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Purpose

This guide is a compilation of Florida Department of Education information and Flagler Schools documents. As part of the planning process to ensure a transition plan is in place to begin implementation when the student enters high school, s. 1003.5716(1), F.S., requires the IEP team to provide information to the student and the parent regarding:

- The district’s high school-level transition services, career and technical education, and collegiate programs available to students with disabilities and how to access such programs;
- School-based transition programs; and Programs and services available through the:
- Florida’s Center for Students with Unique Abilities
- Florida Centers for Independent Living
- Division of Vocational Rehabilitation
- Agency for Persons with Disabilities
- Division of Blind Services

This information is to be reviewed with families and students at each annual Transition Individual Education Plan (IEP) meeting. Documentation of review is to be provided in the appropriate sections within the IEP. A copy of the guide may be provided, emailed home to families, or accessed on the Flagler Schools Website. Please contact your school-based Local Education Agency (LEA) for more information on locating the document or the contents.

For questions regarding Flagler Schools Transition Services, please contact Ms. Ebru Snodgrass, Transition Specialist at (386) 446-6742, snodgrasse@flaglerschools.com or Dr. Kimberli L. Halliday, Director of Exceptional Student Education at hallidayk@flaglerschools.com.

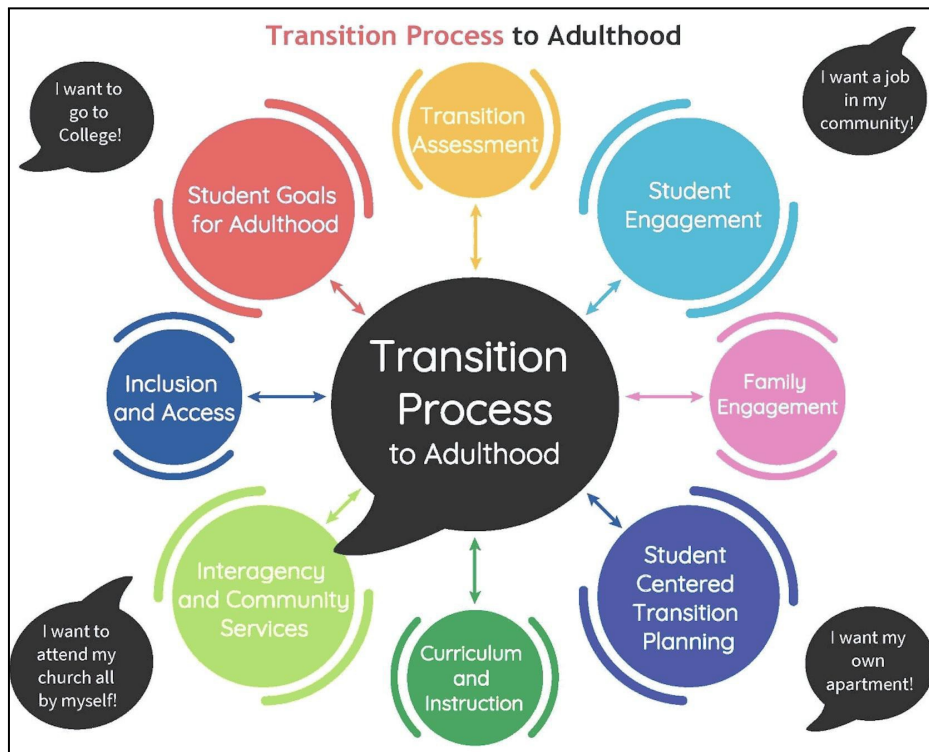


High School Level Transition Services

The IEP must include documentation (examples below) of the types of transition services the student is receiving in high school. Transition services/supports are an IEP Team decision.

Examples may include, but are not limited to:

- Accommodations
- Agency referrals
- Assistance with college enrollment
- Assistance with postsecondary goal attainment
- Community based instruction
- Instruction in daily living skills
- On-campus job experiences/internships
- School based enterprise
- Self-determination and/or self-advocacy
- Social skills training
- Transportation services
- Volunteer activities
- Career and Technical Education classes
- Learning Strategies classes
- Support Facilitation
- Remediation Courses to meet graduation requirements
- Scholar Diploma Designation courses
- Merit Diploma Designation courses





Flagler County Schools Diploma Deferment Flowchart

9th Grade Annual Review and at each Subsequent Individual Education Plan (IEP) until Graduation Requirements are Met

- Review Project 10's "Transition Services Requirements Checklist." Ensure all components are met in the TIEP based on the student's age/grade.
- Discuss requirements for graduation under IEP Diploma Option and review the [FLDOE Academic Advisement Flyer](#) based on the student's 9th-grade year.
- Ensure the student is on track for graduation- attendance, behavior, credits. (Early Warning System (EWS) indicators.)
- Review/Discuss waiver options and eligibility.
- Provide Transition IEP Information Guide.
- Discuss deferment options, eligibility, and programs.

