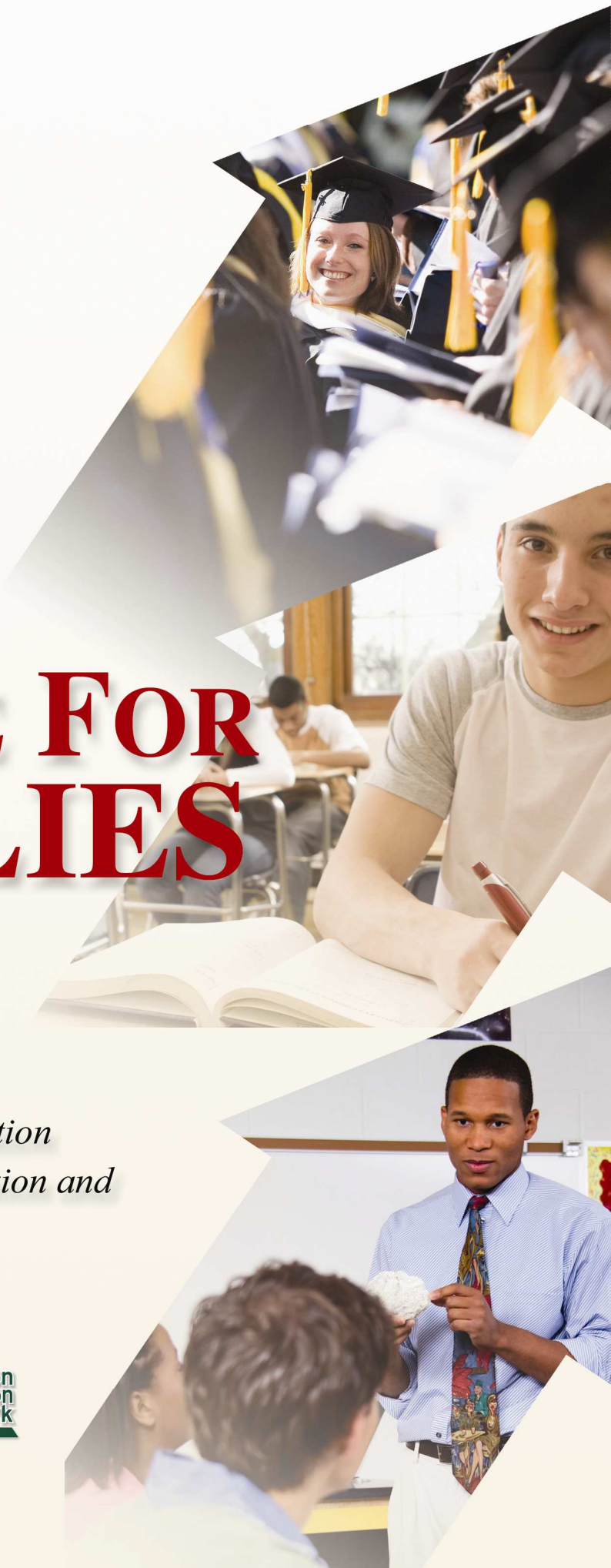


*Transition
Planning for
Students with
Disabilities*

A GUIDE FOR FAMILIES

*Florida Department of Education
Bureau of Exceptional Education and
Student Services
2011*

project10 transition
education
network



This publication is produced through the Bureau of Exceptional Education and Student Services (BEESS), Florida Department of Education, and is available online at <http://www.fldoe.org/ease/pub-home.asp>. For information on available resources, contact the BEESS Resource and Information Center (BRIC).

BRIC website: <http://www.fldoe.org/ease/clerhome.asp>

Bureau website: <http://www.fldoe.org/ease>

E-mail: cicbiscs@FLDOE.org

Telephone: (850) 245-0477

Fax: (850) 245-0987

*Transition Planning for
Students with Disabilities*

**A GUIDE FOR
FAMILIES**

*Florida Department of Education
Bureau of Exceptional Education and Student Services
2011*

Florida Department of Education
Bureau of Exceptional Education and Student Services

Bambi J. Lockman, Chief

Cathy Bishop, Administrator, ESE Program Development and Services

This guide was originally developed in 2005 by Janet Adams and Carmy Greenwood of the Florida Department of Education and Sheila Gritz of the Career Development and Transition Project, The Transition Center at the University of Florida. The guide has been updated by W. Drew Andrews of Bradford County Schools and Lori Garcia of Project 10: Transition Education Network at the University of South Florida St. Petersburg, a special project funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

We would also like to acknowledge the following individuals for their content expertise and/or editing contributions to this guide:

Danielle Roberts-Dahm, Project 10

Sheila Gritz, Bureau of Exceptional Education and Student Services

Jordan Knab, Director, Project 10

Rusty Monette, ArtStudio Graphics

Gail Munroe, Bureau of Exceptional Education and Student Services

Michele Polland, Bureau of Exceptional Education and Student Services

Copyright
State of Florida
Department of State
2011

Authorization for reproduction is hereby granted to the State System of Public Education consistent with section 1006.39(2), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

TABLE OF CONTENTS

Welcome	1
How to Use This Guide	2
Student and Family Involvement	3
What Are Transition Services?.....	4
Transition Services Help a Student Move from School to Post-School Activities	4
What's Different About the Transition Components of the IEP Meeting?	6
Notice of the Meeting	6
Participants	7
Preparation for the Individual Educational Plan (IEP) Meeting.....	8
Contents of the Transition Components of the IEP	10
Measurable Postsecondary Goals.....	12
Present Levels of Academic Achievement and Functional Performance	12
Benchmarks or Short-Term Objectives	13
Needs Addressed by Measurable Annual Goals	14
Statement of Courses of Study (Transition Services).....	14
Transition Services	15
Responsibilities and Linkages	16
Teamwork	17
School District/School Responsibilities.....	17
Agency Responsibilities.....	17
Family Responsibilities	18
Student Responsibilities	19
Diploma Options.....	20
Standard Diploma	21

Standard Diploma with FCAT Waiver and End-of-Course Assessment Waivers.....	22
Special Diploma.....	23
Effects of the Diploma Choice	24
Certificates of Completion.....	25
State of Florida Diploma/General Educational Development (GED)	25
Getting a Head Start on Transition	26
Middle School and Earlier.....	26
High School	28
When Your Young Person Becomes an Adult.....	30
Age of Majority.....	30
Free Appropriate Public Education (FAPE), Ages 18–21	30
Parents’ Dictionary	32
Directory.....	42
State Agencies.....	42
Florida Department of Children and Families	43
Florida Department of Education	43
Florida Parents Centers.....	44
Other Florida Organizations.....	45
National Organizations	47
Local Contacts	52
Observation Guide — Before IEP Meetings	53
Parents’ Record of IEP Meeting	55
Contact Log.....	57
Transition Checklists	58
Age 14 Transition Services Requirements Checklist (the IEP to be in effect when the student turns age 14).....	58
Age 15 Transition Services Requirements Checklist (the IEP to be in effect when the student turns age 15).....	60

Age 16 Transition Services Requirements Checklist (the IEP to be in effect when the student turns age 16).....	61
Age 17 Transition Services Requirements Checklist (the IEP to be in effect when the student turns age 17).....	63
Age 18 Transition Services Requirements Checklist (the IEP to be in effect when the student turns age 18)	65
Ages 19–21 Transition Services Requirements Checklist (each IEP to be in effect when the student turns age 19, age 20, and age 21, through the student’s 22nd birthday or the school year in which the student turns age 22)	67

WELCOME

The Individual Educational Plan (IEP) can become a plan that will help your young person move from school to adult life...

This is a guide to planning for the successful transition of a student with disabilities from school to adult life. It was written for families of Florida's students with disabilities. However, other people involved in transition planning, such as students and teachers, will also find this guide helpful.

Transition planning focuses on plans and dreams you and your young person have for the future. The purpose of transition planning is to provide your young person with the services and supports he or she needs to make a successful move into adult life.

Transition planning usually begins at age 14. However, it may begin before age 14 for some students. For example, earlier transition planning may help stop a student from dropping out of school. Earlier transition planning may also be needed for a student with significant disabilities because it may take more time to set up needed post-school services.

It is important to note that:

- Transition planning begins with the individual educational plan (IEP) to be in effect when the student turns age 14 for students with an IEP.
- Transition services are a part of the IEP, not a separate plan.
- Transition planning involves the student, the family, school staff, agency staff, and others identified by the IEP team.
- Transition planning is not a one-time event.
- The transition process continues until the student exits from high school.

This guide will help you understand how the IEP can become a plan that will help your young person move from school to adult life.

Note: For general information about the education of students with disabilities (ages 3 to 22), see *For Parents of Florida's Students with Disabilities: An Introduction to Exceptional Student Education* (available from the Bureau Resource and Information Center at the address listed on the inside front cover of this book).

How to Use This Guide

This guide provides you with information about transition planning, the IEP, diploma options, and other topics. It also includes some special sections that will help you participate more fully in the transition process.

You will find a summary of a few resources included in the guide below.

- The Parents' Dictionary on pages 32–41 explains the meaning of selected words in this guide.
- The Directory on pages 42–51 lists state agencies and other organizations that may be able to help your young person and family during the transition process.
- The Observation Guide on pages 53 and 54 will help you think about your young person's current strengths and needs and plans for the future. You can record information and ideas right on the Observation Guide.
- The Parents' Record of IEP Meeting on pages 55 and 56 provides a form on which you can record what happens before, during, and after an IEP meeting.
- You can use the Transition Checklists on pages 60–68 to determine what should be happening for your son or daughter each year in preparing for the transition from school to adult life. A checklist is provided for each year beginning with the IEP to be in effect when the student turns age 14 through the IEP to be in effect when the student turns age 18. Another checklist is provided for each year of the IEP to be in effect for students ages 19–21. Each checklist includes transition practices that are required by federal or state law as well as italicized items that indicate recommended practices.

Parents may copy any of these forms or any other part of this guide. We hope this guide will help you and your young person. The people at your young person's school or in your local school district office will be happy to work with you and to answer your questions.

STUDENT AND FAMILY INVOLVEMENT

The success of transition planning depends on each member of the team...

The success of transition planning depends on each member of the team helping the student reach his or her postsecondary goals. Parents are a very important part of this process. Your involvement determines how successful your young person's transition will be.

It is also important that your young person participate as much as possible in the transition planning process, especially in deciding what he or she would like to do after leaving school. The Individuals with Disabilities Education Act 2004 (IDEA) emphasizes the importance of involving students in meaningful ways in the IEP process.

