

Secondary Transition Roadmap for Families



Secondary Transition Roadmap Overview

This roadmap is designed to give families of students with disabilities, ages 12 to 22, an overview of the milestones needed to assist their youth to become college, career and life ready. The mission of Florida's K-20 education system is to increase the proficiency of all students within one seamless, efficient system by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.



This product is designed and provided by Project 10: Transition Education Network, the state's designated Discretionary Project in providing secondary transition information, technical assistance, resource development, and training.

The roadmap theme communicates that preparing both students with and without disabilities for a meaningful, purposeful life after high school requires significant planning and time. Use this roadmap to identify tasks to accomplish on the secondary transition journey.



The High School Journey Begins with a Plan: A Transition Plan

The individual educational plan (IEP) is a required document that maps out the support needs of students with disabilities. The IEP also includes the course of study which describes the educational journey students take each year to help them reach their goals. As students age, the IEP requirements change.

By the age of 14, or to be operational on the first day of high school, an IEP becomes a Transition Individual Educational Plan or TIEP. The TIEP includes both IEP and TIEP components. The TIEP ensures students receive the supports and transition services that assist students to be college, career and life ready! See the tables on page two for IEP and TIEP information in greater detail.

IEP Components (Plus legislative requirements at age 12 or 7th grade, whichever occurs first)

Statement of the student's present levels of performance (academic and functional). Rule 6A-6.03028, Florida Administrative Code (F.A.C.).	Statement of any individual appropriate accommodations (needed to measure the academic achievement and functional performance on state and district-wide assessments). (Rule 6A-6.03028, F.A.C.).
Description of the student's progress toward meeting the annual goals (Rule 6A-6.03028, F.A.C.).	Statement of measurable annual goals (academic and functional); (Rule 6A-6.03028, F.A.C.).
Statement of the special education and related services, including supplementary aids (Rule 6A-6.03028, F.A.C.).	Explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class (Rule 6A-6.03028, F.A.C.).
Projected date for the beginning of services (along with the frequency, location and duration of those services and modifications); (Rule 6A-6.03028, F.A.C.).	Beginning at age 12, or 7th grade, whichever occurs first, use age-appropriate transition assessments (foundation of measurable postsecondary goals) to identify the student's need for self-determination instruction (s. 1003.5716, F.S.).
Beginning at the age of 12 or 7th grade, whichever occurs first, the student will be invited to the IEP meeting (Rule 6A-6.03028, F.A.C.).	Beginning at age 12 or 7th grade, whichever occurs first, the student's need for transition services will begin to be identified (s. 1003.5716, F.S.).
Beginning at age 12 or 7th grade, whichever occurs first, discuss diploma pathways and describe how the student will be prepared to graduate with a standard diploma and a(n) scholar or industry scholar designation (s. 1003.5716, F.S.).	Beginning at age 12 or 7th grade, whichever occurs first, families and students will receive detailed information about school-based transition programs and services. The schools will also share information about transition programs and services that are available through the Division of Vocational Rehabilitation, the Agency for Persons with Disabilities, Florida's Center for Students with Unique Abilities, the Florida Centers for Independent Living, and the Division of Blind Services. This will continue every year until the student graduates or exits high school (s. 1003.5716, F.S.).

TIEP Components (Required at age 14 or to be in place and operational on the first day of high school)

Document the graduation pathway decision and whether the student will work toward a diploma designation (Rule 6A-6.03028, F.A.C.).	Appropriate measurable postsecondary goals based on the individual child's strengths, preferences and interests. Review annually (s. 1003.5716, F.S.).
Transition services, a coordinated set of activities to assist the student to meet from school to post-school, will be identified and provided (Rule 6A-6.03028, F.A.C.).	Develop courses of study that will reasonably enable students to meet their postsecondary goals (s. 1003.5716, F.S.).
Evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority (20 U.S.C. 1416(a)(3)(B)).	Document the discussion with the student and family about the deferral process (s. 1003.5716, F.S.).
At least one year prior to the student's 18th birthday (age of majority) or by the time the student turns 17, document how the student and parents have been informed about the upcoming transfer of rights to the student at the age of majority, including information and instruction on self-determination related to legal rights and responsibilities regarding educational decisions. This is especially relevant to the student's right to provide consent for parents to remain involved in educational decision-making (Rule 6A-6.03028, F.A.C.).	Prior to the beginning of the year the student is expected to graduate, the IEP must include a signed statement by the family or the student who has received the transfer of rights that he or she understands the process for deferment and indicates if the student will defer the receipt of his or her standard high school diploma (s. 1003.5716, F.S.).



Student Responsibilities

Students are in the driver's seat for the transition process. Starting in middle school, students should do the following:

- Develop and use self-determination and self-advocacy skills (such as learning more about one's disability and knowing which accommodations are helpful in reaching long-term goals).
- Know your accommodations at school.
- Learn to use and take care of assistive technology (AT).
- Go to your IEP team meetings.
- Take part in developing the IEP (such as sharing your strengths, needs and interests).
- Take and complete career awareness and exploration activities, often called transition assessments.
- Practice expressing your ideas, opinions and needs (self advocacy).
- Practice using self-determination skills (such as making decisions and choices, solving problems, setting goals for yourself and believing in your ability to reach your goals).



