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PROJECT 10 TOPICAL BRIEFS are published on a bi-monthly basis. Each issue focuses on a specific topic or theme, highlighting current and upcoming information and events related to secondary transition. This month the Topical Brief is focused on Transition-Related Legislation.

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 Send to a Colleague

Stories

- **Legislation: The Backbone of Education**
- **Florida Legislation Updates Transition Practices**
- **Unpacking the Legislative Updates**

Announcement

Resources

Upcoming Events

Upcoming Webinars

• IN THIS
ISSUE

Legislation: The Backbone of Education

An overview of the history of education for students with disabilities shows that changes in governing laws are aimed at raising the bar for student outcomes. This year our Florida legislators made changes to Florida law that requires students with disabilities to begin preparations for college, career and life after high school at age 12 or during the 7th grade, whichever occurs first. School districts are assessing their educational practices to ensure alignment with the new legislative changes. This Topical Brief focuses on sharing and explaining how the legislation impacts practice.



Florida Legislation Updates Transition Practices

House Bill 173 amends **Section 1003.5716, Florida Statutes** by revising the timeline and introducing additional steps for the transition individual educational plan (TIEP) requirements in Florida. Introducing these transition steps earlier in students' education will allow more time for students, families and educators to work toward achieving the students' desired post-school outcomes. See the table below for a summary of items that are affected by this update to the statute.

Transition-Related Legislative Updates

Impact of House Bill 173 on Transition Planning	Age 12 or during 7th grade, whichever occurs first	Age 14 or to be in place and operational on the student's first day of high school, whichever occurs first
Notice	1 - Parents must be notified that the purpose of the IEP meeting will include identifying the student's need for transition services.	Continues to age 18 and possibly to age 22 (Purpose of the IEP meeting will include identifying the student's need for transition services and considering measurable postsecondary goals.
Notice	2 - Families and students will receive detailed information about transition programs and agencies that offer transition-related assistance.	Continues to age 18 and possibly to age 22
Invitation	3 - The student must be invited to the IEP meeting.	Continues to age 18 and possibly to age 22
Transition Assessment	4 - Use age-appropriate	Continues to age 18 and

	transition assessments indicating the student's strengths, preferences and interests are documented and aid in developing post-school goals.	possibly to age 22
Self-Determination	5 - Document the need for self-determination and self-advocacy instruction in the IEP.	Continues to age 18 and possibly to age 22
Transition Services	6 - Begin identifying transition services needs of students in the IEP.	7 - Identify and provide transition services
Post-School Goals	8 - Discuss measurable postsecondary goals based on age-appropriate transition assessment in the areas of education, training, employment, including career goals and independent living (where appropriate). Document the discussion. (At age 14, the measurable postsecondary goals are required to be developed and documented in the IEP.)	9 - Develop and document measurable postsecondary education and career goals based upon age-appropriate transition assessments related to the following: training/education, employment/career, employment/career, independent living skills (if appropriate), transition services, including pre-employment transition services, and courses of study needed to assist students to reach their postsecondary goals. Develop and document measurable annual goals that support the student to achieve the measurable postsecondary goals.
Graduation Pathways	10 - Discuss the graduation pathways and diploma designations (Scholar and/or Merit) in the IEP meeting.	11 - Document the graduation pathway decision, the student's course of study and whether the student will work toward a diploma designation.
Deferment		12 - 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 pursuant to s. 1003.4282 (10)(c).
Deferment		13 - At the beginning of the year the student is expected

to graduate, 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, that he or she understands the process for deferment and identifying if the student will defer the receipt of his or her standard high school diploma.

Unpacking the Legislative Updates

Using the item numbers in the table above, the following explanations are provided to assist in the understanding and implementation of s. 1003.5716, F.S. as amended by HB 173:

1. Parents will be notified that the IEP meeting will discuss and identify the student's need for transition services when their youth is age 12 or during the 7th grade, whichever occurs first. This will be new to parents for this age group, and they will need assistance to understand how the transition planning process will guide them and their youth through middle school, high school and post-school life as an adult (training, education, employment and independent living). These transition services could fall into the following categories: instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and the acquisition of daily living skills and functional vocational evaluation.