You and your young person know more than anyone else about:

- Your young person's goals for adult life
- Strengths and resources of your family
- Strengths and resources of your extended family and the community
- Services your family needs
- Services and service providers that have helped you in the past

WHAT ARE TRANSITION SERVICES?

Transition Services Help a Student Move from School to Post-School Activities

The purpose of transition planning is to provide your young person with the services and supports he or she needs to make a successful move into adult life. The IEP team identifies the services that will help your young person make this transition. The team includes you, your young person, and teachers. When developing the IEP to be in effect when your young person turns 16, the team may also include representatives of agencies that are likely to provide or pay for services. Agencies can only be invited with your consent or the consent of your son or daughter who has reached the age of majority.

Transition services are a coordinated set of services that help students prepare for post-school activities, such as:

- College or university programs
- Continuing and adult education
- Career and technical (vocational) training
- Employment
- Adult services from various agencies
- Independent living
- Community participation

Florida rules were revised in 2008 to better align with the IDEA 2004 definition of transition. Rule 6A-6.03411, Florida Administrative Code (F.A.C.), Definitions, ESE Policies and Procedures, and ESE Administrators, defines transition as follows:

- Transition services. Transition services means a coordinated set of activities for a student with a disability that:

1. Is designed to be within a result-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
2. Is based on the individual student's needs, taking into account the student strengths, preferences and interests;
3. Includes:
 - Instruction
 - Related services
 - Community experiences
 - Employment
 - Post-school adult living
 - Daily living skills, if appropriate
 - Functional vocational evaluation, if appropriate.
4. Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.

WHAT'S DIFFERENT ABOUT THE TRANSITION COMPONENTS OF THE IEP MEETING?

The process of developing a plan for the young person in need of transition services is a bit different...

You will be asked to help write an IEP to be in effect when your young person is 14 years old, and at least once every 12 months after that. You may be familiar with the process of developing an IEP. The process of developing an IEP including transition services is a bit different. The contents of the IEP are somewhat different, too.

Notice of the Meeting

The notice about the IEP meeting is different than the notice you received about IEP meetings when your child was younger.

In addition to the information required for all IEP meeting notices, the written notices for the IEP to be in effect at ages 14 and 15 must tell you:

- That the purpose of the meeting is to identify the transition services needs of your young person
- That your young person will be invited

For IEP meetings to develop the IEP to be in effect at age 16 and older, the notices must tell you:

- That a purpose of the meeting will be consideration of postsecondary goals and transition services
- That your young person will be invited
- Which other agencies that may be responsible for providing or paying for transition services will be invited



Participants

People who must be invited to the IEP meeting are:

- Your young person
- You
- One or more of your young person's general education teachers, if your young person is or will be participating in the general education environment
- A representative of the school district
- A representative of any other agency that is likely to be responsible for providing or paying for transition services (if your young person is age 16 or older, with consent)
- Any other person that you, the school, or an agency believes has knowledge of your young person or special equipment used by your young person

Your young person must be invited to participate in IEP meetings beginning with the meeting to develop the IEP to be in effect at age 14. If your young person is not able to attend the meeting, the IEP team must take steps to make sure they consider your young person's preferences, needs, and interests.

If an agency invited to attend an IEP meeting does not do so, the school district must take other steps, such as letters or phone calls, to try to have that agency participate. If an agency agrees to provide services but does not do so, the IEP team will need to meet again to find other ways to meet your young person's transition needs.

PREPARATION FOR THE INDIVIDUAL EDUCATIONAL PLAN (IEP) MEETING

Discuss goals for the future with your son or daughter before the meeting...

It's a good idea to get ready for the IEP meeting before you go. Discuss goals and desires for the future with your young person and his or her teachers before the meeting. With help from his or her teachers, your young person may already have collected some information to prepare for the meeting. Your young person may even be prepared to lead the IEP meeting.

Your child's teachers may give you a pre-meeting form that will help you prepare. If not, you may use the Observation Guide on pages 52 and 53. Also, organize your records to bring to the meeting. That way, any information you need will be at your fingertips.

Before the IEP meeting, you may want to:

- Gather information about your young person's present and future situation, such as recent IEPs, evaluations, and work history
- Learn about the contents of the IEP and what will happen during the IEP meeting
- Think about what services, including assistive technology, your young person needs to reach his or her measurable postsecondary goals
- Sign and return a consent form; this allows the school to invite an agency to the IEP meeting that is likely to provide or pay for services
- Sign and return the exchange of information form; this allows the school to share information on your young person with other agencies that may provide transition services
- Become familiar with local services that may help your young person

- Be sure you know which diploma option your young person is working toward and understand the education and employment outcomes associated with that option (see pages 20–24)

CONTENTS OF THE TRANSITION COMPONENTS OF THE IEP

The IEP contains some special kinds of information...

The IEP contains some extra information, including:

For IEPs developed to be in effect when the student turns ages 14 and 15:

- Notice that the purpose of the IEP meeting will be to identify your young person's transition services needs and that he or she was invited to attend the IEP meeting
- Documentation of your young person's strengths, preferences, and interests, as well as steps taken if he or she does not attend the IEP meeting
- A statement regarding the course of study leading to either a standard or special diploma (description of instructional program and experiences, reviewed and updated annually)
- Transition services needs so that postsecondary goals may be identified and in place by age 16
- An indication of consideration of your young person's need for self-determination instruction or information
- A statement of whether your young person will pursue a standard or a special diploma (reviewed and updated annually)
- Consent from a parent must be obtained prior to inviting an agency, if a representative is attending the IEP meeting
- If needed, documentation that the IEP team reconvened to identify alternative strategies if an agency failed to provide services indicated on the IEP

For IEPs developed to be in effect when the student turns ages 16 and older:

- Notice that the purpose of the IEP meeting will be consideration of the post-secondary goals and transition services for your young person, that he or she was invited to attend the IEP meeting, and that relevant agencies were invited to send a representative
- Invitation to attend the IEP meeting to any agency likely to provide or pay for any transition services
- Consent from a parent (or student, if reached age of majority) must be obtained prior to inviting an agency, if a representative is attending the IEP meeting
- Documentation of your young person's strengths, preferences, and interests, as well as steps taken if he or she does not attend the IEP meeting
- A statement regarding course of study (description of instructional program and experiences; reviewed and updated annually)
- A statement of whether your young person will pursue a standard or a special diploma (reviewed and updated annually)
- Documentation reflecting consideration of your young person's need for self-determination instruction or information
- Measurable postsecondary goals based on age-appropriate transition assessment in the areas of education or training, employment, and independent living (where appropriate)
- Transition services in each of the needed transition services activity areas that focus on improving your young person's academic and functional achievement
- Annual IEP goals related to your young person's transition services needs
- Documentation that the IEP team reconvened to identify alternative strategies if an agency failed to provide the services indicated on the IEP
- At least one year before your young person reaches the age of 18 (age of majority), a statement that he or she has been informed of the rights that will transfer to him or her upon reaching the age of 18
- Provide a separate and distinct notice to parents and young person regarding transfer of rights when the young person attains his or her 18th birthday (and all other notices required by IDEA are continued)

The sections that follow describe some of the most important transition components of an IEP.

Measurable Postsecondary Goals

The measurable postsecondary goals describe your young person's life after graduation. Measurable postsecondary goals are important because they give the IEP team a vision to work toward.

The measurable postsecondary goals must be reviewed and updated each year. Examples of measurable postsecondary goals are provided below.

Lisette (Education/Training) — Within three years of graduation from high school, Lisette will complete the nondegree program at Montgomery County College (MCC).

Lisette (Employment) — Within six months of graduation through the assistance of Vocational Rehabilitation (VR) and the staff of the nondegree program at MCC, Lisette will obtain part-time employment on campus at MCC that does not interfere with her program's schedule.

Lisette (Independent Living) — Within one year of graduation from high school, Lisette will use public transportation, including the public bus and uptown trolley, to independently get to and from classes at MCC.

Present Levels of Academic Achievement and Functional Performance

Information from age-appropriate transition assessment should be reflected in the present levels of academic achievement and functional performance statement. All IEP team members must have a clear picture of your young person's abilities and interests. This information may come from your young person's portfolio or file, as well as from your young person, your family, teachers, and agency staff. The information should include formal and/or informal assessment data. This information will be used to develop your young person's measurable postsecondary goals.

An example of a present level of academic achievement and functional performance focusing on employment is provided below.

Based on information from Lisette, her parents, teachers, and informal classroom assessments, Lisette has not yet participated in any school-related career exploration activities. As she lives in a rural area and her family has limited opportunities for transportation, she hasn't had much exposure to career opportunities in her home

community or surrounding communities. Lisette is able to perform simple functional tasks independently (e.g., bathing, dressing, eating). She is well liked by her friends, teachers, and community and exhibits good social skills. She is making adequate progress in her academic program working toward a special diploma. However, preliminary classroom assessments and informal interviews indicate that Lisette is likely to need supports to identify her career interests, preferences, and abilities; obtain employment; and maintain employment. Her intellectual disability limits her ability to complete multistep tasks in sequence for new tasks introduced without verbal or model prompts. Additionally, her disability impacts her ability to make decisions when given multiple options. Lisette's priority educational need is to identify a preference for post-school employment that matches her interests and abilities.

Benchmarks or Short-Term Objectives

Measurable annual goals are stepping stones from your young person's present levels of academic achievement and functional performance to his or her measurable postsecondary goals.

The IEP team may develop benchmarks or short-term objectives. Benchmarks or short-term objectives are only required for students with disabilities who take alternate assessment aligned to the access points.

All IEP team members should be involved in developing measurable annual goals, benchmarks, or short-term objectives. It is especially important that you and your young person be involved.

Examples of measurable annual goals are provided below.

MEASURABLE ANNUAL GOALS

Lisette (Education/Training) — Lisette will accurately record her personal information, including first and last name, date of birth, social security number, street address, city, state, zip code, age, and telephone number, with 100 percent accuracy by the end of the semester.

Lisette (Employment) — Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lisette will successfully call her supervisor to communicate important messages in five out of five role-play trials in school and community settings.

Lisette (Independent Living) — Given travel training situations, Lisette will demonstrate sitting quietly and refraining from talking to strangers while using public transportation at least two times across three situations.