Family Responsibilities

Families are important in transition. Students have the best outcomes when families take an active role. Families may help their students by doing the following:

- Keep records of transition-related services and activities.
- Review graduation requirements.
- Identify strengths and needs to discuss at the IEP meeting.
- Review and discuss diploma options with your youth.
- Help your youth practice self-advocacy skills.
- Help your youth practice self-determination skills.
- Talk to your child about plans for life after high school.
- Explore the research-based predictors of post-school outcomes and help your youth engage in the activities that support the postsecondary goals that he/she wants.
- Provide opportunities to explore post-school options (such as career and technical education programs; apprenticeships or employment opportunities; and colleges and universities).



School and School District Responsibilities

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:

- Use age-appropriate transition assessments.
- Prepare students to take part in their IEP meetings.
- Identify the strengths, needs and interests of students.
- Ensure students have the accommodations and modifications they need to be successful.
- Teach students self-determination skills, including ways in which a student may provide informed consent to allow a parent to continue to participate in educational decisions.
- Review measurable annual goals. Do the annual goals support students to reach their postsecondary goals?
- Review measurable postsecondary goals. Do the postsecondary goals help students to get the education or training and the jobs they want?
- Provide learning experiences related to employment, such as work-based learning experiences, community-based instruction (CBI) and/or community-based vocational education (CBVE).
- Connect students to agencies that can provide support during and after high school.



Agency Responsibilities

A variety of agencies may play a role in providing services to students. The IEP team should help 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:

- [Agency for Persons with Disabilities \(APD\)](#)
- [CareerSource Florida](#)
- [Centers for Independent Living \(CIL\)](#)
- [Division of Blind Services \(DBS\)](#)
- [Division of Vocational Rehabilitation \(VR\)](#)
- [Florida Department of Children and Families \(DCF\)](#)
- Leisure and recreation service providers
- Health organizations and providers, including mental health service providers
- Other community-based organizations and providers of services to adults



Career Planning with Xello

A significant resource to support career planning and transition assessment utilization (for all students!) is the recently created [Florida Department of Education's College and Career Planning Page](#). Xello is identified as Florida's official, K-12 career planning and work-based learning coordination provider. Xello offers a range of career planning activities that assist students to accomplish the following:

- Build personalized profiles to display their interests, skills, and abilities.
 - Take career-matching assessments to guide and motivate exploration.
 - Explore their options by reviewing career profiles, labor market data, and postsecondary training opportunities.
- Set both short and long-term goals and track their progress with academic course planning and managing the college application process.
 - Prepare for the world of work by developing a professional resume, creating shareable portfolios, and applying for local work-based learning opportunities.
 - Continually learn, reflect, and re-assess their plans with the support of built-in college and career readiness lessons.

The team from one of Florida's school districts explained why Xello was their choice for a college and career readiness tool, "With the custom lessons, students are not just checking off boxes but are truly immersed in self-exploration, answering questions and diving deeper to reflect on their own interests. . . We love that there are both life skills and college and career components in Xello because we know that life skills are so important to the overall health of a student."



Pre-Employment Transition Services (Pre-ETS)

The ultimate goal of all education is to prepare students for life after high school and, as students move through the K-12 system, the focus on preparing for post-school life intensifies. Pre-employment transition services (Pre-ETS) are available to prepare students for training, postsecondary education, employment, and careers.

Pre-ETS help students with disabilities explore, prepare for and make informed career-based decisions. Students age 14 through age 21 with an IEP, 504 Plan, or other documented disabilities are eligible to receive Pre-ETS at no cost through Vocational Rehabilitation (VR). Students can be referred online for Pre-ETS by school personnel. There is also a form that can be filled out by another adult in the student's life with permission from the student.

The following list includes all Pre-ETS options for students with disabilities:

- Job Exploration Counseling
- Work Readiness Training
- Paid and Un-Paid Work Based Learning Experiences (WBLEs)
- Self-Advocacy Training and Peer Mentoring
- Postsecondary Educational Counseling

Per [section 1003.5716, Florida Statutes](#), Pre-ETS should be addressed in the IEP beginning no later than when the student turns 14 or enters high school. http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.5716&URL=1000-1099/1003/Sections/1003.5716.html

For more information about VR services for students with disabilities, ask your school or please visit the VR website.

<http://www.rehabworks.org>

Pre-Employment Transition Services



The Division of Vocational Rehabilitation (VR) works with students, families, schools, community agencies, and organizations to provide services that promote successful transitions from school to work and into adult life. Find the VR Pre-Employment Transition Services Flyer [here](#).



Destination Graduation - Florida High School Graduation Pathway Options

In Florida, students may choose from a number of graduation pathway options. Graduation pathways may impact future employment choices, as well as further education and training. Be sure to select the most appropriate graduation pathway option for your youth. This should be discussed with the IEP team and may be revisited if needed. Details for graduation requirements for the three 24-Credit Standard Diploma Options, as well as the 18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Option and Career and Technical Education (CTE) Pathway Option are provided in the Graduation Options Charts on pages 6 through 9. For students entering 9th grade for the beginning 2023-24 (and thereafter), please reference the charts on pages 6-7. For students who entered 9th grade prior to 2023-24, please refer to the charts on pages 8 and 9.

