



Transition Parent Advisory Committee Meeting October 10, 2017



Entrance Ticket

Write your most burning question(s) on the card within your handout packet and hold onto it until the end of the presentation.

**There is a also a VR STAR sign up on the table that everyone is encouraged to fill out (yellow paper)





Handout Packets

- Entrance and Exit Ticket- one index card per family
- Contacts list
- Secondary Transition Roadmap for Families
- Graduation Requirements
- Fill-in notes
- Survey
- VR Referral/Application (12th grade students)



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Agenda

- Networking and Entrance Ticket
- Welcome and Introductions
- Transition Basics
- Agency and Program Presentations
 - Vocational Rehabilitation- Alma Blount and James Hughey
 - Agency for Persons with Disabilities- Renee Cooke
 - Community Campus- Lynne Funcheon
 - Life Work- Adam Ringwood
 - Project SEARCH- Byron Pennington
- Q and A
- Exit ticket- submit in basket on table
- Survey



Introductions

Leigh Ann Hale- SJCSD ESE Program Specialist for Transition Services

Lynne Funcheon- Director of St. Johns Community Campus

James Hughey and Alma Blount- Vocational Rehabilitation

Renee Cooke- Agency for Persons with Disabilities

Adam Ringwood- Instructor for Life Work Transition Program

Byron Pennington- Instructor for Project SEARCH



Transition Basics

Mile 1

The Journey Begins

The goal of the public school system in Florida is to graduate all students ready for college and career. College and career readiness skills, as described at <http://www.fldoe.org/schools/higher-ed/fl-college-system/college-career-readiness.shtml>, include the following:

- Communication
- Intellectual curiosity
- Commitment to learning
- Critical, analytical thinking
- Time management

Building these skills and abilities begins in early childhood. This “roadmap” is designed to give the families of students with disabilities an overview of the “milestones” needed to assist all students with disabilities achieve their greatest potential. A successful transition to adult life requires careful planning and a partnership between students, families, schools, school districts and community agencies.

★ The partnership between students, families, schools, school districts, and community agencies is key!



Transition Basics

Mile 2

Mapping Transition Services

Transition services are a coordinated set of services that help students prepare for post-school activities, such as going to college or working, getting services from adult agencies, living independently and participating in community activities.

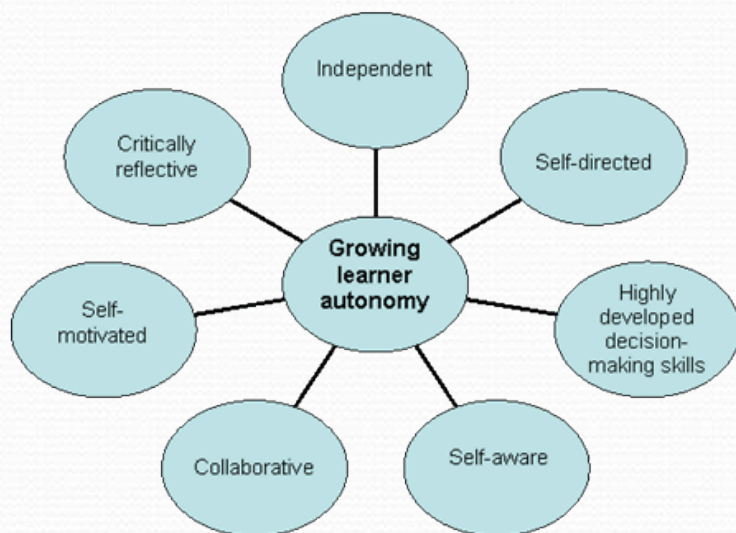
The individual educational plan (IEP) team must begin the process of identifying the need for transition services before the student with a disability reaches the age of 14, so that goals are in place by the time the student turns age 16, but can begin earlier. Early transition planning may prevent a student from dropping out of school and also provides the extra planning time needed to set up adult services for a student with significant disabilities. The IEP team includes the parent or parents, the student and teachers. When planning for transition, the IEP team should include representatives of agencies that are likely to provide or pay for services. Agencies can only be included with the parent's consent or the consent of a student who has reached the age of majority and to whom rights have transferred. Additional information is provided at <http://www.fl DOE.org/academics/exceptional-student-edu/secondary-transition.shtml>.