Needs Addressed by Measurable Annual Goals

IEP goals may address needs in particular activity areas that relate directly to post-school life, such as community experiences and employment. Transition services activity areas that must be addressed are listed on page 5 of this guide. The measurable annual goals or short-term objectives or benchmarks must reasonably enable your young person to meet his or her measurable postsecondary goals.

Statement of Courses of Study (Transition Services)

During the student's eighth (8th) grade year or the school year of the student's fourteenth (14th) birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma must be developed (Rule 6A-6.03028(3)(h)8., F.A.C., *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities*).

Here are some examples of courses of study:

- Advanced placement courses to prepare for college
- Career education courses to prepare for a career
- Courses in daily living skills, such as preparing meals, using public transportation, and managing money

Here is an example for Lisette, the student we have been following so far:

Lisette will participate in exploratory career education and courses that provide community-based experiences to help her learn about career options and identify her preferences.

Transition Services

For IEPs developed to be in effect when the student turns age 16 or older, the IEP will include transition services in the following areas that focus on improving the academic and functional achievement of your young person to help him or her with the movement from school to post-school:

- Instruction—formal instruction in school, home, or community, including community-based instruction, travel training, academic and career/technical education courses, self-determination and self-advocacy training, and extra-curricular activities
- Related services—transportation and developmental, corrective, and other support services that help the student benefit from instruction
- Community experiences—participation in activities outside the school building, including community activities such as recreation, using public transportation, and shopping
- Employment—activities that prepare a student for employment, such as career education, development of good work habits, technical skills training, guided practice in school and community work situations, career placement, supported competitive employment, and on-the-job training
- Post-school adult living—preparation for important adult activities that are done only occasionally, such as those necessary for living and participating in the community, including renting an apartment, paying bills, filing for insurance, voting, and getting along with others

If appropriate for your young person, the IEP team will also identify needed transition services in the following activity areas:

- Daily living skills—activities that teach your young person to manage daily personal needs (preparing meals, grooming, budgeting, etc.) as independently as possible
- Functional vocational evaluation—an evaluation that collects information on your young person's career interests and aptitudes

Transition services may be addressed through the development of measurable annual goals or short-term objectives or in other sections of the IEP.

Lisette required a statement of needed transition services in the area of employment. You may wish to look back to page 13 to see how employment was addressed through the development of a measurable annual goal and benchmarks for Lisette. Other areas (e.g., post-school adult living) would be addressed similarly, based on the student's measurable postsecondary goals, present level of academic achievement and functional performance, and priority educational needs.

Responsibilities and Linkages

The IEP team should create connections, or linkages, with agencies that can provide services for your young person after he or she leaves school.

For IEPs developed to be in effect when your young person turns age 16 or older, the IEP team will identify any community agencies that may provide services your young person needs to achieve his or her measurable postsecondary goals. It is important that these agencies participate in the transition process. Agencies can only be invited with your consent or the consent of your young person who has reached the age of majority.

Depending on your young person's needs, key agencies may include:

- Division of Vocational Rehabilitation (VR), Florida Department of Education
- Agency for Persons with Disabilities (APD)
- Mental Health Program, Florida Department of Children and Families
- Division of Blind Services (DBS), Florida Department of Education
- College or university
- Career center (Career and Technical/Vocational School)
- Leisure and recreation service providers
- Medical, health, or mental health service providers
- Other community-based organizations and providers of services to adults

Lisette's present level of academic achievement and functional performance statement for the area of employment indicated that she would likely need supports to obtain and maintain employment. Agencies might be likely to provide or pay for services and supports to assist Lisette with obtaining and/or maintaining employment and should therefore be invited to attend her IEP meeting.

TEAMWORK

All members of the team must do their part...

As you can see, for your young person to have a successful transition into adult life, all members of the IEP team must do their part. Schools alone cannot get a young person ready for adulthood. The family, the community, service agencies, and the young person share this responsibility. When the IEP team carries out the transition process well, your young person benefits.

School District/School Responsibilities

- The school district has the main responsibility to make sure that the measurable annual goals are being addressed. If a service to be provided by an agency has not been provided, the school district must get the IEP team back together to find another way of providing the service. The school district is responsible for helping students and agencies link with one another with consent.
- The school district is also responsible for helping the student learn self-determination skills so that the student can effectively participate in IEP meetings and self-advocate, if appropriate.

Agency Responsibilities

Representatives from other agencies may be asked to attend IEP meetings. It is important to remember agencies can only be invited with your consent or the consent of your young person who has reached the age of majority. Other agencies often have many responsibilities in the transition process.

Here are some reasons that agencies are invited to IEP meetings:

- Your young person may need agency assistance during his or her final years of school.
- An agency may need to take responsibility for some of the measurable annual goals or benchmarks or short-term objectives.
- An agency may need to take responsibility for purchasing, maintaining, and training on assistive technology your young person needs.
- Agency representatives may need to provide supports and services once your young person has left school.

- Agencies may have provided services to your young person in the past.

If an agency that was to provide a service does not do so, the IEP team will meet again to work out another way to provide that service to the student.

Family Responsibilities

The family provides the most day-to-day support for their child from birth to adult life, so the family knows best which services their young person needs to make the transition from school to adult life. Take an active role in the transition process. Ask questions. Make suggestions. Here are some specific roles that families play in the transition process:

- Keep records of the transition-related services and activities that occur.
- Review your son or daughter's IEP goals.
- Review graduation requirements and help make decisions about diploma options.
- Provide opportunities for your son or daughter to explore post-school options (e.g., employment, career centers, community colleges, state colleges, universities, living arrangements, recreation and leisure, and community service).
- Support your son or daughter in developing his or her measurable postsecondary goals.
- Support your son or daughter in writing personal letters of invitation for teachers and agency personnel to attend his or her IEP meetings.
- Conduct mock IEP meetings so your son or daughter can practice participating in the meeting.
- Help your son or daughter to develop a portfolio that includes an updated IEP, assessment scores, learning style information, grade point average, class rank, honors or awards, work evaluations, work experiences, and other related information.

Student Responsibilities

Your young person also has responsibilities in the transition planning process, such as:

- Taking an active role in developing the IEP
- Completing age-appropriate transition assessment
- Learning about the transition process
- Thinking about what services would help him or her in daily adult life, so that the transition team may invite the appropriate agencies to the IEP meeting
- Thinking about what he or she wants to do—and where he or she wants to do it—in the years immediately after school
- Meeting and working with career and guidance counselors to determine which courses and other school experiences are required for post-school activities
- Learning more about his or her disability and how to get the services and supports he or she needs to achieve long-term goals
- Developing and using self-determination and self-advocacy skills
- Going to class
- Completing homework assignments
- Saving money for post-school activities
- Learning how to use and maintain the assistive technology he or she needs
- Accepting responsibility for chores at home

DIPLOMA OPTIONS

The diploma decision will greatly affect your young person's future...

Successful transitions require lots of planning and decision making. One of the most important decisions is the type of high school diploma that the student will work toward. The student and family make this diploma decision with the IEP team. The decision is based on the student's needs, preferences, and interests.

It is important that you be fully informed about diploma options because a student's opportunities for employment, further education and training, and military service after graduation may depend on the type of diploma that the student earns. The diploma decision may affect your young person's options after graduation.

The IEP team must make an initial diploma decision at the IEP meeting during your young person's eighth-grade year or during the school year of your young person's 14th birthday (whichever comes first). The diploma decision may be changed at any time through an IEP meeting, if necessary.

IEP teams should consider diploma options in the following order, according to the student's needs and abilities:

- Standard Diploma
- Special Diploma, Option 1
- Special Diploma, Option 2

Depending on the diploma option selected, some students may need to spend more than four years in high school. A student with a disability has the right to stay in school until age 22, or until the student earns a standard diploma, whichever comes first. Students who do not meet requirements for a standard or special diploma may be awarded either a regular or a special certificate of completion, depending on their coursework.

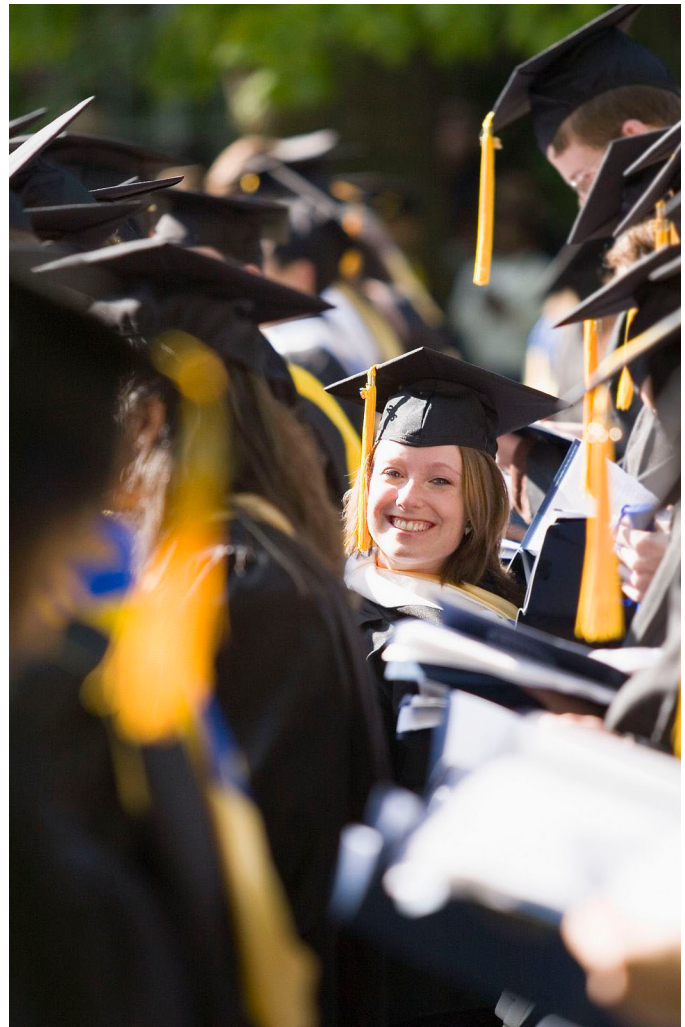
On April 20, 2010, Governor Charlie Crist approved Senate Bill 4, which became effective on July 1, 2010. Senate Bill 4 amends a provision relating to secondary school redesign. It revises requirements for middle grades promotion and high school graduation. Additional information and resources are available on the Florida Department of Education, Bureau of Curriculum and Instruction's Senate Bill 4 Implementation website at <http://www.fldoe.org/bii/sb4i.asp> and the Project 10 website at <http://www.project10.info>.

