

FLORIDA DEPARTMENT OF EDUCATION



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MEMORANDUM

TO: Exceptional Student Education Directors

FROM: Monica Verra-Tirado, Ed.D. *MVT*

DATE: November 14, 2012

SUBJECT: CLARIFICATION OF REQUIREMENTS FOR MEASURABLE POSTSECONDARY GOALS

The Office of Special Education Programs (OSEP) has clarified requirements for measurable postsecondary goals to meet the transition requirements of section 300.320(b), Title 34, Code of Federal Regulations (CFR) for Part B of the Individuals with Disabilities Education Act (IDEA). This 34 CFR, clarification represents a change in the interpretation that has been applied in prior communication from the Bureau of Exceptional Education and Student Services. In a letter to the Commonwealth of Virginia Department of Education, Special Education and Student Services, dated September 26, 2011, OSEP states that:

The IDEA and its implementing regulations do not define the terms "training" and "education." However, the areas of training and education can reasonably be interpreted as overlapping in certain instances. In determining whether postsecondary goals in the areas of training and education overlap, the individual educational plan (IEP) team must consider the unique needs of each individual student with a disability, in light of his or her plans after leaving high school. **If the IEP Team determines that separate postsecondary goals in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, the IEP Team can combine the training and education goals...However, the guidance...is not intended to prohibit the IEP Team from developing separate postsecondary goals in the areas related to training and education in a student's IEP, if deemed appropriate by the IEP Team, in light of the student's postsecondary plans.** On the other hand, because employment is a distinct activity from the areas related to training and education, **each student's IEP must include a separate postsecondary goal in the area of employment. A student's IEP must include a separate postsecondary goal in the area of independent living skills, where appropriate.**

MONICA VERRA-TIRADO, ED.D., CHIEF
Bureau of Exceptional Education and Student Services

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A copy of the OSEP correspondence and the OSEP technical assistance document, *Questions and Answers on Secondary Transition*, revised September 2011, has been attached for your review. Districts are asked to review their existing policies and procedures to ensure compliance with this requirement.

Also, please note that the *Exceptional Student Education Compliance Manual* and self-assessment protocols for State Performance Plan (SPP) 13 – Secondary Transition Age 16, have been revised accordingly. Additionally, all training and technical assistance materials posted on the General Supervision and Project 10 websites have been revised to reflect these changes in the interpretation of Indicator 13.

Please contact Jennifer Jenkins, by email at Jennifer.Jenkins@fldoe.org or by telephone at (850) 245-0478, should you have questions or need additional information.

MVT/jjm

Attachments

cc: Student Services Directors
Kirk Hall, Division of Vocational Rehabilitation
District Transition Contacts
FDLRS Managers
BEESS Leadership Staff