24-Credit Standard Diploma Options: There are three 24-credit high school diploma options. The majority of students with disabilities will complete the 24-credit option available to all students. There are also two graduation options available only to students with disabilities. These two options allow students to substitute a career and technical education (CTE) course with related content for one credit in each of the four core content areas. The second of the options for students with disabilities is designed specifically for students with intellectual disabilities who earn credits via access courses and are assessed using an alternate assessment. Learn more information about this at the bottom of this page. *Note - All 24-credit options may also be completed as 18-credit options. **Note - Some districts have additional requirements for graduation.

18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Option:

Students in the 18-credit ACCEL pathway option must meet all the graduation requirements for a 24-credit standard diploma, except they earn reduced elective credits and a Physical education credit is not required. As this is an accelerated option, this pathway should be carefully considered.



Career and Technical (CTE) Graduation Pathway Option:

Students using this pathway must meet all of the requirements for a minimum of 18 credits in which 3.5-4 elective credits are required (depending on the 9th grade cohort year). Two elective credits in CTE courses must result in a program completion and an industry certification. Please refer to the Graduation Options Charts to determine Work-Based Learning credit requirements or equivalent substitutions for the CTE Graduation Pathway Option.

International Baccalaureate (IB) curriculum:

The IB curriculum is designed for highly motivated students aged 16-19. It is based on a rigorous two-year pre-university course of study with international examinations and university credit. (Check your school district for availability.)

Advanced International Certificate of Education (AICE) curriculum:

The AICE curriculum is designed for students aged 16-19 who are seeking advanced study in preparation for college or university study. The AICE Diploma Program is based on the Cambridge International Examinations curriculum and assessment. (Check your school district for availability.)

Standard Diploma Through Access Points:

About 1 percent of all students, which is about 10 percent of all students with a disability, have complex learning challenges that influence their activities, including school, independent functioning, community living, leisure and work. After carefully reviewing student performance, assessment results and other records, IEP teams, which include the parents, may request written consent from parents for their youth to earn a standard diploma via access points. Students on access points are given an alternate assessment, currently the Florida Alternate Assessment (FAA). The test scores may be waived with the recommendation of the IEP team.

Access points are learning expectations for students with the most significant cognitive disabilities. Access points are aligned with the general education curriculum and focus on the Florida standards with less complexity. Access points are taught within access courses, but this does not 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 learn in an inclusive setting.

The Performance-Based Exit Option:

The Performance-Based Exit pathway is an alternate route to graduation for students who are at least 16 years of age, do not have enough credits for graduation, have a low grade point average (GPA), or are overage for their current grade level. This option is NOT designed to be a preferred or accelerated program for early exit. (Check your school district for availability.)



Diploma Designations

To earn an **industry scholar designation** a student must meet the standard diploma requirements and earn one or more industry certifications from the list established per section 1003.492, Florida Statutes. To earn industry certifications, students take CTE courses and must pass a related certification test. To earn a **scholar designation** a student must earn credits in identified courses and pass specified end-of-course (EOC) exams. See the chart below for details or refer to FL Statutes [http://leg.state.fl.us/statutes/index.cfm?](http://leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.4285.html)

[App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.4285.html](http://leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.4285.html).

For the Scholar Designation, Students Must Earn	For the Industry Scholar Designation, Students Must Pass
1 Credit - Algebra II	Algebra II End-of-Course Exam (EOC)
1 Credit - Statistics or an Equally Rigorous Mathematics Course	Geometry EOC
1 Credit - Chemistry or Physics	Biology 1 EOC
1 Credit in a Course Equally Rigorous to Chemistry or Physics	U.S. History EOC
2 Credits in the Same World Language	-----
A Minimum of 1 Credit in AP, IB, AICE or a Dual Enrollment Course	-----

*Please note: A student with a disability cannot access an assessment waiver if pursuing scholar designation (the EOC assessments referenced above cannot be waived). **A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student takes the respective AP, IB or AICE assessment and earns the minimum score to earn college credit.



WRONG WAY: Avoid Dropout Danger

Dropping out of high school affects students in many negative ways. Students who drop out of school are less likely to find the kind of jobs they want; less likely to earn as much as a high school graduate; more likely to need public assistance; and more likely to commit a crime. There are many factors that influence students to drop out of high school. Explore this resource for more information on the importance of student engagement - Pay Attention to Attendance: Keep Your Child On Track in Middle and High School at https://attendanceworks.org/wp-content/uploads/2017/08/AW_HS-flyer-1-pager.pdf.



Students have the best outcomes when families take an active role in the education of their youth. Some of the benefits students experience because of active family involvement are as follows:

- Students do better in school and they stay in school longer.
- School culture and environment improve for all involved.
- Students do best when parents are involved in a variety of areas in student learning.
- Student achievement is higher when schools and families work as partners.
- Families, schools and community groups all help to improve student achievement (Henderson & Mapp, 2002).

