

Deferment Program Options Matrix

(Program Options for Students Who Defer receipt of their Standard Diploma to continue to receive FAPE (s. 1003.4282(10)(c), F.S.))

ACCELERATED COLLEGE CREDIT PROGRAMS

	DUAL ENROLLMENT https://www.fldoe.org/schools/higher-ed/fl-college-system/dual-enroll-transfer/					Advanced Placement
	Daytona State College	University of North Florida	University of Florida	Embry Riddle University	Flagler Technical College	FPC/MHS
General Requirements	<ul style="list-style-type: none"> • Enrolled in 6th – 12th grade • 3.0 or higher unweighted high school GPA • Course pre- and co-requisites Student Success Courses: 2.5 HS GPA Vocational: 2.0 HS GPA 	<ul style="list-style-type: none"> • Enrolled in a Florida public school • Sign the public-school dual enrollment application • Completed the 6th grade • 3.0 unweighted high school GPA <p style="text-align: center;"><i>Courses through UNF are not currently available, but check back for future availability.</i></p>	<ul style="list-style-type: none"> • 3.6 unweighted HS GPA • Course prerequisites 	<ul style="list-style-type: none"> • 2.5 unweighted HS GPA • Course pre- and co-requisites 	<ul style="list-style-type: none"> • Dual enrolled students may take certificate programs that lead to industry certification in a specific field. <p>These certifications may transfer to college credit for those students wishing to continue their education.</p> <ul style="list-style-type: none"> • Students who wish to dual enroll must meet admission requirements and application deadlines. 	<ul style="list-style-type: none"> • Students who take and pass an International Baccalaureate (IB), Advanced Placement (AP), or Cambridge Advanced International Certificate of Education (AICE) test and attain a passing score will be awarded credit for the matching course. • Students who wish to participate in IB, AP, or AICE must meet admission requirements and application deadlines.
Requirements	<ul style="list-style-type: none"> • Please reference the https://www.fldoe.org/policy/articulation/articulation-agreements.stml for each college/university's articulation agreement. • Please talk with your guidance counselor about minimum test scores, maintaining eligibility and maximum course load. 				Please call Flagler Technical Institute at (386) 447-4345 for requirements.	Check the following websites for information about requirements for the AP program: https://apstudents.collegeboard.org/

COLLEGIATE HIGH SCHOOL PROGRAMS

	Flagler Palm Coast High School	Matanzas High School
Description	<ul style="list-style-type: none"> • The International Baccalaureate (IB) Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB office based in Switzerland. • IB students will have met graduation requirements with the successful completion of the IB curriculum including the Extended Essay (EE), the Creativity Activity and Service (CAS) project, and sitting for required examinations in six subjects. • A student will receive high school credit based on the grade received in the IB class. • All students enrolled in IB courses must be working toward an IB Diploma. In order to earn an IB Diploma the student must pass at least three higher-level examinations and three standard-level examinations (for a total of six) as well as the required external and internal assessments, complete the CAS requirements, complete a Theory of Knowledge (TOK) course, and submit an acceptable Extended Essay. They must also score A-D for both the TOK and the EE or not score an E for either. • Receipt of an IB Diploma is accepted in lieu of all other requirements to earn the Florida Academic Scholars' Award of the Florida Bright Futures Scholarship Program. • The IB student may take AP examinations. • Juniors in the IB program taking four higher- level courses may also take one study hall due to the rigor of their schedules. 	<ul style="list-style-type: none"> • The Cambridge Advanced International Certificate of Education (AICE) program is an international curriculum with an examination system offered by the University of Cambridge in Cambridge, England. • AICE diploma-seeking students will have met graduation requirements with successful completion of the AICE curriculum and sitting for the required examinations. • A student will receive high school credit based on the grade received in the AICE course. • Students enrolled in an AICE course do not need to be AICE diploma seeking. Courses may be offered a la carte at the discretion of the school. • Receipt of an AICE Diploma is accepted in lieu of all other requirements to earn the Florida Academic Scholars Award of the Florida Bright Futures Scholarship Program. • AICE diploma-seeking students may take AP examinations. • Juniors who are AICE diploma-seeking and taking four higher-level courses may also take one study hall due to the rigor of their schedules.
Requirements	<ul style="list-style-type: none"> • Students must be entering the 9th grade • Equivalent of 3.0 GPA, non-weighted • Florida Standards Assessment (FSA) (former FCAT) or other nationally recognized [norm referenced test] results which will be reviewed • Successful completion of Algebra 1 Honors or Geometry Honors with a grade of A or B with confirmation of End of Course (EOC) exam grades. • Successful completion of Spanish I in 8th grade or online prior to entering 9th grade • Four 8th grade teacher recommendations from core academic courses (no electives) <p>Check the following websites for information about requirements for the IB program:</p> <p style="text-align: center;">https://www.ibo.org/programmes/diploma-programme/</p>	<ul style="list-style-type: none"> • Students must be entering the 9th grade • Students must have taken and/or passed Algebra 1 Honors or Geometry Honors as an 8th grader <p>Check the following websites for information about requirements for the AICE program:</p> <p style="text-align: center;">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-aice-diploma/</p>