2. Transition-related information has typically been provided to students and their families at IEP meetings, however, the new legislation identifies a range of new items or steps that must be included. Districts should include the availability and description of the following programs and services as well as how to access them:

- High school-level transition services.
- School-based transition programs.
- Career and technical education (CTE).
- Early college programs (formerly known as collegiate high school programs - Senate Bill 52 amended s.1004.6495, F.S.).
- Programs and services available through Florida's Center for Students with Unique Abilities (FCSUA).
- Programs and services available through the Florida Centers for Independent Living.
- Programs and services available through the Division of Vocational Rehabilitation.
- Programs and services available through the Division of Blind Services.
- Programs and services available through the Agency for Persons with Disabilities.

These items could be covered in a single document, but may also be shared through a combination of pamphlets, brochures and/or links.

3. Students will be invited to the IEP meeting at age 12 or during the 7th grade. When the students are in attendance, the IEP meetings will need to reflect the presence of the student by explaining the transition process and involving the student as much as possible.

4. At age 12 or during the 7th-grade age-appropriate transition assessments will be used to indicate the student's strengths, needs, preferences and interests. These assessments will provide a foundation for developing the student's measurable postsecondary goals at age 14 or when entering high school.

5. Self-determination and self-advocacy needs will now be discussed and documented in the IEP at age 12 or during the 7th grade. Opportunities that support students to increase self-determination and self-advocacy skills will be provided as needed.

6. At age 12 or when the student is in the 7th grade, the student's transition services needs will begin to be identified. Remember, these transition services could fall into the following categories: instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and the acquisition of daily living skills and functional vocational evaluation.

7. The provision of transition services continues from age 14, or to be in place and operational on the first day of high school, to age 18 and possibly to age 22. Free appropriate public education (FAPE) and transition services end when students receive their standard high school diploma or age out of the school system.

8. At age 12 or during the 7th grade, measurable postsecondary goals in the areas of education, training, employment, including career goals and independent living (where appropriate) will be discussed (these goals will be developed and documented at age 14). The discussion will include age-appropriate transition assessments which will help provide information about the student's strengths, needs, preferences and interests.

9. At age 14 or to be in place and operational on the first day of high school, measurable postsecondary goals will be developed and documented. These goals must be based upon age-appropriate transition assessments. The transition assessments and measurable postsecondary goal discussions conducted at age 12 and 13 will contribute to this stage of the actual development of the goals. Measurable annual goals and a course of study will be developed that support the student to achieve the measurable postsecondary goals. At this point, all the student's educational experiences are focused on preparing the student to exit high school with the skills needed to achieve his/her goals and become college, career and life ready.

10. At age 12 or during the 7th grade, graduation pathways will be discussed with the student. A pathway does not need to be chosen at this time; however, a preferred graduation pathway could guide the student's course of study during middle school. IEP teams should consider high school options, such as magnet programs and career academies, which may require planning during middle school. The diploma designations (scholar and/or merit) will also be discussed in the IEP meeting. A decision is not required at this time.

11. At age 14 or to be in place and operational on the first day of high school, the graduation pathway decision will be made and documented in the IEP. The student's course of study and whether the student will work toward a scholar and/or merit diploma designation will be documented (a diploma designation is encouraged, but is not a requirement for graduation).

12. At age 14 or to be in place and operational on the first day of high school, there will be a discussion during the IEP meeting about 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 pursuant to s. 1003.4282 (10)(c). This discussion will assist the student and family to better understand the possibility of an extended period of free appropriate public education (FAPE) and will inform the decision to defer that will be made at the beginning of the year in which the student is expected to graduate.

13. For the IEP in effect at the beginning of the year a student, who meets the requirements to defer the receipt of a standard high school diploma, is expected to graduate, the IEP will require a statement that indicates the deferral process is understood and will indicate whether the receipt of the standard diploma will be deferred. The emphasis here is on both an understanding of how deferral works and a decision to use the deferral process or proceed with receiving the standard diploma and exiting high school.

Resources

Starred (*) Legislative updates are awaiting final review from the FDOE, but are available in draft on our [Publications](#) or [Training by Request](#) webpage.

[Benchmarks for Middle School Transition Planning](#) [Benchmarks for Middle School Transition Planning](#) *

Families and other transition stakeholders can support their middle school students to transition to high school and beyond by helping them to accomplish these benchmarks. These activities are organized around the predictors of post-school outcomes which indicate the experiences that help students transition to adult life.