2023-24 Florida Graduation Options Chart: Students Entering 9th Grade Prior to 2023-24

24-Credit Standard Diploma Option <i>Available to all students, including students with disabilities</i>	24-Credit Standard Diploma Option with Academic and Employment Requirements <i>Available only to students with disabilities</i>	24-Credit Standard Diploma Option (Access Courses) <i>Available only to students with the most significant cognitive disabilities, who take access courses and the alternate assessment</i>
English Language Arts (4 Credits)		
<ul style="list-style-type: none"> ▪ ELA 1, 2, 3, 4 ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement. 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute a Career and Technical Education (CTE) course with content related to English for English 4 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to English for English 4
Mathematics (4 Credits)		
<ul style="list-style-type: none"> ▪ One of which must be Algebra 1 and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ▪ An identified computer science* credit may substitute for up to one math credit (except for Algebra 1 and Geometry) *A computer science credit may not be used to substitute for both a mathematics and science credit. 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry) 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry)
Science (3 Credits)		
<ul style="list-style-type: none"> ▪ One of which must be Biology 1, two of which must be equally rigorous science courses ▪ Two of the three required credits must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1) ▪ An identified computer science* credit may substitute for up to one science credit (except for Biology 1) *A computer science credit may not be used to substitute for both a mathematics and science credit. 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute a CTE course with content related to science for one science credit (except for Biology 1) 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to science for one science credit (except for Biology 1)
Social Studies (3 Credits)		
<ul style="list-style-type: none"> ▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ 0.5 credit in U.S. Government ▪ 0.5 credit in Economics 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History) 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to social studies for one social studies credit course (except for U.S. History)
Electives (8 Credits)		
<ul style="list-style-type: none"> ▪ May include employment-based course/s 	<ul style="list-style-type: none"> ▪ Must include 0.5 credit in an employment-based course ▪ May include exceptional student education (ESE) courses 	<ul style="list-style-type: none"> ▪ May include employment-based course/s
1 Credit in Fine and Performing Arts, Speech and Debate, CTE or eligible Practical Arts (per Course Code Directory)		
1 Credit in Physical Education to include the integration of health		
Students must earn a 2.0 unweighted grade point average (GPA) on a 4.0 scale and pass statewide, standardized assessments or meet the criteria for a waiver of assessment results		

2023-24 Florida Graduation Options Chart: Students Entering 9th Grade Prior to 2023-24

<p>18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Option</p> <p><i>Available to all students, including students with disabilities</i></p>	<p>Career and Technical Education (CTE) Graduation Pathway (requires a minimum of 18 credits)</p> <p><i>Available to all students, including students with disabilities</i></p>
English Language Arts (4 Credits)	
<ul style="list-style-type: none"> ▪ ELA 1, 2, 3, 4 ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement. 	<p>Includes all requirements listed in column one</p> <ul style="list-style-type: none"> ▪ Including statewide grade 10 Reading assessment or the grade 10 ELA assessment or earn a concordant score
Mathematics (4 Credits)	
<ul style="list-style-type: none"> ▪ One of which must be Algebra 1 and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) *A computer science credit may not be used to substitute for both a mathematics and science credit. 	<p>Includes all requirements listed in column one</p>
Science (3 Credits)	
<ul style="list-style-type: none"> ▪ One of which must be Biology 1 ▪ Two of the three required credits must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1) ▪ An identified computer science* course may substitute for up to one science credit (except for Biology 1) *A computer science credit may not be used to substitute for both a mathematics and science credit. 	<p>Includes all requirements listed in column one</p>
Social Studies (3 Credits)	
<ul style="list-style-type: none"> ▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ 0.5 credit in U.S. Government ▪ 0.5 credit in Economics 	<p>Includes all requirements listed in column one</p>
Electives (3 Credits)	Electives (4 Credits)
<p>Career and Technical Education – Not Required</p> <ul style="list-style-type: none"> ▪ Unless used to meet the 1 Credit requirement for Fine and Performing Arts, Speech and Debate or eligible Practical Arts <p>Work-Based Learning Programs – Not Required</p>	<ul style="list-style-type: none"> ▪ Career and Technical Education (2 Credits) - Courses must result in a program completion and an industry certification ▪ Work-Based Learning Programs (2 Credits) - Complete two credits in work-based learning programs <ul style="list-style-type: none"> ○ May substitute up to 2 credits of electives, including 0.5 credit in financial literacy, for work-based learning program courses to fulfill requirement
<p>1 Credit in Fine and Performing Arts, Speech and Debate, CTE or eligible Practical Arts, per Course Code Directory</p>	<p>Fine Arts and Performing Arts, Speech and Debate, or eligible Practical Arts – Not Required</p>
Physical Education – Not Required	
<p>Students must earn a 2.0 unweighted grade point average (GPA) on a 4.0 scale and pass statewide, standardized assessments or meet the criteria for a waiver of assessment results</p>	

Additional information on graduation requirements, including links and legislative references, can be found on the Florida Department of Education’s Graduation Requirements website: <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

2023-24 Florida Graduation Options Chart: Students Entering 9th Grade in 2023-24 and Thereafter