Standard Diploma

The standard high school diploma is the type of diploma earned by most students. The student studies the general curriculum (the Next Generation Sunshine State Standards). There are certain allowable accommodations to how the material is taught and how the student is tested, if needed. The student must meet all the following requirements:

- The student earns the required credits in high school.
- The student earns at least a 2.0 grade point average.
- The student passes the Florida Comprehensive Assessment Test (FCAT) and FCAT 2.0.

FCAT assesses how well students are learning the Sunshine State Standards. FCAT 2.0 will assess student understanding of the Next Generation Sunshine State Standards. End-of-Course (EOC) Assessments are planned for high school courses, such as Algebra I, Biology I, Geometry, and U.S. History. Computer-based testing will be used for these assessments. The Algebra I EOC Assessment will be administered beginning in May 2011 and other EOC assessments will be added annually thereafter.



The following tests will be discontinued: FCAT Mathematics in Grade 9, 2010–11; FCAT Mathematics in Grade 10, 2011–12; and FCAT Science in Grade 11, 2011–12.

Standard Diploma with FCAT Waiver and End-of-Course Assessment Waivers

If the IEP team determines that the FCAT cannot accurately measure the student's abilities, even if all allowable accommodations are used, the team may waive the results of the FCAT for the purposes of graduating with a standard diploma. To be considered for the FCAT waiver a student must meet all of the following criteria:



- The student has taken the grade 10 FCAT with appropriate, allowable accommodations at least twice, once in grade 10 and once in grade 11.
- The student has been provided with instruction to prepare him or her to demonstrate proficiency in core academic content knowledge necessary for high school graduation.
- The student is progressing toward meeting the minimum number of course credits prescribed by the state and district school board.
- The student has an overall grade point average of 2.0 or higher on a 4.0 scale.
- The IEP team has determined that the FCAT cannot accurately measure the student's abilities, even if all appropriate, allowable testing accommodations are used.

Students with disabilities as defined in section 1007.02(2), Florida Statutes (F.S.), are eligible to receive an EOC assessment results waiver. To be eligible, students must have an active IEP; have taken the EOC assessment with appropriate allowable accommodations at least once; and have demonstrated, as determined by the IEP team, achievement of the course standards.

Special Diploma

Special diplomas are available for students who have been identified as having an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; an other health impairment; a traumatic brain injury; an emotional or behavioral disability; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired. Students pursuing a special diploma will complete alternate graduation requirements as identified by their local school district student progression plan.

Special Diploma, Option 1

The requirements for a special diploma under Option 1 are as follows:

- The student must meet school district requirements, including earning the minimum number of course credits determined by the local school board.

Note: Students who have been identified as visually impaired or speech impaired are not eligible for a special diploma unless they also have another identified disability.

Special Diploma, Option 2

The student fulfills an individually designed graduation training plan that includes employment and community living skills, meets related measurable annual goals or benchmarks or short-term objectives or benchmarks, and maintains employment for at least one semester.

The requirements for a special diploma under Option 2 are as follows:

- The student must be successfully employed for at least one semester, at or above minimum wage.
- The student must achieve all annual goals or short-term objectives or benchmarks related to employment and community competencies in the graduation training plan.
- The student must show mastery of competencies in his or her employment and community competencies training plan.
- The student must meet district school board requirements.

Effects of the Diploma Choice

Employers, adult education programs, career centers, the military, colleges, and universities all accept a standard diploma. However, the military, colleges, and universities usually do not accept a special diploma, particularly for degree-seeking programs. So a special diploma may limit your young person's options in post-school adult life.

For this reason, the standard diploma should be the starting point for IEP teams when making the diploma decision. When in doubt, IEP teams are encouraged to choose the standard diploma.

Here are some questions the IEP team should consider before making the diploma decision:

- Can your young person learn the skills required to meet the Next Generation Sunshine State Standards?
- What accommodations for classroom work and tests does your young person need to meet the Next Generation Sunshine State Standards?
- What modifications in course requirements does your young person need?
- Can your young person earn the credits and grade point average required to earn a standard diploma?
- Can your young person pass the FCAT?
- What are the district's requirements for the special diploma?
- If your young person cannot meet the requirements for a standard diploma, is he or she going to work toward Special Diploma, Option 1, or Special Diploma, Option 2?

As you can see, it is important to make the diploma decision carefully. However, the decision can be changed if it turns out to be wrong for your child. So, if it is not clear whether your young person will be able to meet the requirements for a standard diploma, the IEP team may decide to have your young person try and, if he or she is not able to meet the requirements, to change to a special diploma later. If there is a chance that your young person will be able to earn a standard diploma, he or she should at least begin by working toward a standard diploma.

Certificates of Completion

With careful planning and monitoring of progress, most students with disabilities are able to earn either a standard diploma or a special diploma. However, some students complete the required courses but are not able to meet the other requirements for a standard diploma or a special diploma. These students may receive one of the following types of certificates, which are not high school diplomas:

- Certificate of completion — College Placement Test (CPT) eligible
- Certificate of completion
- Special certificate of completion

State of Florida Diploma/General Educational Development

Students who are at least 18 years old and who have not earned a standard diploma may try to earn a State of Florida high school diploma. To earn this diploma, the student must pass the Tests of General Educational Development (GED).

Revisions to Rule 6A-6.0211, F.A.C., and Rule 6A-6.0212, F.A.C. were approved by the Board of Education on June 15, 2010, to establish and specify requirements for the Performance-Based Exit Option Model leading to a new Florida High School Performance-Based Diploma. The revisions resulted in a new rule number for this option and diploma, Rule 6A-6.0212, F.A.C. This replaces the GED Exit Option Model and State of Florida High School Equivalency Diploma. Additional information is available on the Florida Department of Education, Family and Community Outreach, Dropout Prevention website as follows: <http://www.fldoe.org/family/dropoutp/default.asp>.

GETTING A HEAD START ON TRANSITION

It is never too early to plan for transition to adult life...

Preparing your young person for transition to adult life is a gradual process. Even if your young person is not old enough to participate in job training or to develop independent living skills, there is a lot you can do now.

Here are some suggestions for you to consider as your child grows up.

Middle School and Earlier

- Encourage your child to strive for early independence.
- Involve your child in activities that foster self-respect, self-esteem, and self-determination.
- Take your child into the community. Point out community members and talk about what they do.
- Encourage your child to talk about what he or she might like to do as an adult.
- Show your child how much you enjoy your own work.
- Encourage your child to dress and groom appropriately and to take care of his or her own self-care or cleanliness needs.



- Assign your child specific duties around the house. Insist that your child do them thoroughly and on time.
- Give your child an allowance and let him or her spend some of the money and save some.
- Encourage your child to get involved in activities outside of school, such as sports, clubs, and music or art.
- Encourage your child to participate with you in community activities, such as visiting elderly people, helping neighbors in need, attending social events, and shopping.
- Introduce your child to people who do various kinds of work. Include people with disabilities and people without disabilities. Discuss what the worker is doing and encourage your child to talk about what job he or she might like.
- Take your child to work with you on “Take Your Daughter (or Son) to Work Day.”
- Help prepare your child to participate in community programs by taking your child with you when taking part in community activities.
- Attend your child’s IEP meetings.
- Include goals related to social and community skills in the IEP.
- At IEP meetings, ask that your child participate in career awareness activities, including career assessment.
- Address career awareness, career exploration, and career preparation in the IEP.
- Monitor your child’s progress toward annual IEP goals by talking with team members and your child.
- Talk to other families who have gone through the transition process. Find out what has been helpful to them.
- Talk to the school staff about whether your child should work toward a standard diploma or a special diploma. Learn about the differences between a standard diploma and a special diploma.
- Explain the IEP process to your child.
- Help your child develop self-determination and self-advocacy skills.

- Help your child begin and/or update a career plan and transition portfolio.
- Identify agencies that provide adult services, such as the Agency for Persons with Disabilities and the Division of Vocational Rehabilitation.
- Visit postsecondary education, employment, and independent living programs to identify what options will be available when your child leaves school.

High School

- Develop a plan to increase independence. Let your young person make decisions and take reasonable risks.
- Encourage your young person to become involved in community activities and increase his or her circle of friends.
- Encourage your young person to find paid employment in the community.
- Teach your young person to use public transportation independently.
- Introduce your young person to people with disabilities who are successfully employed.
- Help your young person continue to develop and use self-determination and self-advocacy skills.
- Attend IEP meetings with your young person.
- Help your young person learn to direct his or her own IEP meeting.
- Help decide if your young person will work toward a standard diploma or a special diploma.
- Address employment training at actual work sites in the IEP.
- Address career education opportunities at the high school or career center in the IEP.
- Encourage your young person to update his or her career plan and transition portfolio.
- Help your young person monitor progress on his or her IEP.
- Teach your young person to be responsible for any special equipment he or she needs.

- Identify and apply for services provided by adult agencies.
- Investigate postsecondary education, employment, and adult living options available in your community.
- Consult legal experts about financial planning, guardianship, and estate planning.
- Become aware of Social Security work incentives if your child receives Supplemental Security Income (SSI) or Social Security Disability Income (SSDI). If your son or daughter has previously been turned down for SSI or SSDI based on income, reapply for benefits after his or her 18th birthday, when your income will no longer be considered for eligibility purposes.

WHEN YOUR YOUNG PERSON BECOMES AN ADULT

Age of Majority

The age when a person becomes a legal adult is called the age of majority. The rights of the parents of a student with a disability transfer to the student when the student reaches the age of majority. In Florida, this is 18 years of age.

Young adults and their parents may have different ideas about the best steps to take to reach their goals. If you and your young person who is over age 18 disagree with each other on a course of action, the school district should help you to resolve this conflict. Mediation may be appropriate in such a situation.

Where there are concerns about the student's ability to participate in the process of educational decision making, school district personnel should continue to work closely with the parents to ensure that appropriate decisions are made.

If the student has been determined incompetent by the court, then rights would not transfer to the student but would be retained by the individual appointed by the court as the student's guardian.

Free Appropriate Public Education, Ages 18–21

IDEA specifies that a free 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.