[Middle School Transition Trail Map for Families](#) *

This resource will assist families to identify ways to support their youth as they transition to middle school, to high school and, ultimately, to adult life. The resources and references are contained in a separate document - [Resources and References for the Middle School Transition Trail Map](#). This product is also available in Spanish - Mapa de Ruta de Transición de la Escuela Secundaria para las Familias.

[The Future Starts Now: Preparing for Secondary Transition in Middle School \(Training\)](#) *

Do you envision middle school as a launching point for secondary transition and adult life? Participants in this training will learn about activities and strategies that support students to transition from elementary school to middle school and from middle school to high school. This training will help participants to understand the importance of keeping the students' long-term needs in mind during the middle school years.

[Transition Individual Educational Plan \(TIEP\) Compliance Self-Assessment](#) (Training) *

This training is based on the T16 Protocol and the Florida Indicator 13 Checklist C. Participants will be led through a careful examination of the compliance requirements. Guiding questions and activities will assist participants to use the T16 Protocol and the Florida Indicator 13 Checklist to accurately assess for compliant TIEPs.

[Transition Services Checklist](#) *

This is a comprehensive checklist of transition services that provides age-specific details about when they should occur in the Transition Individual Educational Plan (TIEP).

[Transition Assessment Chart](#)

This document provides a list of formal and informal transition assessments that range from aptitude tests to questionnaires and interest inventories. Information for finding the assessments online is provided.

Note: Project 10 is currently making legislative updates to all its products related to the amended [Section 1003.5716, Florida Statutes](#).

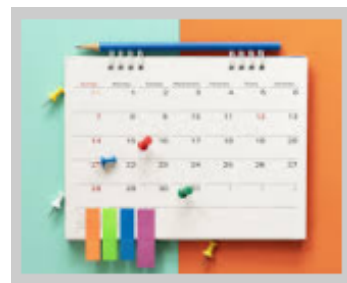
Upcoming Events

Administrators Management Meeting (AMM)

AMM is designed for administrators of district exceptional student education (ESE) and student services programs, representatives of college and university training programs, discretionary projects personnel and state agency programs. AMM will feature a Department of Education/BESE update, keynote speakers, topical and concurrent sessions and district size-alike discussions on relevant issues.

Dates: December 14-16, 2021

Location: Caribe Royale Resort, Orlando FL



2022 Florida Career Pathways Network Annual Symposium

The format for the Symposium is designed to promote an open exchange of information for sharing best practices, scenarios, generating ideas and facilitating engaging conversations between both attendees and sponsors. Breakout Sessions represent the core of the conference offerings and feature a successful practice, program, or key issue.

Dates: January 12-14, 2022

Location: Hutchinson Shores Resort & Spa in Stuart, Florida

[Registration Link](#)

2022 Institute for Small and Rural Districts (ISRD) Winter Institute

Dates: January 18-20, 2022

Location: Hilton University of Florida Conference Center in Gainesville

[Registration Link](#)

Upcoming Webinars

PACER: The ABCs of the IEP: Making the Individualized Education Program (IEP) Work for Your Child

This workshop hosted by PACER will help parents understand how to use the Individualized Education Program (IEP) to benefit their child. Participants will learn how each required part of the IEP can be developed to meet their child's needs and how to participate effectively in the annual IEP meeting.

Date/Time: December 16, 2021 at 7:30 p.m.

Click [here](#) to register.



PACER: Effective Communication with the IEP Team

This webinar hosted by PACER will provide tips to parents on becoming more comfortable speaking up to share ideas, ask questions and voice concerns or objections to what the school is proposing and overall, building more effective communication skills with your child's IEP team.

Date/Time: January 10, 2022 at 1:00 p.m.

Click [here](#) to register.

PACER: Special Education: What Do I Need to Know

This webinar hosted by PACER will help parents gain an understanding of special education, how to resolve disagreements and discover their role in the process.

Date/Time: January 11, 2022 at 7:30 p.m.

Click [here](#) to register.



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About Project 10 Topical Briefs:

Project 10 Topical Briefs provide informational summaries and resource links related to secondary transition.

Have a question? Want to find or recommend a resource? Have some great news to share?

Email us at project10@stpete.usf.edu.

For back issues of Project 10 Topical Briefs, visit our [Topical Briefs](#) page on the [Project 10](#) website.

Project 10: Transition Education Network

Assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

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