financial Resources for Teachers/Schools:
<http://project10.info/DPage.php?ID=166>
- ❑ Project 10 Summary of Performance Page (includes SOP Template):
<http://project10.info/DPage.php?ID=222>
- ❑ Additional Project 10 Publications (e.g., Transition Requirements Checklist):
<http://project10.info/DPage.php?ID=77#NSI38>
- ❑ Project 10 “Training by Request/Training List” Website Link:
<http://project10.info/DPage.php?ID=319#NSI05>

Deferment Resources- Legislation

- Section 1003.5716, F.S.:

http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.5716.html

- Rule 6A-1.09963, F.A.C., High School Graduation Requirements for Students with Disabilities: <https://www.flrules.org/gateway/ruleno.asp?id=6A-1.09963>

Deferment Resources- FDOE

- ❑ Accommodations: Assisting Student with Disabilities (2018): <https://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>
- ❑ Career and Technical Education: <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>
- ❑ CPALMS: <https://www.cpalms.org/>
- ❑ Graduation Requirements web page: <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>
- ❑ Pre-Apprenticeship contacts web page: <https://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/contacts.shtml>
- ❑ PK-12 Database Manuals: <https://www.fldoe.org/accountability/data-sys/database-manuals-updates/>

Questions and Thank You!

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Thank you for your
attendance and participation!



project10 transition
education
network

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