10th Grade Annual Review and at each Subsequent IEP until Graduation Requirements are Met

- Review Project 10's "Transition Services Requirements Checklist". Ensure all components are met in the TIEP based on the student's age/grade.
- Discuss requirements for graduation under IEP Diploma Option and review the FLDOE Academic Advisement Flyer based on the student's 9th-grade year.
- Ensure the student is on track for graduation- attendance, behavior, credits. (Early Warning System (EWS) indicators.)
- Review/Discuss waiver options and eligibility.
- Provide Transition IEP Information Guide.
- Discuss deferment options, eligibility, and programs.

Flagler County Schools Diploma Deferment Flowchart Continue

11th Grade Annual Review and at each Subsequent IEP until Graduation Requirements are Met

- All requirements from 9th and 10th grade above from the Transition Requirements.
- Checklist based on the student's age/grade.
- Decision regarding deferment is made (can be changed up until May 15th of student's senior year.
- Ensure that the student/parent understands criteria and established timelines for acceptance into the deferment program(s) that best meet his/her transition needs.
- Inform the student/family that:
 - o Failure to defer releases the school district of the obligation to provide Free Appropriate Public Education (FAPE) & initiates the release of the student's high school diploma.
 - o The deadline for the deferral decision is May 15 of the student's senior year.
 - o Failure to attend a graduation ceremony does NOT constitute deferral.
- 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 the notification on the Transition IEP.
- Provide information and instruction to the student and his or her parent on self-determination and the legal rights and responsibilities regarding the educational decisions that transfer to the student upon attaining the age of 18. The information must include the ways in which the student may provide informed consent to allow his or her parent to continue to participate in educational decisions, including: 1) Informed consent to grant permission to access confidential records protected under the Family Educational Rights and Privacy Act (FERPA) as provided in section (s) 1002.22, Florida Statutes (F.S.); 2) Powers of attorney as provided in Chapter 709, F.S.; 3) Guardian advocacy as provided in s. 393.12, F.S.; 4) Guardianship as provided in Chapter 744, F.S.

12th Grade Annual Review and at each Subsequent IEP until Graduation Requirements are Met

- All requirements from the Transition Requirement Checklist, Based on the student's age/grade
- Ensure the student is on track for graduation - attendance, behavior, credits (Early Warning System (EWS) indicators.)
- Review/Discuss waiver options and eligibility.
- Complete the Summary of Performance for all students who are meeting graduation requirements.
- Will the student require special education, transition planning, transition services or related services through the age of 21?
- ****Based on the student's transition needs and post-high school transition goals, will the student continue to receive specialized and/or related services in order to receive FAPE through accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, enrollment in courses necessary to satisfy the Scholar designation requirements, or a structured work study, internship or pre-apprenticeship program?***
 - **The deadline for the deferral decision is May 15 of the student's senior year.**

Flagler County Schools Diploma Deferment Flowchart Continue

**** If the answers to the questions above are “No” the following options are available:**

1. The student has not met graduation requirements. Document the student’s need for support in meeting graduation requirements on the IEP and continue working toward the diploma.
2. The student does not continue to require specialized instruction and/or transition planning, services or related services. Complete the Summary of Performance and the student graduates and receives his/her diploma. The district is released from further obligation to provide FAPE.

**** If the answers to the questions above are “Yes” the following should occur:**

1. Review the [deferment programs available](#).
2. Review, discuss and align the student's post-secondary goal with the transition need and course of study requirements. The IEP team will determine which deferment program will best meet the students transition need. The IEP team’s decision related to deferment will be reflected in the IEP.
3. Reflect in notes and on FCS107D ensuring the student/parent understands criteria for deferment program(s) and establish timelines for acceptance/enrollment into the program.

Once the deferment program has been established:

- Students participate in all senior activities, but do not accept the high school diploma. The student’s high school maintains possession of the diploma until:
 1. The student completes their deferment program,
 2. The student withdraws from their program and requests their diploma, or
 3. The student ages out.

**** *The district is released of the obligation to provide FAPE.* ****

- Any changes to a student’s transition program and/or deferment option must be done through an IEP meeting.

Florida Department of Education Academic Advisement Flyer



Florida students entering grade nine may choose from one of five options to earn a standard diploma. They are

- 24-credit program
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Career and Technical Education (CTE) Pathway
- An International Baccalaureate (IB) curriculum
- An Advanced International Certificate of Education (AICE) curriculum

In addition to the five options available for students to earn a standard diploma listed above, Rule [6A-1.09963](#), Florida Administrative Code (F.A.C.), *High School Graduation Requirements for Students with Disabilities*, outlines two additional options that students with disabilities may complete. These include

- Specific requirements for students with disabilities for whom the individual educational plan (IEP) has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum.
- Specific requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills.

2023-24 Florida Academic Advisement:

For students entering 9th grade in 2023-24 and thereafter, please see this [document](#).

For students entering 9th grade prior to 2023-24, please see this [document](#).

2023-24 Florida Graduation Options Charts:

Students Entering 9th grade in 2023-24 and thereafter, please see this [document](#).

Students Entering 9th Grade Prior to 2023-24, please see this [document](#).

