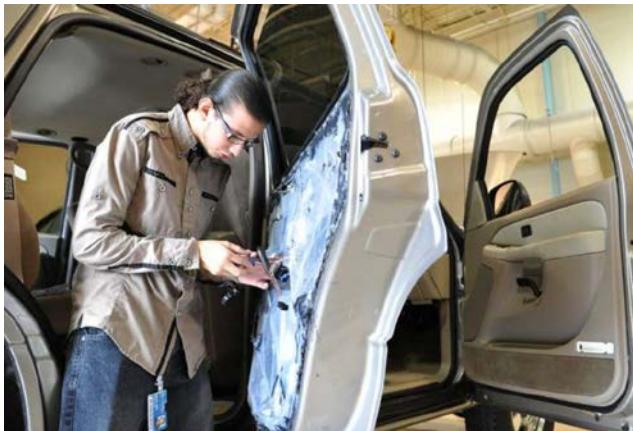# Secondary Transition Roadmap for Families

Mile 1

The Journey Begins

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

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

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

Mile 2

Mapping Transition Services

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

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

Student Responsibilities

Mile 3

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

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

Family Responsibilities

Mile 4

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

- Ask questions, make suggestions and keep records of transition-related services and activities;
- Review graduation requirements and help make decisions about diploma options;
- Review IEP goals and support the student in developing postsecondary goals;
- Help the student practice self-advocacy skills;
- Help develop a portfolio that includes an updated IEP, assessment scores, learning style information, grade-point average, class rank, honors or awards, work evaluations, work experiences and other related information; and
- Provide opportunities to explore post-school options, such as college tours or work experiences.

School and School District Responsibilities

Mile 5

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

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

Agency Responsibilities

Mile 6

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

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

Mile
7

Destination Graduation

Florida High School Diploma Options

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

The options in Florida currently include the following:

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

24-Credit Standard Diploma: There are three 24-credit high school diploma options. Details are provided in the table on the following page. The majority of students with disabilities will complete the option available to all students. There are also two options available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History). Students who choose the academic and employment option must earn at least .5 credits via paid employment. Students with significant cognitive disabilities earn credits via access courses are assessed using an alternate assessment. Learn more information about this in Milestone 8.

18-Credit ACCEL Option: Students in the 18-credit ACCEL Option must meet all the graduation requirements for a 24-credit standard diploma, except they need to earn only three elective credits instead of eight and physical education and an online course are not required.

IB Diploma Program: The IB Diploma Program 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.

AICE Diploma Program: The AICE Diploma Program 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.

Special Diploma: All students with disabilities who entered ninth grade in 2014-15 or after are working toward a standard diploma. In the 2014 Legislative Session the special diploma statute was repealed. Students who were already in high school and whose IEP stated that they were working toward a special diploma may continue to do so, or they can chose to work toward a standard diploma. Changing diploma options may mean a student will need extra time in high school to complete graduation requirements.

The Performance-Based Exit Option: The Performance-Based Exit Option is an alternate route to a diploma for students who are at least 16 years of age, do not have enough credits, have a low grade point average, or are overage for their current grade level. This option is NOT designed to be a preferred or accelerated program for early exit. The Performance-Based Exit Option is also known as the "GED® Exit Option." This option is NOT available in all schools or districts.

Each year the Florida Department of Education posts an A*cademic Advisement Flyer- What Students and Parents Need to Know* at http://www.fldoe.org/academics/graduation-requirements. The information in milestones 7 and 10 is from the 2016-17 version.

Florida 24-Credit Standard Diploma High School Graduation Options for Students Entering Ninth Grade in 2014-15 and After