School districts may elect to offer many programming options for adult students. These options may be offered in a variety of settings, including a high school campus, special center, adult education center, career center, community college, state college, university, or community-based organization. Programming options may include:

- Coursework leading toward a standard diploma (including dual enrollment at state college or career center)

- Coursework leading toward a special diploma, which may include community-based instruction and community-based employment training (including supported competitive employment)
- Career/work force education programs (including dual enrollment at state college or career center)
- Co-enrollment in adult general education to earn credits toward a standard diploma
- GED preparation courses
- Specialized programs for adults with disabilities
- Other programs developed by local school districts that enable a student to meet graduation requirements

PARENTS’ DICTIONARY

On the next several pages you will find brief definitions of words used by people who work with students with disabilities.

Different school districts may use these words in somewhat different ways. Always feel free to ask for definitions of words being used to describe your young person or your young person’s education.

ACADEMIC

Core subject areas such as reading, writing, mathematics, social studies, and science that students are required to take in school.

ACCOMMODATION

A different way of doing something that takes into account a person’s disability. Accommodations are changes in how a student is taught or tested. Accommodations do not change the requirements of a course or the standards the student must meet. Compare with “modification.”

AGE-APPROPRIATE TRANSITION ASSESSMENT

The collection of data on the student’s needs, preferences, and interests. Florida uses the following definition for transition assessment: “Transition assessment is the ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program.” - Sitlington, Neubert, and Leconte (1997)

AGE OF MAJORITY

The age when a person becomes a legal adult. The rights of the parent of a student with a disability transfer to the student when the student reaches the age of majority. In Florida, this is 18 years of age. See also “transfer of rights.”

ALTERNATE ASSESSMENT

An assessment that is used for a student with a disability when a standard state- or districtwide assessment is not appropriate for that student. See “assessment.”

ANNUAL GOAL

See “measurable annual goal.”

ASSESSMENT(S)

A way of collecting information about a student’s knowledge, skills, and needs. Assessment(s) may include formal and informal tests, observations, and/or reviews of student’s portfolios or work samples.

ASSISTIVE TECHNOLOGY

Assistive technology devices and/or services. See below.

ASSISTIVE TECHNOLOGY DEVICE

Equipment that is used to maintain, increase, or improve the functional capabilities of children and young adults who have disabilities.

ASSISTIVE TECHNOLOGY SERVICE

A service that directly helps a child or young adult with a disability in the selection, acquisition, or use of an assistive technology device. This includes evaluating assistive technology needs; purchasing equipment; selecting, fitting, and repairing equipment; and training the child or young adult, family, teachers, employers, or others in the use of the equipment.

BENCHMARKS

Statements in the IEP that describe major milestones a student must reach in order to achieve his or her “measurable annual goals.” In Florida, short-term objectives or benchmarks are only required for students who are assessed through Florida Alternate Assessment. However, many school districts continue to develop short-term objectives or benchmarks for all students.

CAREER EDUCATION

Instruction and experiences designed to make students aware of the broad range of available careers, teach them general job preparatory skills, and offer them courses of study that allow them to develop skills needed for specific careers. May include career exploration courses, practical arts courses, diversified cooperative education, work experience, job entry programs, and on-the-job training.

CERTIFICATE OF COMPLETION

This certificate is given to students who pass the required courses in high school but do not earn the required grade point average and do not pass the grade 10 FCAT and so are not eligible for a “standard diploma.”

CERTIFICATE OF COMPLETION-COLLEGE PLACEMENT TEST (CPT) ELIGIBLE

This certificate is given to students who pass the required courses in high school and earn the required grade point average, but do not to pass the grade 10 FCAT and so are not eligible for a “standard diploma.” Students who earn this certificate are allowed to take the College Placement Test and be admitted to remedial or credit courses at a Florida college.

COMMON CORE STATE STANDARDS

Standards for common expectations in English and Mathematics to provide K-12 students with the knowledge and skills they need to succeed in education and training after high school. The standards define what students should know and be able to do at each grade level. One of the key concepts underlying these standards is the belief that all students need essentially the same preparation regardless of whether they plan to attend college or enter the workforce after high school. This perspective is based on feedback from business community representatives and postsecondary institutions, as well as recent national studies that conclude that employers and colleges require high school graduates to have similar skills and abilities, including strong communication, mathematics, and critical thinking.

COMMUNITY-BASED INSTRUCTION (CBI)

Instruction that takes place in locations in the community and is designed to help students perform skills such as grocery shopping and using public transportation. CBI often includes training in the classroom followed by practice in community settings. Often CBI is used to ensure that students can apply skills and knowledge learned through the Next Generation Sunshine State Standards Access Points in the community.

COURSES OF STUDY

For the purposes of transition, courses of study describes the student’s instructional program. For example, the student will take advanced placement courses leading to a standard diploma; or the student will participate in community-based instruction and career placement leading to a special diploma.

DAILY LIVING SKILLS

Skills in taking care of one's own personal needs as independently as possible. Examples include dressing for work, renting an apartment, and buying a bus pass.

DISABILITY

A condition that makes it difficult for a student to learn or do things in the same ways as most other students. A disability may be short-term or permanent.

ELIGIBLE

Refers to a student who is an exceptional student as defined in Rules 6A-6.03011 through 6A-6.03031, F.A.C., and means any child or youth who requires special instruction or related services and is enrolled in or eligible for enrollment in the public schools of a district.

ESE

See "exceptional student education."

ESE ADMINISTRATOR

The leader of a school district's ESE programs. This person works for the school district, not just one school.

EVALUATION

A way of collecting information about a student's learning needs, strengths, and interests. It is used to help decide whether a student has a disability and is eligible for ESE programs and services. It may include giving individual tests, observing the child, looking at records, and talking with the student and parents.

EXCEPTIONAL STUDENT EDUCATION (ESE)

The name given in Florida to educational programs and services for students with special learning needs (including those who have disabilities and those who are gifted). It is sometimes called "special education."

FAPE

See "free appropriate public education."

FCAT

See “Florida Comprehensive Assessment Test.”

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT)

The Florida Comprehensive Assessment Test (FCAT) measures how well students are learning the Sunshine State Standards. Beginning in 2010–11, the statewide assessment program will transition to assessing skills in reading, writing, science, and mathematics in the Next Generation Sunshine State Standards. New tests called the FCAT 2.0 will assess how well students have learned these skills.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The words used in the federal law to describe the right of a student with a disability to special services that will meet his or her individual learning needs, at no cost to parents.

FUNCTIONAL VOCATIONAL EVALUATION

An ongoing process that identifies a student’s career interests, work-related aptitudes and skills, and need for training. Florida uses the following definition for Functional Vocational Evaluation (FVE): “...a systematic assessment process used to identify practical, useable career and employment-related information about an individual. FVE incorporates multiple formal and informal assessment techniques to observe, describe, measure, and predict vocational potential. A distinctive feature of FVEs is that they include (and may emphasize) individualized experiential and performance-based opportunities, in natural vocational or work environments.” (VECAP, 2009)

GED DIPLOMA

See “State of Florida high school diploma.”

GENERAL CURRICULUM

In Florida, the general curriculum is the Next Generation Sunshine State Standards, which describe what students are expected to know and be able to do at various points in their education. The general curriculum leads students toward a standard diploma.

IDEA

See “Individuals with Disabilities Education Act.”

IEP

See “individual educational plan.”

INDIVIDUAL EDUCATIONAL PLAN (IEP)

A written plan that describes the individual learning needs of a student with disabilities and the ESE services, supports, aids, and accommodations or modifications that will be provided to that student.

IEP MEETING

The student’s IEP team, including the parent, must meet within 30 days of an eligibility determination to develop an IEP for the student. Thereafter, the IEP team must convene a meeting at least annually to review the IEP to determine whether the annual goals are being achieved, and revise it, as appropriate, to address any lack of expected progress, the results of any reevaluations, information about the student provided by the parent, the student’s anticipated needs, or other matters. (34 CFR 300.324) In addition to the required annual IEP team meeting, changes can be made to the IEP during an IEP team meeting held after the annual meeting, or, with the agreement of the parent and the district, without convening the IEP team.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

The most important United States law regarding the education of students with disabilities.

INTERAGENCY RESPONSIBILITIES

Services listed on an IEP that agencies have agreed to provide or help the school district provide.

LINKAGES

Connections between students with disabilities and agencies that provide adult services.

MEASURABLE ANNUAL GOAL

Annual goals are measurable statements of the skills and behaviors the student is expected to learn to enable the student to be involved in and progress in the general education curriculum. They must be designed to meet the student’s academic and functional needs that result from the disability. (71 Fed. Reg. 46664)

MEASURABLE POSTSECONDARY GOALS

Goals to address postsecondary education or training, employment, and, where appropriate, independent living skills. They must be measurable, intended to happen after the student graduates from school, and updated annually.

MEDIATION

A process in which parents and school personnel try to settle disagreements with the help of a person who has been trained to resolve conflicts. It may also be used to help parents and adult students with disabilities to resolve disagreements about the student's education.

MODIFICATION

A change in the requirements of a course or the standards a student must meet. A change in what the student is taught or tested on. The change is based on the student's needs because of his or her disability. Compare with "accommodation."

NEXT GENERATION SUNSHINE STATE STANDARDS

A set of objectives that describe what Florida's students are expected to know and be able to achieve at each grade level. Most students with disabilities are able to meet these standards if they have the right services and accommodations. Florida's current Next Generation Standards for education are considered among the highest in the nation and will provide the foundation for a seamless transition to Common Core State Standards.

NEXT GENERATION SUNSHINE STATE STANDARDS ACCESS POINTS

A means of providing access to the general curriculum for students with significant cognitive disabilities. Florida's current Next Generation Standards Access Points will provide the foundation for a seamless transition to Common Core State Standards Access Points.

NOTICE

A note or letter to parents about an action the school plans to take that will affect their son or daughter's education, such as holding an IEP meeting or changing the student's services or placement.

ON-THE-JOB TRAINING (OJT)

Instruction that provides students with work experiences in order to help them acquire and apply knowledge, skills, and attitudes needed to hold a job.

POST-SCHOOL ACTIVITIES

Activities a student will pursue after finishing high school. Some post-school activities are postsecondary education, continuing and adult education, technical training, employment, adult services, independent living, recreation, and community participation.

POSTSECONDARY EDUCATION

The next level of education after high school, such as college/university coursework or technical training.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The present level statement must accurately describe the effect of the student's disability on his/her participation and progress in the general curriculum. It should include a description of the student's current educational and/or functional performance, including grade or functioning level, to determine the goals and services the student needs. It must include a description of the remediation needed to pass the FCAT for students who participate in the general statewide assessment. For students of transition age (14-22), many IEP teams choose to incorporate age-appropriate transition assessment information into the present level of academic achievement and functional performance.