24-Credit Standard Diploma Option <i>Available to all students, including students with disabilities</i>	24-Credit Standard Diploma Option with Academic and Employment Requirements <i>Available only to students with disabilities</i>	24-Credit Standard Diploma Option (Access Courses) <i>Available only to students with the most significant cognitive disabilities, who take access courses and the alternate assessment</i>
English Language Arts (4 Credits)		
<ul style="list-style-type: none"> ▪ ELA 1, 2, 3, 4 ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement. 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute a Career and Technical Education (CTE) course with content related to English for English 4 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to English for English 4
Mathematics (4 Credits)		
<ul style="list-style-type: none"> ▪ One of which must be Algebra 1 and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ▪ An identified computer science* credit may substitute for up to one math credit (except for Algebra 1 and Geometry) *A computer science credit may not be used to substitute for both a mathematics and science credit. 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry) 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry)
Science (3 Credits)		
<ul style="list-style-type: none"> ▪ One of which must be Biology 1, two of which must be equally rigorous science courses ▪ Two of the three required credits must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1) ▪ An identified computer science* credit may substitute for up to one science credit (except for Biology 1) *A computer science credit may not be used to substitute for both a mathematics and science credit. 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute a CTE course with content related to science for one science credit (except for Biology 1) 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to science for one science credit (except for Biology 1)
Social Studies (3 Credits)		
<ul style="list-style-type: none"> ▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ 0.5 credit in U.S. Government ▪ 0.5 credit in Economics 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History) 	Includes all requirements listed in column one <ul style="list-style-type: none"> ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to social studies for one social studies credit course (except for U.S. History)
Electives (7.5 Credits)		
<ul style="list-style-type: none"> ▪ May include employment-based course/s 	<ul style="list-style-type: none"> ▪ Must include 0.5 credit in an employment-based course ▪ May include exceptional student education (ESE) courses 	<ul style="list-style-type: none"> ▪ May include employment-based course/s
1 Credit in Fine and Performing Arts, Speech and Debate, CTE or eligible Practical Arts (per Course Code Directory)		
0.5 Credit in Personal Financial Literacy		
1 Credit in Physical Education to include the integration of health		
Students must earn a 2.0 unweighted grade point average (GPA) on a 4.0 scale and pass statewide, standardized assessments or meet the criteria for a waiver of assessment results.		

2023-24 Florida Graduation Options Chart: Students Entering 9th Grade in 2023-24 and Thereafter

<p>18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Option</p> <p><i>Available to all students, including students with disabilities</i></p>	<p>Career and Technical Education (CTE) Graduation Pathway (requires a minimum of 18 credits)</p> <p><i>Available to all students, including students with disabilities</i></p>
English Language Arts (4 Credits)	
<ul style="list-style-type: none"> ▪ ELA 1, 2, 3, 4 ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement. 	<p>Includes all requirements listed in column one</p> <ul style="list-style-type: none"> ▪ Including statewide grade 10 Reading assessment or the grade 10 ELA assessment or earn a concordant score
Mathematics (4 Credits)	
<ul style="list-style-type: none"> ▪ One of which must be Algebra 1 and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) *A computer science credit may not be used to substitute for both a mathematics and science credit. 	<p>Includes all requirements listed in column one</p>
Science (3 Credits)	
<ul style="list-style-type: none"> ▪ One of which must be Biology 1 ▪ Two of the three required credits must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1) ▪ An identified computer science* course may substitute for up to one science credit (except for Biology 1) *A computer science credit may not be used to substitute for both a mathematics and science credit. 	<p>Includes all requirements listed in column one</p>
Social Studies (3 Credits)	
<ul style="list-style-type: none"> ▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ 0.5 credit in U.S. Government ▪ 0.5 credit in Economics 	<p>Includes all requirements listed in column one</p>
Electives (2.5 Credits)	Electives (3.5 Credits)
<p>Career and Technical Education – Not Required</p> <ul style="list-style-type: none"> ▪ Unless used to meet the 1 Credit requirement for Fine and Performing Arts, Speech and Debate, CTE or eligible Practical Arts <p>Work-Based Learning Programs – Not Required</p>	<ul style="list-style-type: none"> ▪ Career and Technical Education (2 Credits) - Courses must result in a program completion and an industry certification ▪ Work-Based Learning Programs (1.5 Credits) - Complete two credits in work-based learning programs <ul style="list-style-type: none"> ○ May substitute up to 2 credits of electives, including 0.5 credit in financial literacy, for work-based learning program courses to fulfill requirement
<p>1 Credit in Fine and Performing Arts, Speech and Debate, CTE or eligible Practical Arts, per Course Code Directory</p>	<p>Fine Arts and Performing Arts, Speech and Debate, or eligible Practical Arts – Not Required</p>
0.5 Credit in Personal Financial Literacy	
Physical Education – Not Required	
<p>Students must earn a 2.0 unweighted grade point average (GPA) on a 4.0 scale and pass statewide, standardized assessments or meet the criteria for a waiver of assessment results.</p>	

Additional information on graduation requirements, including links and legislative references, can be found on the Florida Department of Education’s Graduation Requirements website: <https://www.fl DOE.org/schools/k-12-public-schools/sss/graduation-requirements/>.



Age of Majority and Transfer of Rights

According to the Individuals with Disabilities Education Act (IDEA), the transfer of parental rights can take place "when a child with a disability reaches the age of majority under State law which applies to all children (except for a child with a disability who has been determined to be incompetent under State law)." In Florida, individuals reach the age of majority and receive the transfer of their rights at age 18 ([Section 743.07, Florida Statutes \(F.S.\)](#)).

Students Turning 18 and Educational Decision-Making

Preparing students for decision-making about their lives is a powerfully important process. At the age of 18, students will have the right to make educational decisions. Florida legislative requirements that support the transfer of rights to students include the following:

- At least one year prior to a student turning 18, the student and parents must be notified that the transfer of rights to the student will occur at age 18. This must be done no later than the student's 17th birthday and must be documented in the individual education plan (IEP).
- A separate notice will be provided to the parents and student when the student reaches age 18.
- Additionally, House Bill (HB) 19 (2023) amends [S. 1003.5716, F.S.](#) to indicate the school district will 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:
 - Informed consent to grant permission to access confidential records protected under the Family Educational Rights and Privacy Act (FERPA) as provided in [s. 1002.22](#).
 - Powers of attorney as provided in [Chapter 709, F.S.](#);
 - Guardian advocacy as provided in [s. 393.12, F.S.](#); and
 - Guardianship as provided in [Chapter 744, F.S.](#)" ([HB 19 \(2023\) Individual Education Plans](#)).