Transition services begin the year the student is turning or is 14.
The IEP team decides transition service needs for students.



Transition Basics



Students need to take an active role, no matter their level of ability/disability

Student Responsibilities

Mile 3

Students are in the driver's seat for the transition process. Their responsibilities, which begin in middle school, are listed as follows:

- Attend class and complete homework;
- Accept responsibility for chores at home;
- Develop and use self-determination and self-advocacy skills, e.g., learning more about the student's disability and how to get the services and supports needed to achieve long-term goals;
- Learn to use and maintain assistive technology, if appropriate;
- Take an active role in developing the IEP and in the IEP team meetings that follow;
- Engage in career awareness and exploration activities, such as completing transition assessments; and
- Think about the services that will help in daily adult life so the appropriate agencies can be invited to the IEP team meetings.



Transition Basics



Family involvement is essential!

Family Responsibilities

Students have the best outcomes when families take an active role. The following is a list of family responsibilities:

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- Ask questions, make suggestions and keep records of transition-related services and activities;
- Review graduation requirements and help make decisions about diploma options;
- Review IEP goals and support the student in developing postsecondary goals;
- Help the student practice self-advocacy skills;
- Help 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; and
- Provide opportunities to explore post-school options, such as college tours or work experiences.



Transition Basics



Individualized transition planning
based around high expectations,
student/family/agency participation

School and School District Responsibilities

Mile 5

The purpose of exceptional student education (ESE) in Florida is to help every student with a disability progress in school and prepare for life after school. Some of the school and school district responsibilities are as follows:

- Set high expectations for all students;
- Find the best way to teach every student;
- Ensure students have the accommodations and modifications they need to be successful;
- Teach students self-determination and self-advocacy skills;
- Encourage and help students to participate in IEP team meetings;
- Hold IEP team meetings that address the student's academic needs;
- Make sure that annual goals are related to postsecondary goals;
- Link students with state and community agencies that can help them; and
- Arrange work experiences.



Transition Basics



Agencies can be invited to IEP meetings

Agency Responsibilities

A variety of agencies may play a role in providing services to students. The IEP team should make connections between the agencies and the student. Agencies can only be contacted or invited to work with the student with parental consent or the consent of a student who has reached the age of majority. Key agencies are as follows:

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- Agency for Persons with Disabilities;
- CareerSource Florida;
- Centers for Independent Living;
- Division of Blind Services;
- Division of Vocational Rehabilitation (VR);
- Leisure and recreation service providers;
- Medical, health or mental health service providers;
- Mental Health Program, Florida Department of Children and Families; and
- Other community-based organizations and providers of services to adults.



Transition Basics

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Destination Graduation

Florida High School Diploma Options

There are several high school completion options available to public school students in Florida. Choosing one is an important decision. Opportunities for employment and further education and training can depend on the option chosen.

The options in Florida currently include the following:

- 24-Credit Standard Diploma,
- 18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Option,
- International Baccalaureate (IB) Diploma Program
- Advanced International Certificate of Education (AICE) Diploma Program,
- Special Diploma (this option is not available to students who began ninth grade in 2014-15 or later) and
- Performance-Based Exit Option/GED® Exit Option.



★ Florida is a ONE DIPLOMA state- there are just different pathways to earn the Standard Diploma. See Handout- Academic Advisement Flyer



Transition Basics

Taking an Alternate Route

Mile 8

About 1 percent of all students, or approximately 10 percent of all students with a disability, have profound and complex learning challenges that impact all of their activities, including school, independent functioning, community living, leisure and work. The IEP teams of these students, which includes the parents, after carefully reviewing student performance, assessment and evaluation results, and other records, may request written parental consent to have the student placed on access points. Students on access points are assessed using an alternate assessment, currently the FSAA.