24-Credit Standard Diploma option available to all students, including students with disabilities.	24-Credit Standard Diploma option with academic and employment requirements, available only to students with disabilities.	24-Credit Standard Diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.
4 Credits English Language Arts (ELA)		
▪ ELA I, II, III and IV ▪ ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement	▪ Must earn credits for all of the courses listed in the first column ▪ May substitute a career and technical education (CTE) course with content related to English for English IV	▪ Must earn credits for all of the courses listed in the first column ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		
▪ One of which must be Algebra I 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 I and Geometry)	▪ Must earn credits for all of the courses listed in the first column ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)	▪ Must earn credits for all of the courses listed in the first column ▪ 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 I and Geometry)
3 Credits Science		
▪ One of which must be Biology I, 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 I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)	▪ Must earn credits for all of the courses listed in the first column ▪ May substitute a CTE course with content related to science for one science credit (except for Biology I)	▪ Must earn credits for all of the courses listed in the first column ▪ 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 I)
3 Credits Social Studies		
▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ 0.5 credit in U.S. Government ▪ 0.5 credit in Economics with Financial Literacy	▪ Must earn credits for all of the courses listed in the first column ▪ May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History)	▪ Must earn credits for all of the courses listed in the first column ▪ 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)
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts		
8 Elective Credits		
	▪ Must include 0.5 credit in an employment-based course ▪ May include ESE courses	▪ May include employment based courses
1 Credit Physical Education to include the integration of health		
1 Online Course		
Online course may be waived by IEP team		
Students must earn a 2.0 grade-point average on a 4.0 scale and achieve satisfactory performance on statewide assessments unless a waiver of assessment results is granted by the IEP team.		

Diploma Designations

Students may earn one or more designations on their standard high school diploma.

Scholar Designation:

- Earn one credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn one credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn one credit in Chemistry or Physics;
- Earn 1 credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn two credits in the same World Language; and
- Earn at least one credit in AP, IB, AICE or a dual enrollment course

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.

Merit Designation: To earn a merit designation a student must meet the standard diploma requirements and attain 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. CTE programs are organized into 17 different career clusters.

WRONG WAY: Avoid Dropout Danger

Dropping out of high school negatively impacts students in many ways. Students who drop out of school are less likely to find their desired employment; 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. All of these factors fall into the following three general categories:

- Push-Out – School consequences, such as too many absences from school
- Pull-Out – Student distractions or attractions, such as the need to work and earn money
- Fall-Out – Circumstances beyond school or student control, such as, a family move (Jordan, Lara & McPartland, 1994; Watt & Roessingh, 1994; Doll, Eslami & Walters, 2013).

As mentioned in mile marker four, students experience the best outcomes when families are involved and take an active role in the education of their children. Some of the benefits students experience as a result of strong family engagement, regardless of income level or education background, are as follows:
- Children do better in school and they stay in school longer.
- School culture and environment as a whole gets better for all involved.
- Children do best when parents can play a variety of parts in children's learning.
- The more the relationship between families and the school is a real partnership, the higher the student achievement.
- Families, schools, and community groups all contribute to student achievement (Henderson & Mapp, 2002).

Taking an Alternate Route

Mile 8

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

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

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

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

Changing Lanes: Deferring Receipt of a Standard Diploma

Mile 9

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

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

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

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

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

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

Extended Transition (Florida 18-22 Programs)		
Program	**Program Description**	**Student Qualifications**
Project SEARCH	A business-led, one-year, school-to-work program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration and relevant job-skills training through strategically designed internships. For more information, contact Carly Detlefsen (http://project10.info/Contact.php).	Students with significant intellectual and developmental disabilities in their last year of high school eligibility who have a desire to achieve competitive employment.
Transition Programs for Students with Intellectual Disabilities (TPSID)	Inclusive, postsecondary education transition programs wherein students take courses for credit or audit, leading to certifications or certificates of completion. They can be associated with a school district (dual enrollment) or independent. For more information, contact the Florida Consortium on Inclusive Higher Education (www.FCIHE.com).	Students with an intellectual disability who possess a high level of independence.
District Specific Community Based Instruction (CBI) and Community Based Vocational Education (CBVE)	Both programs provide instruction in naturally occurring community environments providing students "real life" experiences. CBVE programs are typically business sites in the community wherein students learn specific employment skills working alongside paid employees and CBI programs can occur anywhere within the community.	Students with significant cognitive disability taking access courses who want to be employed or need experiences within the community.
District Specific Transition Programs	Varied programs at high schools, technical centers, or other sites where students continue to take courses through the school system. Some may participate in student-based enterprises, non-paid or paid employment, or learn technical, life and/or employment skills.	Students who desire to participate, have deferred their high school diplomas, and have a continuing need for transition services.
Dual-Enrollment Programs	Allows high school students to earn credit toward a postsecondary diploma, certificate, or degree at the same time they are working toward a high school diploma. Classes are held at the high school or postsecondary institution.	Qualifications vary but often include minimum grade point averages (GPA) and entrance assessments.
Self-Determination and Self-Advocacy Training	Classes, curricula and programs which develop or enhance a student's ability to speak and act on their own behalf and make decisions that affect their lives.	Students with a disability who have an individual educational plan (IEP) and a need in this area.
Social Skills Training	Classes, curricula, lessons and programs which help students who have challenges relating to other people.	Students with a disability who have an IEP and a need in this area.
School-Based Enterprises	A set of entrepreneurial activities undertaken by students that provides an economic, social and educational return to the student, school and community.	Students with a disability who have an IEP and a desire to participate.
Employability Skills Training	Classes, curricula, lessons and programs which teach skills students will need in employment.	Students with a disability who have an IEP and a desire to participate. These programs may require acceptance for eligibility with a certain agency, such as VR.