Guardianship and Decision-Making Alternatives

When considering guardianship or a decision-making alternative with your youth, a common suggestion is to choose an option that will give your youth who is reaching the age of 18 the maximum amount of decision-making ability while also safeguarding his/her health and general welfare. Decision-making options that may be considered are as follows:

- Full Guardianship is used when a person has been found to lack all capacities to care for self and property. The court (circuit court) will appoint a guardian to exercise all of a person's rights and powers that can be legally delegated.
- Limited Guardianship is used when a person has been found to lack capacities to exercise some, but not all, of their rights. The court will appoint a guardian to exercise rights that can legally be delegated. ([Section 744.2102, F.S.](#))
- Guardian Advocacy is available for persons with a developmental disability (DD). Individuals cannot be determined as in need of a guardian based only on the fact that they have a DD. However, if a person with a DD lacks the capacity to make some (not all) decisions related to care for person or property, a Guardian Advocate may be appointed by a circuit court to assist with decision-making in the areas of the person's needs. ([Section 393.12, F.S.](#))
- Supported Decision-Making is making one's own decisions with the option to get support from a group of trusted family members, friends and/or professionals. With this model, an individual can choose to make the decisions he/she wishes to make and choose to access assistance where needed. Finding the right balance between assistance and autonomy is the key to ensuring your youth has the opportunity to lead the most self-determined life possible.

Checkout this [Project 10 publication](#) for more information! "[Considering Age of Majority, Transfer of Rights and Decision-Making Options](#)".



Changing Lanes: Deferring Receipt of a Standard Diploma

Not only can students with disabilities work toward earning a standard diploma, certain students with disabilities may also defer receiving the diploma and continue to receive educational services through the school district. The deferral process 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.

1. The 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.
2. The student must be enrolled in one of several specific programs. Refer to the chart on this page for programs and their descriptions. Students with disabilities who earn a standard diploma and do not defer are NOT eligible for any further services from the school district. While in deferment status, students may have flexible scheduling. Deferment

programs may have schedules that differ from the regular school schedule. For example, deferment programs may meet two or three days a week or may meet every day and have an early dismissal time. Students are expected to attend during the scheduled program time.

Diploma Deferral through Extended Transition (Florida 18-22 Programs)

Florida Legislation allows students with disabilities to defer receipt of their standard diploma and continue to receive special educational services from their school district [1003.4282(11)(c). F.S.].

Deferral timeline for students who defer:

1. For the IEP in effect at age 14, or to be in place and operational on the student's first day of high school, a discussion about the deferral process will be documented.
2. For the IEP in effect at the beginning of the school year the student is expected to graduate, there must be a signed statement by the parent, guardian, or the student, if the student has reached the age of majority and rights have transferred to the student, that he/she understands the process for deferment and identifying if the student will defer the receipt of his or her standard high school diploma.
3. During the year the student is expected to graduate, school districts will inform families and students that failure to defer receipt of the high school diploma once all requirements are met releases the obligation for districts to provide a free appropriate public education (FAPE).
4. May 15th of the year the student is expected to graduate is the deadline for finalizing changes to the deferral decision (Rule 6A-1.09963, F.A.C.).

To meet the criteria for eligibility, a student must:

1. Meet all credit, grade point average (GPA) and testing requirements for the standard diploma.
2. Have an IEP that documents the need for specialized instruction, transition or related services through age 21.

Upon deferment, the student must enroll in one of the educational programs listed below.

Program Type	Program Description
Accelerated College Credit Programs, as described in s.1007.27(1), F.S.	Accelerated college credit programs, as described in s.1007.27(1), F.S., include dual enrollment and early admission, advanced placement, credit by examination, the International Baccalaureate (IB) program and the Advanced International Certificate of Education (AICE) program. Available courses and programs for dual enrollment will vary by school district. In addition, these programs often have rigorous eligibility requirements, such as GPA.
Early College Programs	Early College Programs are structured high school acceleration programs in which a cohort of students is enrolled full-time in postsecondary courses that earn credit toward an associate degree. Courses applicable as general education core courses must be prioritized under s. 1007.25, F.S. for an associate degree or a baccalaureate degree. s. 1007.273, F.S.
Industry Certification Courses Leading to College Credit	Available courses and programs for industry certification will vary by school district and may have eligibility requirements.
Earn Scholar Designation	Enables students to continue working on requirements needed to earn a Scholar diploma designation. Please note: For a student to earn this designation the required statewide testing results cannot be waived.
Structured Work-Study, Internships or Pre-Apprenticeships	Programs that prepare students for employment include a focus on the following skills that promote employability: self-determination and self-advocacy; social interaction; travel training; communication; and independent living. Please note: Availability will vary by school district; and some programs have an application process, eligibility requirements and/or limited spaces, therefore acceptance may not be guaranteed and planning ahead is critical. Program examples include: Project SEARCH; Community-based instruction (CBI); Community-based vocational education (CBVE); School-based enterprise (SBE); Internships; and Pre-apprenticeships.