RELATED SERVICES

Special help given to a student with a disability in addition to classroom teaching. Related services help a student benefit from instruction. Examples of related services include transportation, career counseling, rehabilitation counseling, occupational therapy, and physical therapy.

SELF-ADVOCACY

Speaking and acting on one's own behalf, such as in an IEP meeting.

SELF-DETERMINATION

Taking control and making decisions that affect one's own life. Self-determination skills help students with disabilities make their own choices, set their own goals, and manage their own lives.

SHORT-TERM OBJECTIVES

Statements in an IEP that describe small, measurable steps a student must learn or master before the student can reach one of his or her “measurable annual goals.” In Florida, short-term objectives or benchmarks are only required for students who are assessed through Florida Alternate Assessment. However, many school districts continue to develop short-term objectives or benchmarks for all students.

SITUATIONAL VOCATIONAL ASSESSMENT

A system of observation used to gather information about a student’s work-related behavior in a work environment. Students are generally instructed to perform work-related tasks to determine such competencies as their ability to lift, ability to follow multi-step directions, mobility skills, and other related areas that are important in paid jobs.

SPECIAL CERTIFICATE OF COMPLETION

This certificate is given to students with disabilities who meet all special requirements of the district school board for certain special programs, but are unable to meet the appropriate special state minimum requirements. See “certificate of completion” and “special diploma.”

SPECIAL DIPLOMA

The diploma students with disabilities who have an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; an other health impairment; a traumatic brain injury; an emotional or behavioral disability; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired may work toward if an IEP team decision is made that the student cannot meet the requirements for a Standard Diploma. There are two types of Special Diplomas: Option 1 and Option 2.

STANDARD DIPLOMA

Diploma granted to students who earn the required number of credits and grade point average, meet the Next Generation Sunshine State Standards, and pass the grade 10 FCAT.

STANDARD DIPLOMA WITH FCAT WAIVER

Diploma granted to students with disabilities who earn the specified number of credits and grade point average, meet the Next Generation Sunshine State Standards, and meet any other school district graduation requirements, but have not passed the grade 10 FCAT and for whom the IEP team has decided that the FCAT is not an accurate measure of the student's achievement. Florida has specific procedures that must be followed for a student to be eligible for a Standard Diploma with FCAT Waiver.

STATE OF FLORIDA HIGH SCHOOL DIPLOMA

A diploma earned by a student who is at least 18 years old and who passes the Tests of General Educational Development (GED).

SUPPLEMENTAL SECURITY INCOME (SSI)

Benefits paid to people with disabilities who have limited income. A child's eligibility is based on the income of his or her parents. Children who were not eligible because their parents' income was too high may become eligible once they reach age 18 and should reapply.

SOCIAL SECURITY DISABILITY INSURANCE (SSDI)

Benefits paid to people who are disabled and who have work credits or who were disabled before age 22 and have an eligible (disabled or deceased) parent.

SUPPORTED EMPLOYMENT

Competitive work at or above minimum wage that provides regular opportunities for interaction with nondisabled people. Supported employment generally provides a job coach or employment specialist that helps students get and keep a job.

TRANSITION

For students with disabilities, the process of getting ready to move from school to adult life. The process occurs over a period of several years and involves planning, goal setting, instruction, services, and activities designed to make that move successful.

TRANSITION SERVICES

A coordinated set of activities that helps a student move from school to post-school activities.

DIRECTORY

Many organizations and agencies offer information and services to parents of children with disabilities. On the next pages you will find just a few of them. Any of the groups listed will be happy to answer questions or give you information.

State Agencies

FLORIDA AGENCY FOR PERSONS WITH DISABILITIES

Phone: (850) 488-4257

Toll Free: (866) 273-2273

Fax: N/A

E-mail: APD_info@apd.state.fl.us

Web: <http://apd.myflorida.com>

FLORIDA AGENCY FOR HEALTH CARE ADMINISTRATION (AHCA)

Phone: (888) 419-3456

Toll Free: (888) 419-3456

Fax: N/A

E-mail: http://ahcaxnet.fdhc.state.fl.us/contact/form_contactus.aspx

Web: <http://www.fdhc.state.fl.us/>

FLORIDA ALLIANCE FOR ASSISTIVE SERVICES AND TECHNOLOGY (FAAST)

Phone: (850) 487-3278

Toll Free: (888) 788-9216

Fax: (850) 487-2805

E-mail: faast@faast.org

Web: <http://www.faast.org/>

Florida Department of Children and Families

FLORIDA DEPARTMENT OF CHILDREN AND FAMILIES ADULT MENTAL HEALTH

Phone: (850) 487-1111

Suncom: 277-1111

Fax: (850) 922-2993

E-mail: dcf-osc@dcf.state.fl.us

Web: <http://www.dcf.state.fl.us>

Florida Department of Education

BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

Phone: (850) 245-0475

Toll Free: N/A

Fax: (850) 245-0953

E-mail: bambi.lockman@fldoe.org

Web: <http://www.fldoe.org/ese/>

DIVISION OF BLIND SERVICES

Phone: (850) 245-0300

Toll Free: (800) 342-1828

Fax: (850) 245-0363

E-mail: Joyce.Hildreth@dbf.fldoe.org

Web: <http://dbf.myflorida.com/>

DIVISION OF FLORIDA COLLEGES

Phone: (850) 245-0407

Toll Free: N/A

Fax: N/A

E-mail: ChancellorCC@fldoe.org

Web: <http://www.fldoe.org/cc/>

DIVISION OF VOCATIONAL REHABILITATION

Phone: (850) 245-3399 (Voice/TDD)

Toll Free: (800) 451-4327 (Voice/TDD)

Fax: N/A

E-mail: <http://www.rehabworks.org/index.cfm?fuseaction=SubMain.Ask>

Web: <http://www.rehabworks.org/>

OFFICE OF WORKFORCE EDUCATION (CAREER AND ADULT EDUCATION)

Phone: (850) 245-0446

Toll Free: N/A

Fax: (850) 245-9065

E-mail: CareerandAdultEd@fldoe.org

Web: <http://www.fldoe.org/workforce/>

Florida Parents Centers

CENTRAL FLORIDA PARENT CENTER

Phone: (727) 789-2400

Toll Free: (888) 61AWARE (29273)

Fax: (727) 789-2454

E-mail: cfpc@cfparents.org

Web: <http://www.cflparents.org>

FAMILY NETWORK ON DISABILITIES, INC.

Phone: (727) 523-1130

Toll Free: (800) 825-5736

Fax: (727) 523-8687

E-mail: pen@fndfl.org

Web: <http://fndfl.org>

PARENT TO PARENT OF MIAMI, INC. (CPRC)

Phone: (305) 271-9797

Toll Free: (800) 527-9552

Fax: (305) 271-6628

E-mail: info@ptopmiami.org

Web: <http://www.ptopmiami.org>

PARENTS OF THE PANHANDLE INFORMATION NETWORK

Phone: (727) 523-1130

Toll Free: (800) 825-5736

Fax: N/A

E-mail: popin@fndfl.org

Web: <http://fndfl.org/projects/popin>

Other Florida Organizations

FLORIDA DEVELOPMENTAL DISABILITIES COUNCIL

Phone: (850) 488-4180
Toll Free: (800) 580-7801
TDD: (850) 488-0956
TDD/Toll Free: (888) 488-8633
Fax: (850) 922-6702
E-mail: fddc@fddc.org
Web: <http://www.fddc.org/>

DISABILITY RIGHTS FLORIDA (FORMERLY THE ADVOCACY CENTER FOR PERSONS WITH DISABILITIES)

Phone: (850) 488-9071
Toll Free: (800) 342-0823
TDD: (800) 346 4127
Fax: (850) 488-8640
E-mail: N/A
Web: <http://www.advocacycenter.org>

ARC FLORIDA (FORMERLY THE ASSOCIATION OF RETARDED CITIZENS)

Phone: (850) 921-0460
Toll Free: (800) 226-1155
Fax: N/A
E-mail: arcflorida@gmail.com
Web: <http://www.arcflorida.org/news.php>

AUTISM SOCIETY OF FLORIDA

Phone: (954) 349-2820
Toll Free: N/A
Fax: (954) 571-2136
E-mail: ven@autismfl.com
Web: <http://www.autismfl.com/>

BRAIN INJURY ASSOCIATION OF FLORIDA

Phone: (800) 992-3442
Toll Free: (800) 992-3442
Fax: N/A
E-mail: <http://www.biaf.org/email.html>
Web: <http://www.biaf.org/>

FAMILY NETWORK ON DISABILITIES OF FLORIDA

Phone: (727) 523-1130 (Pinellas County)

Toll Free: (800) 825-5736

Fax: (727) 523-8687

E-mail: fnd@fndfl.org

Web: <http://fndfl.org>

FLORIDA DIAGNOSTIC AND LEARNING RESOURCES SYSTEM (FDLRS)

Phone, fax, and e-mail varies according to FDLRS Network and service area.

To locate, visit the web page and search according to your county/school district.

Web: <http://www.paec.org/fdlrsweb/index.htm>

FLORIDA DEPARTMENT OF HEALTH CHILDREN'S MEDICAL SERVICES

Phone: (850) 245-4200

Toll Free: N/A

Fax: N/A

E-mail: ChildrensMedicalServices@doh.state.fl.us

Web: <http://www.cms-kids.com>

FLORIDA EASTER SEAL SOCIETY

Phone: (407) 629-7881

TTY: (407) 629-7881

Fax: (407) 629-4754

E-mail: http://fl.easterseals.com/site/PageServer?pagename=FLDR_contactus

Web: <http://fl.easterseals.com/>

LEARNING DISABILITIES ASSOCIATION OF FLORIDA

Phone: N/A

Toll Free: N/A

Fax: N/A

E-mail: graceparrish@lda-fl.com

Web: <http://www.lda-fl.com/>

PRADER-WILLI FLORIDA ASSOCIATION

Phone: (305) 245-6484

Toll Free: N/A

Fax: N/A

E-mail: president@pwfa.org

Web: <http://www.pwfa.org>

PROJECT 10: TRANSITION EDUCATION NETWORK

Phone: (727) 873-4661

Toll Free: N/A

Fax: (727) 873-4660

E-mail: project10@stpete.usf.edu

Web: <http://www.project10.info/>

TOURETTE SYNDROME ASSOCIATION OF FLORIDA

Phone: (727) 418-0240 (Melbourne)

Toll Free: N/A

Fax: N/A

E-mail: director@tsa-fl.org

Web: <http://www.tsa-fl.org/>

WORKFORCE FLORIDA

Phone: (850) 921-1119

Toll Free: N/A

TTY (via the Florida Relay Service): 711

Fax: (850) 921-1101

E-mail: Varies according to area of inquiry; visit web page to select.