Access points are expectations for students with significant cognitive disabilities. They provide access to the general education curriculum as they reflect the core intent of the Florida standards, but at a reduced level of complexity. Access points are taught within access courses, but this does not necessarily mean that students taking these courses must be in a separate classroom. Access courses can be taught in a general education classroom with the support of an ESE teacher, allowing students to spend time with nondisabled peers.

Usually the identification of a significant cognitive disability happens before the transition years, but this is not always the case. Sometimes the decision to place a student on access points happens in high school, especially if the student has a condition that worsens as the student grows older.

School districts offer many different types of transition programs to students on access points to help them learn to work and live as independently as possible. Many colleges and universities also offer programs for these students as well. More information about these can be found on page seven. Milestone 9, which discusses deferral of the standard diploma, also contains information that is especially important for the parents of students with significant cognitive disabilities.



The district has specific program options for these students



Transition Basics

Mile 9

Changing Lanes: Deferring Receipt of a Standard Diploma

The legislation that allows all students the opportunity to work toward a standard diploma also allows certain students with disabilities to defer receiving the diploma and continue to receive educational services from the school district. Deferral is necessary because students who receive a standard high school diploma are no longer eligible for a free appropriate public education (FAPE).

There are two parts to deferral.

First, a student must have an IEP that “prescribes special education, transition planning, transition services, or related services through 21.” This means that, because of the disability, a student must need continued education and services.

Second, a student must be enrolled in one of several specific educational programs. These programs include accelerated college credit, industry certification courses that lead to college credit, a collegiate high school, courses necessary for a Scholar designation, or structured work-study, internship or pre-apprenticeship programs. School districts offer a variety of extended transition programs that meet these requirements.

Students defer in the semester in which they are expected to meet all of the requirements for a standard diploma. However, planning for the deferral must take place early so that the correct language is on the IEP and the team has time to choose the best program. Districts may allow a student who defers to participate in graduation activities.

Students with disabilities who earn a standard diploma and do not defer are NOT eligible for any further services from the school district, so it is very important that students with significant cognitive disabilities consider deferring receipt of their standard diploma.

Students who earn a special diploma may return to the district and request educational services at any time before they turn 22 years of age.



Deferment in SJCSD

Sample Service Delivery:

- Accelerated College Credit, a collegiate high school program, courses necessary for a Scholar Designation, industry certification- can be completed through Dual Enrollment (academic and vocational) and courses at the home-zoned school and/or local colleges/universities in which the school district has an articulation agreement with (contact school guidance counselor about Dual Enrollment).
- Structured work-study, internship or pre-apprenticeship program- Life Work, Project SEARCH, Community Campus
 - Students who are deferring the receipt of their standard diploma and who are access points will most likely be going this route; these programs are NOT offered at the student's home-zoned school or in any of our high schools- presentation to follow about these programs

Each student's plan for deferment is an *individualized* IEP team decision





Diploma Deferral

- Students are still able to participate in senior activities and graduation
- Students will not receive their actual (paper) diploma until services from the district are no longer required and deferment ends; schools hold diplomas in their buildings.
- Notice about deferral will go out from the District in January.
- IEP team decision regarding student deferment must be made by May 15, 2018 in writing.
- Failure to participate in graduation does not automatically constitute deferment.





Transition Basics

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Heading in a New Direction: Post-School Options

Postsecondary Education

Students who want to get more education or training after high school have many choices in Florida.

Career and Technical Centers

Florida offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

The Florida College System

The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.