Heading in a New Direction: Post-School Options

High school students who want to get more education or training after high school have many choices in Florida. There are also opportunities for students to find services to support postsecondary success. The Summary of Performance (SOP) is a document that must be provided to students with disabilities when they are leaving high school with a standard diploma or aging out of their educational program. The SOP describes the student in regard to the following: academic and functional performance; student preferences, interests, strengths and needs; accommodations, modifications and/or assistive technology used in high school; recommendations for accommodations; and assistive technology that may be needed in adult settings. Find more information about the SOP at <http://project10.info/DPage.php?ID=222>.

Additional documentation may be required and may vary from college to college. 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 plan to attend.

Disability Services at Colleges and Universities - 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. Find the Student Disability Resource Centers at Florida Universities.

<https://www.flbog.edu/universities/admissions-transfers/students-with-disabilities/>

Explore the differences between IDEA and ADA at

<https://www.gtc.edu/sites/default/files/files/documents/DIFFERENCES%20BETWEEN%20HIGH%20SCHOOL%20AND%20COLLEGE%20DISABILITY%20SERVICES.pdf>.

Career and Technical Colleges and 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. Find more information in "Career and Technical Education: Enhancing Educational Experiences in Middle School, High School and Postsecondary Education" at http://project10.info/Documents/CTE_SSTIC_Product_with_CTE_Option_4.17.2020.pdf.

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. 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. Many also offer baccalaureate degrees in high-demand fields. The credits earned in an Associate's of Arts degree at a Florida College can also be transferred to a 4-year program at a Florida University. Find more information about the 2 + 2 System at http://www.fldoe.org/core/fileparse.php/5421/urlt/0078404-pathways_to_success.pdf. Find more information about preparing your youth for postsecondary education in "Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success" at http://project10.info/Documents/Final_PSE_Product_for_Posting_5.29.20.pdf.

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. Find more information about how a first-time-in-college student can enter one of Florida's public universities here - <https://www.flbog.edu/universities/admissions-transfers/undergraduate-admissions/>.



Inclusive Postsecondary Education (IPSE), also known as, Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID), are postsecondary programs that provide access for people with intellectual disabilities to study alongside non-disabled peers on a college campus. Students may take courses, practice social skills and learn employability skills. Inclusion with same-age peers, better access to employment opportunities and improving their independent living skills are among the benefits of these programs. Students who earn a standard diploma based on the access curriculum are eligible to apply. For more information, please visit the Inclusive Postsecondary Education webpage of the Project 10 website at <http://project10.info/DPage.php?ID=193>.

The Florida Center for Students with Unique Abilities (FCSUA) - 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. FCSUA policies require the following:

- Students must have exited from the K-12 system to be eligible for FCSUA scholarships.
- Students may exceed the age of 22 and remain eligible for an FCSUA scholarship.
- Postsecondary programs must have Florida Postsecondary Comprehensive Transition Program (FPCTP) status or be in the application process to be eligible to receive grant funding.
- Postsecondary programs must be accessible to students who have exited the K-12 system. For more information, please visit www.FCSUA.org.

Keys to Success: Attitude, Self-Advocacy and Preparation - Postsecondary Education Guiding Questions

The following are some guiding questions and recommendations for families of youth with disabilities to help prepare them for postsecondary education (Office for Civil Rights, U.S. Department of Education, 2011).

1. Does your youth understand his/her disability?

Youth with disabilities need to know the nature of their disability as well as their strengths, interests and which accommodations have helped them be successful in learning. These skills can be learned while in school and practiced during the IEP process, so that youth are prepared to describe their disability and advocate for supports that will help them succeed in college.

2. Does your youth accept responsibility for his/her success?

Youth with disabilities who want to go to college will move from a school system where adults advocated for and directed their learning and accommodations to a postsecondary education system that requires them to advocate for themselves and be responsible for their own learning.

3. Is your youth taking an appropriate preparatory curriculum?

Students who plan to go to college when they graduate will need to complete a course of study that will adequately prepare them. It is important for youth to meet with their high school guidance counselor to make sure they are on the right course of study.

4. Has your youth learned time management skills?

Youth with disabilities typically receive a high amount of guidance and direction in high school. This level of monitoring and support will not be provided in the postsecondary setting. It is critical for youth with disabilities to develop time management skills while in school so they can be successful once they are on their own in college.

5. Does your youth have computer skills?

Computer skills help students with disabilities to be successful in college. Youth with disabilities can work with the college's disability services office, as well as computer lab and library staff, to coordinate technology tools that will help them use computers. Assistive technology can help students who have visual, hearing, physical or other disabilities to use computers.

6. Have you and your youth considered supplemental postsecondary education preparation programs?

Many colleges and universities have summer programs for students who are still in high school so they can experience campus life. Families can work with their youth's high school staff to identify preparation programs at their local college or university.

7. Have you guided your youth in researching postsecondary education programs?

It is important for youth with disabilities and their families to research colleges and universities and learn about available supports and services, as well as the process and requirements for arranging needed accommodations.

8. Have you and your youth considered getting involved on campus?

The first year of college can be very challenging, especially if your youth will be living far from home. New student or freshman orientations are a great place to begin learning about the campus, making friends, and deciding in which activities to participate.