Web: <http://www.workforceflorida.com/>

National Organizations

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF AND HARD OF HEARING

Phone: (202) 337-5220

TTY: (202) 337-5221

Fax: (202) 337-8314

E-mail: info@agbell.org

Web: <http://www.agbell.org>

AMERICAN ASSOCIATION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Phone: N/A

Toll Free: (800) 424-3688

Fax: 202) 387-2193

E-mail: anam@aaidd.org

Web: <http://www.aamr.org/>

AMERICAN FOUNDATION FOR THE BLIND

Phone: (212) 502-7600
Toll Free: (800) 232-5463
Fax: (888) 545-8331
E-mail: afbinfo@afb.net
Web: <http://www.afb.org/>

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

Phone/Members: (800) 498-2071
Phone/Non-Members: (800) 638-8255
Fax: (301) 296-8580
E-mail: actioncenter@asha.org
Web: <http://www.asha.org>

AUTISM SOCIETY OF AMERICA

Phone: (301) 657-0881
Toll Free: (800) 328-8476
Fax: N/A
E-mail: http://www.autism-society.org/site/PageServer?pagename=asa_contact
Web: <http://www.autism-society.org>

CHILDREN AND ADULTS WITH ATTENTION DEFICIT/HYPERACTIVE DISORDER

Phone: (301) 306-7070
Toll Free: (800) 233-4050 (National Resource Center [NRC] on AD/HD)
Fax: (301) 306-7090
E-mail: http://www.help4adhd.org/info_request.cfm (NRC on AD/HD)
Web: <http://www.chadd.org/>

COUNCIL FOR EXCEPTIONAL CHILDREN

Phone: (866) 509-0218
Toll Free: (800) 224-6830
TTY: (866) 915-5000
Fax: (703) 264-9494
E-mail: service@cec.sped.org
Web: <http://www.cec.sped.org>

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS

Phone: (617) 236-7210
Toll Free: (800) 331-0688
Fax: (617) 572-2094
E-mail: fcsninfo@fcsn.org
Web: <http://fcsn.org>

INTERNATIONAL DYSLEXIA ASSOCIATION

Phone: (410) 296-0232
Toll Free: N/A
Fax: (410) 321-5069
E-mail: <http://www.interdys.org/ContactUs.htm>
Web: <http://www.interdys.org>

LEARNING DISABILITIES ASSOCIATION OF AMERICA

Phone: (412) 341-1515
Toll Free: N/A
Fax: (412) 344-0224
E-mail: <http://www.ldanatl.org/contact/contact.cfm>
Web: <http://www.ldanatl.org>

NATIONAL ALLIANCE FOR THE MENTALLY ILL

Phone: (703) 524-7600
Toll Free: (800) 950-6264
Fax: (703) 524-9094
E-mail: http://www.nami.org/template.cfm?section=Contact_Us
Web: <http://www.nami.org>

NATIONAL ASSOCIATION FOR PARENTS OF CHILDREN WITH VISUAL IMPAIRMENTS

Phone: (617) 972-7441
Toll Free: (800) 562-6265
Fax: (617) 972-7444
E-mail: napvi@perkins.org
Web: <http://www.spedex.com/napvi>

NATIONAL ASSOCIATION OF THE DEAF

Phone: (301) 587-1788
TTY: (301) 587-1789
Fax: (301) 587-1791
E-mail: <http://www.nad.org/forms/contact-nad>
Web: <http://www.nad.org>

NATIONAL SECONDARY TRANSITION TECHNICAL ASSISTANCE CENTER

Phone: (704) 678-8735
Toll Free: N/A
Fax: (704) 687-2916
E-mail: chfowler@uncc.edu
Web: <http://www.nsttac.org>

NATIONAL EASTER SEALS DISABILITY SERVICES

Phone: (312) 726-6200
Toll Free: (800) 221-6827
TTY: (312) 726-4258
Fax: (312) 726-1494
E-mail: http://www.easterseals.com/site/PageServer?pagename=ntl_contactus
Web: <http://www.easterseals.com>

NATIONAL DISSEMINATION CENTER FOR CHILDREN AND YOUTH WITH DISABILITIES (NICHCY)

Phone/TTY: (202) 884-8200
Toll Free/TTY: (800) 695-0285
Fax: (202) 884-8441
E-mail: nichcy@aed.org
Web: <http://www.nichcy.org>

OFFICE FOR CIVIL RIGHTS

U.S. Department of Education
TDD: (877) 521-2172
Toll Free: (800) 421-3481
Fax: (202) 245-6840
E-mail: OCR@ed.gov
Web: <http://www.ed.gov/about/offices/list/ocr/index.html>

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

U.S. Department of Education
Phone: (202) 245-7459
Toll Free: N/A
Fax: N/A
E-mail: N/A
Web: <http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

PRADER-WILLI SYNDROME ASSOCIATION

Phone: (941) 312-0400

Toll Free: (800) 926-4797

Fax: (941) 312-0142

E-mail: <http://www.pwsausa.org/contactus/national.asp>

Web: <http://www.pwsausa.org>

SOCIAL SECURITY ADMINISTRATION

Toll Free: (800) 772-1213

TTY: (800) 325-0778

Web: <https://secure.ssa.gov/apps6z/FOLLO/fo001.jsp>

SPINA BIFIDA ASSOCIATION OF AMERICA

Phone: (202) 944-3285

Toll Free: (800) 621-3141

Fax: (202) 944-3295

E-mail: sbaa@sbaa.org

Web: <http://www.spinabifidaassociation.org>

TASH-DISABILITY ADVOCACY WORLDWIDE

(Focuses on inclusion and civil rights)

Phone: (202) 540-9020

Toll Free: N/A

Fax: (202) 540-9019

E-mail: Operations@TASH.org

Web: <http://www.tash.org>

UNITED CEREBRAL PALSY

Phone: (202) 776-0406

Toll Free: (800) 872-5827

Fax: (202) 776-0414

E-mail: info@ucp.org

Web: <http://www.ucp.org>

The following information is provided to assist you in the planning process for your child's transition.

Local Contacts

Administrator, Exceptional Student Education (Contact local school board or district office for address and telephone number.)

(Name) _____

(Address) _____

(Telephone Number) _____

Florida Diagnostic and Learning Resource System (FDLRS) (Contact exceptional student education administrator for address and telephone number.)

(Name) _____

(Address) _____

(Telephone Number) _____

Florida Department of Children and Families (Check local telephone directory for address and telephone number.)

(Name) _____

(Address) _____

(Telephone Number) _____

Disability Services at local college or university

(Name) _____

(Address) _____

(Telephone Number) _____

OBSERVATION GUIDE — BEFORE IEP MEETINGS

Name of young person: _____ Age: _____

What things does your young person do best? _____

What needs does your young person have? _____

How does your young person seem to feel about: School? _____

Work (if he or she goes to work)? _____

Himself or Herself? _____

Other people (friends, family, teachers, co-workers)? _____

How well does your young person take care of himself or herself (dressing, eating, staying clean, getting from place to place, buying things, etc.)? _____

What does your young person do to help you at home? _____

How well does your young person follow directions? _____

What does your young person like to do when he or she has free time? What are your young person's hobbies? _____

What does your young person not like to do? _____

How many friends does your young person have? _____

How old are your young person's friends? _____

What does your young person do with his or her friends?

How much, and how well, does your young person communicate with other people?

Does your young person talk? ☐ Yes ☐ No If no, how does he or she communicate?

What kinds of jobs or chores has your young person done?

What services does your young person receive from community agencies?

What assistive technology devices does your young person use?

Is your young person aware of the types of work available in the community?

☐ Yes ☐ No

What kind of job or career would your young person like to have?

Where would you like to see your young person living and working five years from now?

What does your young person most need to learn in order to be ready for adult life?

PARENTS' RECORD OF IEP MEETING

Did you get a written notice about the meeting? ☐ Yes ☐ No If yes, date of notice: _____

Number of days before the meeting: _____

Did you get any other kind of notice? ☐ Phone call ☐ Visit ☐ Reminder note ☐

Electronic mail ☐ Other _____

Did you ask to change the date, time, or place? ☐ Yes ☐ No If yes, were you able to make a change? ☐ Yes ☐ No

Did you go to the meeting? ☐ Yes ☐ No If no, why not? _____

If no, did the school staff ask you to help with the IEP in some other way? _____

☐ Yes ☐ No How? _____

When was the meeting held? (Date) _____ (Time) From: _____ To: _____

Where was the meeting held? _____

Who was at the meeting?

Name & title: _____

Name & title: _____

Name & title: _____

Name & title: _____

Was anyone invited who did not attend the meeting? ☐ Yes ☐ No

Name & title: _____

Name & title: _____

If a key person was absent, how was this addressed?

Did your child attend the meeting? ☐ Yes ☐ No Why or why not?

Did your child actively participate in the meeting? ☐ Yes ☐ No If yes, what did your child do?

Was there a need for more than one meeting? ☐ Yes ☐ No If yes, give date(s):

What information and opinions did you share at the meeting?

Did the IEP team discuss what type of diploma your young person will work toward?
☐ Yes ☐ No

Which diploma is your young person working toward? ☐ standard diploma ☐ special diploma

What are your young person's measurable postsecondary goals? (Education/Training, Employment, if needed Independent Living)

Were you and the school staff able to agree on the IEP? ☐ Yes ☐ No If no, what did you disagree about?

If no, what did you do?

Did you get a copy of the IEP? ☐ Yes ☐ No Keep a copy of the IEP in your file.

CONTACT LOG

Use this page to record the dates of telephone or in person contacts with your child's teacher or other school personnel. Include notes about what you discussed.

