

1                   A bill to be entitled  
2           An act relating to individual education plan  
3           requirements for students with disabilities; amending  
4           s. 1003.5716, F.S.; revising the timeline for the  
5           development and implementation of an individual  
6           education plan (IEP) for transition services for a  
7           student with disabilities to a postsecondary education  
8           and career opportunities; revising the requirements  
9           for an IEP for the transitions to a postsecondary  
10          education and career opportunities; requiring certain  
11          information be provided at IEP meetings; revising when  
12          a certain statement of intent must be included in the  
13          IEP; providing requirements for such statements;  
14          requiring the parents of students with disabilities to  
15          provide a written notice relating to the deferment of  
16          a standard high school diploma; requiring the  
17          Department of Education to conduct a review of  
18          specified services and programs; requiring the  
19          department to establish and publish on its website  
20          uniform best practices for such services and programs  
21          by a specified date; providing an effective date.

22  
23   Be It Enacted by the Legislature of the State of Florida:

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25          Section 1.   Subsections (1) and (2) of section 1003.5716,

26 Florida Statutes, are amended to read:

27       1003.5716 Transition to postsecondary education and career  
28 opportunities.—All students with disabilities who are 3 years of  
29 age to 21 years of age have the right to a free, appropriate  
30 public education. As used in this section, the term "IEP" means  
31 individual education plan.

32       (1) To ensure quality planning for a successful transition  
33 of a student with a disability to postsecondary education and  
34 career opportunities, during the student's seventh grade year or  
35 when the student attains the age of 12, whichever occurs first,  
36 an IEP team shall begin the process of, and develop an IEP for,  
37 identifying the need for transition services before the student  
38 with a disability enters high school or attains the age of 14  
39 years, whichever occurs first, in order for his or her  
40 postsecondary goals and career goals to be identified. The plan  
41 must be operational and in place to begin implementation on the  
42 first day of the student's first year in high school ~~when he or~~  
43 ~~she attains the age of 16 years.~~ This process must include, but  
44 is not limited to:

45       (a) Consideration of the student's need for instruction in  
46 the area of self-determination and self-advocacy to assist the  
47 student's active and effective participation in an IEP meeting;  
48 ~~and~~

49       (b) Preparation for the student to graduate from high  
50 school with a standard high school diploma pursuant to s.

51 1003.4282 with a Scholar designation unless the parent chooses a  
 52 Merit designation; and

53 (c) Provision of the information to the student and his or  
 54 her parent of the school district's high school-level transition  
 55 services, career and technical education, and collegiate  
 56 programs available to students with disabilities and how to  
 57 access such programs. Information shall also be provided on  
 58 school-based transition programs and programs and services  
 59 available through Florida's Center for Students with Unique  
 60 Abilities, the Florida Centers for Independent Living, the  
 61 Division of Vocational Rehabilitation, the Agency for Persons  
 62 with Disabilities, and the Division of Blind Services. Referral  
 63 forms, links, and technical support contacts for these services  
 64 must be provided to students and parents at IEP meetings.

65 (2) Beginning not later than the first IEP to be in effect  
 66 when the student enters high school, attains the age of 14 ~~16~~,  
 67 or when younger if determined appropriate by the parent and the  
 68 IEP team, whichever occurs first, the IEP must include the  
 69 following statements that must be updated annually:

70 (a) A statement of intent to pursue a standard high school  
 71 diploma and a Scholar or Merit designation, pursuant to s.  
 72 1003.4285, as determined by the parent.

73 1. The statement must document discussion of the process  
 74 for a student with a disability who meets the requirements for a  
 75 standard high school diploma to defer the receipt of such

76 | diploma pursuant to 1003.4282 (10) (c).

77 |       2. For the IEP in effect at the beginning of the school  
78 | year the student is expected to graduate, the statement must  
79 | include a written statement by the parent that he or she  
80 | understands the process for deferment and identifying if the  
81 | student will defer the receipt of his or her standard high  
82 | school diploma.

83 |       (b) A statement of intent to receive a standard high  
84 | school diploma before the student attains the age of 22 and a  
85 | description of how the student will fully meet the requirements  
86 | in s. 1003.4282, including, but not limited to, a portfolio  
87 | pursuant to s. 1003.4282(10) (b) which meets the criteria  
88 | specified in State Board of Education rule. The IEP must also  
89 | specify the outcomes and additional benefits expected by the  
90 | parent and the IEP team at the time of the student's graduation.

91 |       (c) A statement of appropriate measurable long-term  
92 | postsecondary education and career goals based upon age-  
93 | appropriate transition assessments related to training,  
94 | education, employment, and, if appropriate, independent living  
95 | skills and the transition services, including preemployment  
96 | transition services and courses of study needed to assist the  
97 | student in reaching those goals.

98 |       Section 2. The Department of Education, in conjunction  
99 | with the Project 10: Transition Education Network, shall conduct  
100 | a review of existing transition services and programs for

101 students with disabilities to establish uniform best practices  
102 for such programs to deliver appropriate employment, pre-  
103 employment, and independent living skills education to students  
104 enrolled in such transition programs. The department must  
105 establish and publish on its website such uniform best practices  
106 no later than July 1, 2022.

107 Section 3. This act shall take effect July 1, 2021.