INDUSTRY CERTIFICATION FOR COLLEGE CREDIT

	Flagler Palm Coast High School	Matanzas High School
Description	<ul style="list-style-type: none"> Students in 9th through 12th grade are able to participate in Flagler Palm Coast High School’s programs that lead to industry certification and college preparation through on campus dual enrollment. 	<ul style="list-style-type: none"> Students in 9th through 12th grade are able to participate in Matanzas High School’s programs that lead to industry certification and college preparation through on campus dual enrollment.
Requirements	<ul style="list-style-type: none"> Students must register for each course, meet course requirements and, in some cases, obtain instructor consent. <p>Students will take the course and then corresponding exams from the Career and Professional Education (CAPE) Certification Funding List - available at https://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.stml that are tied to courses they complete.</p>	<ul style="list-style-type: none"> Students must register for each course, meet course requirements and, in some cases, obtain instructor consent. <p>Students will take the course and then corresponding exams from the Career and Professional Education (CAPE) Certification Funding List - available at https://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.stml that are tied to courses they complete.</p>

COURSES TO SATISFY REQUIREMENTS FOR SCHOLAR’S DESIGNATION

Description	In addition to the requirements of s. 1003.4282, F.S. as applicable, in order to earn the Scholar designation, a student must satisfy the following requirements:					
	English Language Arts	Mathematics	Science	Social Studies	Foreign Language	Electives
Requirements	<ul style="list-style-type: none"> No additional coursework requirements. 	<ul style="list-style-type: none"> Earn one (1) credit in Algebra II or an equally rigorous course. Earn one (1) credit in Statistics or an equally rigorous mathematics course. Pass the Geometry End of Course exam. 	<ul style="list-style-type: none"> Earn one (1) credit in chemistry or physics. Earn one (1) credit in a course equally rigorous to chemistry or physics. Pass the Biology End of Course exam.* 	<ul style="list-style-type: none"> No additional coursework requirements. Pass the U.S. History End of Course exam.* 	<ul style="list-style-type: none"> Earn two (2) credits in the same foreign language. 	<ul style="list-style-type: none"> Earn at least one (1) credit in an Advanced Placement (AP), an International Baccalaureate (IB), an Advanced International Certificate of Education (AICE), or a dual enrollment course.

*A student is exempt from Biology 1 or U.S. History End of Course (EOC) assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

STRUCTURED WORK STUDY

	TRAIL Transition Program (TRAIL)	Project SEARCH/Princeton Village
<p>Description</p>	<ul style="list-style-type: none"> • TRAIL is a community based, outcome-oriented program whose focus is to assist Flagler County’s 18-21-year-old persons with disabilities in finding meaningful, age-appropriate vocational placements in our community while accommodating their unique learning styles and needs. • TRAIL staff works with young adults by assisting them with identifying their dreams and goals through a variety of functional academics and transition assessments including interest inventories, vocational assessments, career inventories and self-determination scales, which are then fully implemented and practiced in the community. • The TRAIL mission is to combine these functional academics with community-based instruction in order to expose our participants to a variety of career choices while enhancing the skills necessary to become successful, independent, and employed. • The TRAIL vision is to prepare ALL of our young people for a seamless transition into the world of work and adult living. 	<ul style="list-style-type: none"> • Project SEARCH was developed at Cincinnati Children’s Hospital Medical Center, a research environment that fosters visionary thinking and innovation, serving young people with significant intellectual and developmental disabilities. Typically, these are high school students who are on an Individual Education Program (IEP) and in their last year of high school eligibility. The most important criterion for acceptance into Project SEARCH is a desire to acquire 16+ hours of integrated competitive employment. Since its inception, Project SEARCH has grown from a single program site at Cincinnati Children’s to a large and continuously expanding international network of sites. Project SEARCH’s primary objective is to secure competitive employment for people with disabilities. • Flagler County’s Project SEARCH site is located at Grand Villa Senior Living in Palm Coast.
<p>Requirements</p> <p>* Examples of services that may impact community/vocational safety may include a need for a classroom/school nurse, one-to-one adult support for activities, Crisis Prevention as part of a behavior plan, a need for a sensory room/cool down location, or other specified services offered through a student’s service school.</p> <p>** Recommended. Should be reviewed at a deferral IEP meeting.</p>	<p>Students wishing to participate in TRAIL (18-22 years old) should have:</p> <ul style="list-style-type: none"> • Been served under IDEA through an IEP (and not dismissed) and elected to defer the receipt of a standard diploma or, in extraordinary circumstances, earned a certificate of completion; • Mastered all required academic curriculum and can be determined to have achieved the highest level of academic independence through his/her high school ESE Program; • The desire and capacity to be in pursuit of structured work-study, internship or employment that, when appropriate, integrates Functional Life skills training; • The desire and capacity to safely work in a group setting, with fading supports of one adult, in the Flagler Community; * • An IEP that prescribes a need for transition planning/services that can safely be provided in the community, related services and a structured work program up to the participants age of 21; * • The ability to access and arrange personal or public transportation; • A willingness to attend a Vocational Rehabilitation (VR) Orientation and become a client, • Be under the age of 22. • Score an average of 2.5 or better in all categories on the Flagler County Schools Transition Skill Development Rubric, with evidence to support scores.** 	<p>Students wishing to participate in the Flagler County Schools Project SEARCH program must:</p> <ul style="list-style-type: none"> • Be at least 18 years of age and have an active IEP; • Be enrolled as a student with the Flagler County School District; • Have completed high school credits necessary for graduation, and are willing to defer receipt of their High School Diploma; • Agree that this will be the last year of student services and that therapy services will be on a consultative basis only; • Meet eligibility requirements for Vocational Rehabilitation (VR) Supported Employment; • Independently complete the full application process, including interview and skills assessment; • Have independent personal hygiene, grooming and independent daily living skills; • Maintain appropriate behavior and social skills in the workplace; • Take direction from supervisors and have the capacity to change a behavior; • Be able to communicate effectively with or without accommodations (i.e., Assistive Technology); • Access and arrange personal or public transportation; • Complete pre-employment training (20 hours during the summer) through VR; • Have the desire and plan to work competitively in the community at the end of the internship program. • Score an average of 3.25 or better in all categories on the Flagler County Schools Transition Skill Development Rubric, with evidence to support scores. **