For Standard Diploma Requirements Academic Advisement:



What Students and Parents Need to Know, please see this [document](#).

Agency Information


Florida Center for Students with Unique Abilities, Vocational Rehabilitation, Agency for Persons with Disabilities, Florida Center for Independent Living, the Division of Blind Services and the Project 10 all listed below.

Agency	Mission	Website	Additional Info
<p style="text-align: center;">Florida Center for Students With Unique Abilities</p> 	<ul style="list-style-type: none"> ● Increase independent living ● Employment opportunities ● Postsecondary education ● Non Degree programs 	<p style="text-align: center;">fcsua@ucf.edu, University of Central Florida - Teaching Academy 4000 Central Florida Blvd. P.O. Box 161250 Orlando, FL 32816-1250 (407)823-5225</p>	<p>What are Florida Postsecondary Comprehensive Transition Programs? click to see here.</p> <p>Florida's Inclusive Postsecondary Education Programs, click to see here.</p>
<p style="text-align: center;">The Division of Vocational Rehabilitation</p> 	<ul style="list-style-type: none"> ● Help people with disabilities find and maintain employment ● Enhance their independence. 	<p style="text-align: center;">http://rehabworks.org/</p>	<p>All students with a documented disability in the Flagler County School District, ages 14 and up, are able to be referred for VR Pre-ETS services.</p> <p>VR checklist for students transitioning, click here.</p> <p>Steps to using Vocational Rehabilitation, click here.</p> <p>Pre-Employment Transition Services, click here.</p>

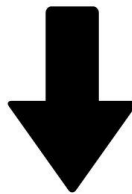
Agency Information Continue

Agency	Mission	Website	Additional Info
<p><i>The Agency for Persons With Disabilities</i></p> 	<ul style="list-style-type: none"> ● Increase access to community-based services, treatment, and residential options. ● Increase the number of individuals in the workforce. ● Improve management of the agency and oversight of providers. 	<p>https://apd.myflorida.com/region/northeast/</p>	<p>APD offers a wide range of social, medical, residential, and behavioral services. The following is a list of services offered. Services provided are based on need and coverage criteria, so not all individuals receive all services.</p>
<p><i>The Division of Blind Services</i></p> 	<ul style="list-style-type: none"> ● Ensure blind and visually-impaired Floridians have the tools, support and opportunity to achieve success. 	<p>https://dbs.fldoe.org/</p> <p>1185 Dunn Avenue Daytona Beach, FL 32114 Main Number: (386) 254-3800 Toll Free: (800) 329-3801 Fax: (386) 239-6107 District Administrator: Ted Pobst Serves: Flagler, Putnam, and Volusia Counties</p>	<p>Programs Include:</p> <p>Blind Babies Program Children’s Program Transition Services Independent Living Program Vocational Rehabilitation Program Employer Services Business Enterprise Program Rehabilitation Center for the Blind and Visually Impaired Braille and Talking Library Books</p> <p>http://dbs.myflorida.com</p>

Agency Information Continue

Agency	Mission	Website	Additional Info
<p data-bbox="296 483 436 511"><i>Project 10</i></p> 	<ul data-bbox="653 488 1031 776" style="list-style-type: none">● Capacity building to implement secondary transition services.● Interagency collaboration● Transition legislation and policy.● Student development and outcomes.	<p data-bbox="1136 488 1415 516">http://project10.info/</p> <p data-bbox="1062 548 1472 743">Project 10: Transition Education Network University of South Florida 140 7th Ave, South, SVB 108 St. Petersburg, FL 33701</p>	<p data-bbox="1514 488 1923 557">For the Transition Requirement Checklist, click here.</p>

MORE INFO



Additional Agencies and Resources

Parents of students with disabilities should begin thinking about transition (planning for adulthood) as early as possible. The following agencies and resources are useful, valuable and instrumental. The benefits for outside agencies and resources for students with disabilities are not just beneficial but necessary.

Center for Autism and Related Disorders	https://www.centerforautism.com/
The Center for Parent Information & Resources	https://www.parentcenterhub.org/
disAbility Solutions for Independent Living	https://dsil.org/
FLDOE Disability Support Services	https://www.fldoe.org/contact-us/services-to-floridians-with-disabilities.html
Dyslexia	https://dyslexia.stanford.edu/
ESE Parent Advisory Council (EPAC)	erica@vincentsclubhouse.org
Flagler County Schools ESE Department	https://flaglerschools.com/departments/exceptional_student_education
Flagler County Schools Transition Services and Programs	https://www.flaglerschools.com/academics/exceptional-student-education/transition-services-programs
The Florida Inclusion Network	https://www.floridainclusionnetwork.com/
Fun Coast Down Syndrome Association	https://www.funcoastdownsyndrome.com/
The Northeast Florida Educational Consortium	https://www.nefec.org/
Progressive Ability Support Services	https://www.progressiveabilities.org/
SEDNET: The Multiagency Network for Students with Emotional/Behavioral Disabilities	https://sednetfl.info/