To access the full publication entitled, "Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators," visit <http://www2.ed.gov/about/offices/list/ocr/transitonguide.html>.





Explore Agency Connections

As students get closer to graduation, students and families should connect or link with agencies. The following agencies and resources may be helpful in planning for life after high school:

Agency for Persons with Disabilities (APD)



APD helps support those who have developmental disabilities. APD may help with living, learning and working for those with developmental disabilities.

www.apd.myflorida.com

CareerSource Florida



Local CareerSource centers support businesses and help those looking for work. For more information, please visit CareerSource Florida's website at <https://careersourceflorida.com>.

Disability Rights Florida



Provides legal advocacy and rights protection for adults and children with a wide range of disabilities.

<https://disabilityrightsflorida.org/>.

Division of Blind Services (DBS)



DBS uses a team approach to provide transition services. DBS brings the student, parents or family members, teachers, service providers and friends together to help young people who are blind or severely visually impaired. DBS helps to build skills to travel and live independently. DBS may also help with building skills to use assistive technology and read Braille. Learn more about DBS at <http://dbs.myflorida.com/Transition/index.html>.

Florida Association of Centers for Independent Living (CIL)



CILs support community living and independence for people with disabilities based on the belief that all people can live with dignity, make their own choices and participate fully in society.

<https://www.floridacils.org/home>.

Vocational Rehabilitation (VR)



VR is a key partner. VR helps support students with disabilities moving from school to employment. VR Transition Youth Services help students to prepare for, get and keep a job. VR can help students access career counseling, postsecondary education or training and work experience. Students with disabilities may apply to VR as early as age 14. Learn more about VR Transition Youth Services at

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

Florida Parent Centers

Family Network on Disabilities (FND) and their regional parent centers are federally funded providers of parent training and information (PTI) services. Help is provided to parents, teachers, community organizations and faith-based groups. These efforts help parents across Florida to increase their knowledge about how to help their youth to succeed in school and move on to post-school activities. Learn more about Florida PTI services and find a center near you at

<http://fndusa.org/>.



Parent to Parent of Miami is a community resource specializing in providing families of children and adults with special needs with information, education and emotional support.

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





Explore Transition Resources for Families

8 Ways to Bolster Executive Function in Teens and Tweens

[https://www.edutopia.org/article/8-ways-bolster-executive-function-teens-and-tweens/8 Ways to Bolster Executive Function in Teens and Tweens](https://www.edutopia.org/article/8-ways-bolster-executive-function-teens-and-tweens/8-Ways-to-Bolster-Executive-Function-in-Teens-and-Tweens)

10 Ways to Improve Your High-Schooler's Communication Skills

<https://www.understood.org/articles/10-ways-to-improve-your-high-schoolers-communication-skills>

Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students with Disabilities

<https://caldercenter.org/publications/career-and-technical-education-inclusion-and-postsecondary-outcomes-students>

Differences Between High School and College Disability Services

<https://www.gtc.edu/sites/default/files/files/documents/DIFFERENCE%20BETWEEN%20HIGH%20SCHOOL%20AND%20COLLEGE%20DISABILITY%20SERVICES.pdf>

Disability Rights Florida: What Are the Alternatives to Guardianship?

https://disabilityrightsflorida.org/disability-topics/disability_topic_info/what_are_the_alternatives_to_guardianship

The Florida Bar - Guidance Offered for Parents of Teens with Special Needs

<https://www.floridabar.org/the-florida-bar-news/guidance-offered-for-parents-of-teens-with-special-needs/>

Florida College System Programs Listing

<https://www.fldoe.org/schools/higher-ed/fl-college-system/about-us/colleges.shtml>

Florida Coordinating Council for the Deaf and Hard of Hearing (FCCDHH)

<http://www.floridahealth.gov/provider-and-partner-resources/fccdhh/>

Florida Department of Education Career and Technical Education Brochure

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>

Florida Department of Education: Career Clusters Infographic

<http://www.fldoe.org/core/fileparse.php/5652/urlt/CareerClusterInfographics.pdf>

Florida Department of Education: Scholarships webpage

<http://www.fldoe.org/contact-us/search.shtml?q=Scholarships>

Florida Developmental Disabilities Council - Developing Abilities and Restoring Rights: A Guide for Supporting Persons with Disabilities

<https://fddc.org/wp-content/uploads/2020/08/Developing-Abilities-Restoring-Rights-Guide.pdf>

Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success

<http://project10.info/DPage.php?ID=77#NS138>

The National Resource Center for Supported Decision-Making

<http://supporteddecisionmaking.org/>

Practicing Social Skills: How to Teach Your Student Social Interactions

<http://www.ldonline.org/article/21025/>

Project 10: Transition Education Network - Employment

<http://project10.info/Employment.php#NS62>

Postsecondary Education and Training

<http://project10.info/PostsecondaryEducation.php#NS27>

Transition Requirements Checklist

<http://project10.info/DPage.php?ID=77#NS138>

Vocational Rehabilitation: Pre-Employment Transition Services (Pre-ETS) Webpage with Referral Form

<https://www.rehabworks.org/student-youth/student-steps.html>

VR Pre-ETS Flyer

https://www.rehabworks.org/_resources/docs/flyers/pre-employment-transition-services.pdf

We value your input.
Please share via QR code.