ON CAMPUS WORK STUDY THROUGH TRANSITION COURSES
STREAM (Structured TRAnsition Education Courses And Managed Care and Supports)

	Career Experience Course (Community Based Vocational Education)	Transition Planning Course	Self Determination Course	Social and Emotional Unique Skills	Preparation for Adult Living Course
Description	<ul style="list-style-type: none"> • Students maintain enrollment at their service high school. • The purpose of this course is for students with disabilities to participate in guided non-paid work experiences on campus or (with direct support) at local businesses/volunteer sites. • In this course, students will develop general employability skills and job/career interests. • This course also provides documented successful work experiences which may help the IEP Team determine readiness for structured work study programs. 	<ul style="list-style-type: none"> • Students maintain enrollment at their service high school. • The purpose of this course is to enable students with disabilities to develop knowledge and skills for transition planning and accessing services needed to engage in postsecondary education/training, employment and independent living. 	<ul style="list-style-type: none"> • Students maintain enrollment at their service high school. • The purpose of this course is to enable students with disabilities to apply self-determination and self-advocacy skills in school, home, community and employment settings. • Students will increase self-awareness of personal abilities and develop an understanding of the impact of their own disability on learning and other areas of life. 	<ul style="list-style-type: none"> • Students maintain enrollment at their service high school. • The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self-management and interpersonal relationships in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). 	<ul style="list-style-type: none"> • Students maintain enrollment at their service high school. • The purpose of this course is to enable students with disabilities to gain the knowledge and skills needed for post school adult living.
Requirements	<ul style="list-style-type: none"> • Need based on TIEP team decision • Students must demonstrate a need for structured services/supports offered only through the service high school. • Students must have the desire and capacity to work, with supports, in the school community and/or Flagler Community. • A willingness to attend a Vocational Rehabilitation Orientation and become a client, • Be under the age of 22. 	<ul style="list-style-type: none"> • Need based on TIEP team decision • Students must demonstrate a need for structured services/supports offered only through the service high school. • Students must have the desire and capacity to work, with supports, in the school community and/or Flagler Community. • A willingness to attend a Vocational Rehabilitation Orientation and become a client, • Be under the age of 22. 	<ul style="list-style-type: none"> • Need based on TIEP team decision • Students must demonstrate a need for structured services/supports offered only through the service high school. • Students must have the desire and capacity to work, with supports, in the school community and/or Flagler Community. • A willingness to attend a Vocational Rehabilitation Orientation and become a client, • Be under the age of 22. 	<ul style="list-style-type: none"> • Need based on TIEP team decision • Students must demonstrate a need for structured services/supports offered only through the service high school. • Students must have the desire and capacity to work, with supports, in the school community and/or Flagler Community. • A willingness to attend a Vocational Rehabilitation Orientation and become a client, • Be under the age of 22. 	<ul style="list-style-type: none"> • Need based on TIEP team decision • Students must demonstrate a need for structured services/supports offered only through the service high school. • Students must have the desire and capacity to work, with supports, in the school community and/or Flagler Community. • A willingness to attend a Vocational Rehabilitation Orientation and become a client, • Be under the age of 22.