Transition Basics

Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID)

In TPSID programs, students with intellectual disabilities study alongside nondisabled peers on a college campus. Students may take courses, practice social skills and learn employability skills while engaging with others in a college environment. Inclusion with same-age peers, better access to employment opportunities and improving their independent living skills are among the goals of students with intellectual disabilities attending college. Soon more colleges and universities will offer programs. The Florida Center for Students with Unique Abilities at the University of Central Florida was created by the Florida Legislature in 2016. The purpose of the center is to increase independent living, inclusive and experiential postsecondary education and employment opportunities for students with intellectual disabilities. Funding is available to help colleges set up new programs and also for student scholarships to attend these programs. Students who earn a standard diploma based on the access curriculum are eligible to apply. For more information, including a list of existing programs, please visit the Florida Consortium on Inclusive Higher Education website at www.fltpsidsid.info.



Transition Basics

State University System

There are 12 public universities in Florida that offer four-year bachelor-level degrees, as well as graduate and professional degrees. Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 Credits of approved college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 Approved electives



Transition Basics

Disability Services

The Individuals with Disabilities Education Act (IDEA), which requires public schools to create an IEP and provide services to students with disabilities, does **not** apply after a student graduates from high school. Adults, including college students, fall under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students with disabilities who plan to attend college must self-identify as a person with a disability and be prepared to take an active role in determining what accommodations are needed to help them be successful. Many colleges require a recent evaluation. To make sure accommodations are in place before classes start, students should contact the disability services office at the technical center, college or university they want to attend as far in advance as possible. The Summary of Performance, a document that must be provided to students with disabilities when they leave high school, may be a starting point, but colleges will require additional documents and each college may ask for different items.

Employment

Florida is an Employment First state. This means that employment is an option for ALL individuals, even those with significant disabilities. Employment means an integrated job paying at or above minimum wage, either with or without the support of a job coach. A new federal law, the Workforce Innovation and Opportunity Act, sets aside funds for VR to use for students to help them learn pre-employability skills and to provide internships and other work experiences during high school. These experiences will help students have a better idea of what they want to do after they leave school.



Transition Basics

Resources

There are lots of online resources for parents. A few of the most helpful as related to preparing for college and careers after high school are as follows:

A Parent and Teacher Guide to Section 504

<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070055-504bro.pdf>

Career and Technical Education Course Substitution Guidelines

<http://www.fldoe.org/core/fileparse.php/7571/urlt/CTEsubstitutions.pdf>

Florida Consortium on Inclusive Higher Education

www.fltpsid.info

Graduation Requirements Online Course

<http://pdportal.florida-ese.org>

Parent Involvement Website

http://for_parents.florida-ese.org

Project 10: Transition Education Network

www.Project10.info

School Choice Resources for Parents, Florida Department of Education

<http://www.fldoe.org/schools/school-choice/parent-resources/>

Senate Bill 672 Signed into Law January 21, 2016

<https://www.flsenate.gov/Session/Bill/2016/0672>

Step Up for Students

<https://www.stepupforstudents.org/>

Technical Assistance Paper: High School Graduation Options for Students with Disabilities

<http://info.fldoe.org/docushare/dsweb/Get/Document-7322/dps-2015-34.pdf>





Vocational Rehabilitation

Alma Blount and James Hughey

www.rehabworks.org



All students who are between the ages of 15 and 17 (9-11th grades) will be referred for VR STAR services. Student who are seniors in high school/18 years old will be referred for traditional VR services. Expect to see an application at your student's IEP meeting.



Agency for Persons with Disabilities

Renee Cooke

www.apdcares.org





St. Johns Community Campus

Lynne Funcheon

<http://www.arcsj.org/communitycampus.html>





Life Work Transition Program

Adam Ringwood, Instructor



All students in Life Work have to be approved as supported employment VR clients before entering the program.



Project SEARCH

Byron Pennington, Instructor



All students in Project SEARCH have to be approved as supported employment VR clients before entering the program.



Q and A



... or we will find them for you ☺



Exit Ticket

Was your initial question answered? If so, write the answer on the back of your card and leave it in the basket on the table on your way out.

Thanks for coming!!!

This presentation will be posted on the SJCSO website.