Date: ☐ In person ☐ Phone call ☐ Other

Notes:

Date: ☐ In person ☐ Phone call ☐ Other

Notes:

Date: ☐ In person ☐ Phone call ☐ Other

Notes:

Date: ☐ In person ☐ Phone call ☐ Other

Notes:

Date: ☐ In person ☐ Phone call ☐ Other

Notes:

Date: ☐ In person ☐ Phone call ☐ Other

Notes:

Date: ☐ In person ☐ Phone call ☐ Other

Notes:

Date: ☐ In person ☐ Phone call ☐ Other

Notes:

Date: ☐ In person ☐ Phone call ☐ Other

Notes:

TRANSITION CHECKLISTS

Age 14 Transition Services Requirements Checklist (for IEPs developed to be in effect when the student turns age 14)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- ☐ Review the previous IEP.
- ☐ Provide notice to parent of the IEP meeting, indicating that the student will be invited to attend and the purpose of the meeting will be identifying transition services needs of the student.
- ☐ Invite the student to his or her IEP meeting.
- ☐ Document steps taken to ensure that the student's strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student's strengths, preferences, and interests were considered.
- ☐ Develop a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- ☐ Begin the process of identifying transition services needs of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate, beginning no later than age fourteen (14), so that needed postsecondary goals may be identified and in place by age sixteen (16).
- ☐ Document the diploma decision (standard or special diploma). (Note: This requirement must be addressed in the IEP developed during the student's 8th grade year or during the year of the student's 14th birthday, whichever occurs first.)
- ☐ *Invite a representative of any agency already providing or likely to provide transition services to the student to attend the IEP meeting.* (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student's IEP team

meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)

- ☐ Reconvene the IEP team to identify alternative strategies if an agency fails to provide services as indicated on the IEP.

Comments:

Age 15 Transition Services Requirements Checklist (for IEPs developed to be in effect when the student turns age 15)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- ☐ Review the previous IEP.
- ☐ Provide notice to parent of the IEP meeting, indicating that the student will be invited to attend and the purpose of the meeting will be identifying transition services needs of the student.
- ☐ Invite the student to his or her IEP meeting.
- ☐ Document steps taken to ensure that the student's strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student's strengths, preferences, and interests were considered.
- ☐ Update the statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- ☐ Continue the process of identifying transition services of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate, beginning no later than age fourteen (14), so that needed postsecondary goals may be identified and in place by age sixteen (16).
- ☐ Review and, if needed, revise the diploma decision.
- ☐ *Invite a representative of any agency already providing or likely to provide transition services to the student to attend the IEP meeting. (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student's IEP team meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)*
- ☐ Reconvene the IEP team to identify alternative strategies if an agency fails to provide services as indicated on the IEP.

Comments:

Age 16 Transition Services Requirements Checklist (for IEPs developed to be in effect when the student turns age 16)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- ☐ Review the previous IEP.
- ☐ Provide notice to the parent of the IEP meeting, indicating that the purpose of the meeting is the consideration of postsecondary goals and transition services for the student, the student will be invited to attend, and identify any other agency that will be invited to send a representative to the meeting.
- ☐ Invite the student to his or her IEP meeting.
- ☐ Invite any agency likely to provide or pay for any transition services to send a representative to the IEP meeting. (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student's IEP team meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)
- ☐ Document steps taken to ensure that the student's strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student's strengths, preferences, and interests were considered.
- ☐ Update the statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- ☐ Review and, if needed, revise the diploma decision.
- ☐ Document consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate.
- ☐ Develop measurable postsecondary goals based on age-appropriate transition assessment in the areas of education or training, employment, and independent living (where appropriate).
- ☐ Ensure the measurable postsecondary goals are based on age-appropriate transition assessment. (May be reflected in the present levels of academic achievement and functional performance or the summary of assessments/evaluation data.)

- ☐ Develop transition services in each of the needed transition services activity areas (i.e., instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills, and functional vocational evaluation) that focus on improving the academic and functional achievement of the student.
- ☐ Develop annual IEP goals related to the student's transition services needs.
- ☐ Reconvene the IEP team to identify alternative strategies to meet the student's transition objectives if an agency fails to provide transition services described in the IEP.
- ☐ *Develop a "no services needed statement" if no transition services are needed in any of the transition services activity areas.*
- ☐ *Describe the basis upon which a determination was made if no services are needed in one or more of the transition services activity areas (i.e., instruction, related services, community experiences, employment, and post-school adult living and, if appropriate, daily living skills and functional vocational evaluation).*
- ☐ *Identify an IEP team member or designee to follow-up with agencies to ensure that services are provided.*

Comments:

Age 17 Transition Services Requirements Checklist (for IEPs developed to be in effect when the student turns age 17)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- ☐ Review the previous IEP.
- ☐ Provide notice to the parent of the IEP meeting, indicating that the purpose of the meeting is the consideration of postsecondary goals and transition services for the student, the student will be invited to attend, and identify any other agency that will be invited to send a representative to the meeting.
- ☐ Invite the student to his or her IEP meeting.
- ☐ Invite any agency likely to provide or pay for any transition services to send a representative to the IEP meeting. (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student's IEP team meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)
- ☐ Document steps taken to ensure that the student's strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student's strengths, preferences, and interests were considered.
- ☐ Update the statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- ☐ Review and, if needed, revise the diploma decision.
- ☐ Document consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate.
- ☐ Develop measurable postsecondary goals based on age-appropriate transition assessment in the areas of education or training, employment, and independent living (where appropriate).
- ☐ Ensure the measurable postsecondary goals are based on age-appropriate transition assessment. (May be reflected in the present levels of academic achievement and functional performance or the summary of assessments/evaluation data.)

- ☐ Develop transition services in each of the needed transition services activity areas (i.e., instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills, and functional vocational evaluation) that focus on improving the academic and functional achievement of the student.
- ☐ Develop annual IEP goals related to the student's transition services needs.
- ☐ Reconvene the IEP team to identify alternative strategies to meet the student's transition objectives if an agency fails to provide transition services described in the IEP.
- ☐ Inform the parent and the student of the rights that will transfer to the student, at least one year prior to the student's 18th birthday, and document on the Transition IEP that the parent and the student have been informed of the rights that will transfer to the student.
- ☐ *Develop a "no services needed statement" if no transition services are needed in any of the transition services activity areas.*
- ☐ *Describe the basis upon which a determination was made if no services are needed in one or more of the transition services activity areas (i.e., instruction, related services, community experiences, employment, and post-school adult living and, if appropriate, daily living skills and functional vocational evaluation).*
- ☐ *Identify an IEP team member or designee to follow-up with agencies to ensure that services are provided.*

Comments:

Age 18 Transition Services Requirements Checklist (for IEPs developed to be in effect when the student turns age 18)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- ☐ Review the previous IEP.
- ☐ Provide parent with a notice of the IEP meeting indicating that the purpose of the meeting is the consideration of postsecondary goals and transition services for the student, the student will be invited to attend, and identify any other agency that will be invited to send a representative to the meeting.
- ☐ Invite the student to the IEP meeting.
- ☐ Invite any agency likely to provide or pay for any transition services to send a representative to the IEP meeting. (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student's IEP team meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)
- ☐ Document steps taken to ensure that the student's strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student's strengths, preferences, and interests were considered.
- ☐ Update the statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- ☐ Review and, if needed, revise the diploma decision.
- ☐ Document consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate.
- ☐ Develop measurable postsecondary goals based on age-appropriate transition assessment in the areas of education or training, employment, and independent living (where appropriate).
- ☐ Ensure the measurable postsecondary goals are based on age-appropriate transition assessment. (May be reflected in the present levels of academic achievement and functional performance or the summary of assessments/evaluation data.)

- ☐ Develop transition services in each of the needed transition services activity areas (i.e., instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills, and functional vocational evaluation) that focus on improving the academic and functional achievement of the student.
- ☐ Develop annual IEP goals related to the student's transition services needs.
- ☐ Reconvene the IEP team to identify alternative strategies to meet the student's transition objectives if an agency fails to provide transition services described in the IEP.
- ☐ Provide the parent and student a notice regarding the transfer of rights when the student attains his or her 18th birthday.
- ☐ Provide the student's parent with all notices required by IDEA.
- ☐ *Develop a "no services needed statement" if no transition services are needed in any of the transition services activity areas.*
- ☐ *Describe the basis upon which a determination was made if no services are needed in one or more of the transition services activity areas (i.e., instruction, related services, community experiences, employment, and post-school adult living and, if appropriate, daily living skills and functional vocational evaluation).*
- ☐ *Identify an IEP team member or designee to follow-up with agencies to ensure that services are provided.*

Comments:

Ages 19–21 Transition Services Requirements Checklist (for IEPs developed to be in effect when the student turns age 19, age 20, and age 21 through the student’s 22nd birthday or the school year in which the student turns age 22)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- ☐ Review the previous IEP.
- ☐ Provide parent with a notice of the IEP meeting indicating that the purpose of the meeting is the consideration of postsecondary goals and transition services for the student, the student will be invited to attend, and identify any other agency that will be invited to send a representative to the meeting.
- ☐ Invite the student to the IEP meeting.
- ☐ Invite any agency likely to provide or pay for any transition services to send a representative to the IEP meeting. (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student’s IEP team meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)
- ☐ Document steps taken to ensure that the student’s strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student’s strengths, preferences, and interests were considered.
- ☐ Update the statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- ☐ Review and if needed revise the diploma decision.
- ☐ Document consideration of the student’s need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate.
- ☐ Develop measurable postsecondary goals based on age-appropriate transition assessment in the areas of education or training, employment, and independent living (where appropriate).
- ☐ Ensure measurable postsecondary goals are based on age-appropriate transition assessment. (May be reflected in the present levels of academic

achievement and functional performance or the summary of assessments/evaluation data.)

- ☐ Develop transition services in each of the needed transition services activity areas (i.e., instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills, and functional vocational evaluation) that focus on improving the academic and functional achievement of the student.
- ☐ Develop annual IEP goals related to the student's transition services needs.
- ☐ Reconvene the IEP team to identify alternative strategies to meet the student's transition objectives if an agency fails to provide transition services described in the IEP.
- ☐ Provide the student's parent with all notices required by IDEA.
- ☐ Provide prior written notice of change of placement for students graduating with a standard diploma.
- ☐ Provide a Summary of Performance (SOP) for students exiting with a standard diploma or aging out of program.
- ☐ *Develop a "no services needed statement" if no transition services are needed in any of the transition services activity areas.*
- ☐ *Describe the basis upon which a determination was made if no services are needed in one or more of the transition services activity areas (i.e., instruction, related services, community experiences, employment, and post-school adult living and, if appropriate, daily living skills, and functional vocational evaluation).*
- ☐ *Identify an IEP team member or designee to follow-up with agencies to ensure that services are provided.*

Comments:



**Florida Department of Education
Dr. Eric J. Smith, Commissioner**

312650