Mile 10

Postsecondary Education

Students who want to get more education or training after high school have many choices in Florida. There are also numerous opportunities for students to identify services to support postsecondary success.

Career and Technical Centers

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

The Florida College System

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

State University System

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

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

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. The Summary of Performance, a document that must be provided to students with disabilities when they leave high school, may be a starting point, but colleges will require additional documents and each college may ask for different items. Many colleges require a recent evaluation. To make sure accommodations are in place before classes start, students should contact the disability services office at the technical center, college or university they want to attend as far in advance as possible. Find contact information for disability services providers at http://data.fldoe.org/workforce/contacts/default.cfm?action=showList&ListID=40.

Inclusive Higher Education

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

In TPSID programs, students with intellectual disabilities study alongside nondisabled peers on a college campus. Students may take courses, practice social skills and learn employability skills while engaging with others in a college environment. Inclusion with same-age peers, better access to employment opportunities and improving their independent living skills are among the goals of students with intellectual disabilities attending college. Students who earn a standard diploma based on the access curriculum are eligible to apply. The Florida Consortium on Inclusive Higher Education (FCIHE) is charged with increasing access to and engagement in college coursework and college life culminating in a chosen career path and competitive employment for individuals with an intellectual disability. The FCIHE provides technical assistance and mini-grant funding for program start-up or enhancement. For more information, please visit www.FCIHE.com.

The Florida Center for Students with Unique Abilities (FCSUA)

The FCSUA, located at the University of Central Florida, was created by the Florida Legislature in 2016. The purpose of the center is to increase independent living, inclusive and experiential postsecondary education and employment opportunities for students with intellectual disabilities. Funding is available to help colleges set up new programs and also for student scholarships to attend these programs.

There are several important distinctions between TPSID and FCSUA funding opportunities. 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 also be accessible to students who have exited the K-12 system.

FCIHE and FCSUA work collaboratively to provide a variety of postsecondary opportunities for students with intellectual disabilities. For more information, please visit www.FCSUA.org.

Agency Linkages

As students transition toward post-school life, it is important that community agencies participate in the transition process. Specific agencies should be identified through the IEP process for your student. Several key agencies that support students post-school are described below.

Agency for Persons with Disabilities (APD)

APD is able to support its customers through supported employment for individuals on the Medicaid Waiver, individualized services through the Consumer-Directed Care Plus (CDC+) and the Employment Enhancement Project (EEP). For more information, please visit APD's website at www.apd.myflorida.com.

CareerSource Florida

Local CareerSource centers support businesses and job-seekers to promote successful employment outcomes for the benefit of everyone involved. For more information, please visit CareerSource Florida's website at https://careersourceflorida.com.

Division of Blind Services (DBS)

DBS provides transition services through a coordinated team including the student, parents or family members, educators, service providers and friends. The team assists young people who are blind or severely visually impaired to reach their selected goals and prepare them to function in the real world through developing the ability to travel independently, live independently, use assistive technology skills and read using the Braille system. Learn more about DBS at http://dbs.myflorida.com/Transition/index.html.

Employment First Florida

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

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

The FCCDHH serves as a coordinating body which recommends policies that address the needs of the hearing loss community in Florida. Multiple agencies serve individuals with hearing loss, such as Florida Division of Blind Services (DBS), Vocational Rehabilitation (VR) and others. Find more information about

services for youth who are deaf or hard of hearing on the FCCDHH website at
http://www.floridahealth.gov/provider-and-partner-resources/fccdhh/resources/index.html.

Florida Developmental Disabilities Council (FDDC)

The FDDC was established to help plan individual and family-centered supports for persons with disabilities in Florida. The Council also guides the development and administration of services for people with developmental disabilities by planning and funding research, innovations, and programs designed to improve the quality of their lives. The FDDC developed a detailed resource of postsecondary education programs that serve students with intellectual and developmental disabilities. The *Florida Postsecondary Education Guide* provides information about entrance requirements, application details, program descriptions, housing opportunities, work and volunteer opportunities, transportation availability and costs. The guide is accessible at
http://www.fddc.org/sites/default/files/DDCouncil_EducationGuide.pdf

Florida Parent Centers

FND and the regional parent centers are federally funded providers of parent training and information (PTI) services. Assistance and support is provided to parents, educators, community organizations and faith-based groups to increase the types of parental involvement and engagement to increase student academic achievement across Florida. Learn more about Florida PTI services and find the center closest to you at
http://fndusa.org/.

Vocational Rehabilitation (VR)

VR is a key partner in the transition of students with disabilities from school to employment. VR Transition Youth Services help students with disabilities to find employment. VR can help students to access career counseling, postsecondary training and/or education and work experience. Students with disabilities may apply for VR as early as age 15. Learn more about VR Transition Youth Services at
http://rehabworks.org/stw_FAQs.shtml.

VR STAR Program

VR's Student Transition Activities Record (STAR) Program offers four pre-employment transition services (Pre-ETS) for students ages 15-21 who are in high school or are enrolled in training or education after high school. Students must have an Individual Educational Plan (IEP) or 504 Plan demonstrating a condition that interferes with preparing for, getting, or keeping a job. The Pre-ETS include: Career Exploration Counseling, Work Readiness Training, Community-Based Work Experiences and Self-Advocacy Training. Learn more about the VR STAR Program at http://www.rehabworks.org/stw_star.shtml.

Resources

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

A Parent and Teacher Guide to Section 504
http://www.fldoe.org/core/fileparse.php/7690/urlt/0070055-504bro.pdf

Career and Technical Education Course Substitution Guidelines
http://www.fldoe.org/core/fileparse.php/7571/urlt/CTEsubstitutions.pdf

Florida Center for Students with Unique Abilities
www.fcsua.org

Florida Consortium on Inclusive Higher Education
www.fcihe.com

Graduation Requirements Online Course
http://pdportal.florida-ese.org

Parent Involvement Website
http://forparents.florida-ese.org

Project 10: Transition Education Network
www.Project10.info

School Choice Resources for Parents, Florida Department of Education
http://www.fldoe.org/schools/school-choice/parent-resources/

Step Up for Students
https://www.stepupforstudents.org/

Technical Assistance Paper: High School Graduation Options for Students with Disabilities
http://info.fldoe.org/docushare/dsweb/Get/Document-7322/dps-2015-34.pdf

School CHOICE: Financial Resources to Support Education

Some parents decide that the public school system is not the best place for their child. In addition to other options, Florida offers scholarships for students with disabilities.

The **John M. McKay Scholarships** for Students with Disabilities Program allows parents of students with disabilities to choose the best academic environment for their children. This program provides eligible students the opportunity to attend a participating private school or transfer to another public school. Eligible students include students who have been issued an IEP or a 504 Accommodation Plan that is effective for more than six months. Students must also have been enrolled and reported for funding by a Florida school district the year prior to applying for a scholarship.

The **Gardiner Scholarship**, previously known as the Personal Learning Scholarships Accounts (or PLSA) program helps parents individualize the educational plans for their children with certain special needs. This scholarship allows parents to direct money toward a combination of programs and approved providers, which includes schools, therapists, specialists, curriculum and technology, as well as a college savings account.

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