



Transition Guide for Families

Saint Johns County School District

2022-2023

Table of Contents

01

Transition Services Intro

02

Deferment Information

03

Life Work Transition Program

04

Life Work Dual Enrollment

05

Project SEARCH

06

Project SEARCH Eligibility

07-08

Standard Diploma Requirements

09-13

SJCSD Academies and Programs of Choice

14-15

Pre-Employment Transitional Services (Pre-ETS)

16-18

*Vocational Rehabilitation Pre-Employment
Transitional Services (Pre-ETS) Referral*

19-20

Release Of Information Wavier

21-28

Agencies, Programs, and Contact Information

Transition Services Intro

This guide is to be reviewed with families in hard copy format at each annual Transition IEP meeting.

Documentation of review is to be recorded in the appropriate sections within the IEP. A copy of this guide will be emailed home to families and posted on each school's website. Please contact your school-based LEA for more information on locating this document. For questions regarding St. Johns County School District Transition Services, please contact Jennifer Argentina, Jennifer.Argentina@stjohns.k12.fl.us

High School Level Transition Services

The IEP must include documentation of the types of transition services the student is receiving in high school.

Examples include, but are not limited to:

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

Deferment Information

The IEP team must discuss how a student is working towards meeting the requirements for a Standard Diploma but may defer receipt of the diploma and continue to receive ESE services.

Deferring the receipt of the standard diploma is utilized for a student with a disability in order to continue to receive a free, appropriate public education (FAPE). There are two parts to deferral of the standard diploma. First, a student must have an IEP that “prescribes special education, transition planning, transition services, or related services through 21.” This is interpreted to mean that a student must require services to succeed. Second, a student must be enrolled in one of several specific educational programs.

The programs include:

- Accelerated College Credit- dual enrollment, early admission, advanced placement, International Baccalaureate (IB), or Advanced International Certificate of Education (AICE).
- Collegiate High School Programs
- A Structured Work Study, Internship, or Pre-Apprenticeship Program (SJCS D Transition Programs)

Students and IEP teams decide to defer during the year the student is expected to meet all the requirements for a standard diploma; the decision is documented in the student’s IEP. Students must be on track to meet all credit, grade point average (GPA), and testing requirements for the standard diploma before deferment can begin. Students with disabilities who earn a standard diploma and do not defer are not eligible for further services from the school district. Considering deferral of the formal certification is particularly relevant for students with significant cognitive disabilities.

While in deferment status, students may have flexible scheduling. For example, they may not go to school every day or have a shorter daily schedule. Student attendance is expected as indicated by their Individualized Education Plan (IEP). Students may request their diploma any time during the deferment period and exit high school. Deferment is only required once and can end at any time requested by the family or adult student or upon the 22nd birthday, whichever comes first.



Life Work Transition Program

St. Johns County School District

Our Mission

The Life Work Program is dedicated to transitioning young adults with disabilities into successful employment through individualized vocational opportunities, student-centered planning, and community involvement.

About Our Program

Our program targets 18–22 year-old students with cognitive disabilities who have met graduation requirements with a standard diploma but still need additional support and training to develop the skills required for successful employment, social skills, and independent living.

We are a hands-on program actively improving our students' skills through work-based learning experiences (WBLE) and classroom-based lessons.

Our goal is to prepare our Life Work students for employment and transition to Vocational Rehabilitation Adult Services once deferment has ended.

Services Provided

The Life Work Transition Program provides a variety of customized services for students, including, but not limited to:

- Functional Academic instruction
- Academic support in Dual Enrollment courses
- Job coaching
- Job placement and retention
- Instruction in self-determination, self-advocacy, and daily living skills
- Work-Based Learning Experiences
- Travel training
- Community participation and access

Life Work Dual Enrollment



Life Work students may participate in Dual or Secondary Enrollment classes at First Coast Technical College (FCTC) with consultative support provided by Life Work staff, pending the application process and acceptance.

FCTC Dual Enrollment programs:

- Air Conditioning, Refrigeration, and Heating Technology
- Landscape & Turf Management
- Nursery Management
- Automotive Service Technology
- Culinary Arts
- Diesel Technologies
- Dental Assisting
- Medical Assisting
- Welding Technologies

High School Secondary Programs:

- Horticulture Science and Service
- Landscape Operations
- Culinary Arts
- Early Childhood Education
- Cosmetology
- Facials Specialty
- Nails Specialty

Minimum Requirements for Enrollment:

- Good attendance and discipline record
- 2.0 unweighted GPA (dual enrollment only)
- On track for graduation
- Room in the student's schedule for a minimum of two consecutive periods.
*Please be advised some courses may require additional periods.
- Complete required assessment(s) (dual enrollment only)

Disclaimer: Applying as a dual enrollment student does not guarantee automatic acceptance or full-time enrollment. FCTC will notify you of enrollment status, via email, in August. Transportation to First Coast Technical College is not guaranteed.

Please see FCTC's [website](#) for more information.



Project SEARCH

Project SEARCH was developed at Cincinnati Children's Hospital Medical Center, a research environment that fosters visionary thinking and innovation.

It began in 1996 when Erin Riehle was the Cincinnati Children's Emergency Department director. Erin felt that, because the hospital served individuals with developmental disabilities as patients, it made sense that they should commit to hiring people in this group. She wondered if it would be possible to train people with developmental disabilities to fill some of the high-turnover, entry-level positions in her department.

These jobs involved complex and systematic tasks, such as stocking supply cabinets. To learn more about the feasibility of her idea, she turned to Great Oaks Career Campuses and the Hamilton County Board of Developmental Disability Services.

Through this outreach, Erin met Susie Rutkowski, then the special education director at Great Oaks. Erin and Susie formed a partnership that was instantaneous, and together they turned the idea of filling a handful of jobs in Cincinnati Children's Emergency Department into a comprehensive, internationally recognized program model —Project SEARCH.





Project SEARCH Eligibility

The following must be recognized and/or completed in order for a student to be considered, eligible, for Project SEARCH.

- The student must have a disability, have graduated, and deferred the receipt of their standard diploma in order to continue receiving services through SJCSO.
- The student must apply and be approved as a consumer of Vocational Rehabilitation and qualify for Supported Employment.
- The student must apply to Project SEARCH through an application process provided by the program's Instructor.
- The student must undergo a Skills Assessment Day, located on site, to assess the student's level of vocational skills.
- If accepted, the student must commit to a one time, unpaid, 10-month internship program at The Renaissance World Golf Village Resort or Vicar's Landing in Ponte Vedra Beach.
- The student must not have any prior commitments (job, financial obligations, future moves out of district, etc.) that could interfere with Project SEARCH.
- The student's final goal at the end of their internships must be employment.

Additional Benefits and Outcomes

- Post-Secondary Training and Internship Experience at no cost
- Opportunity to work in a high-status organization and receive training under Marriot and Atrium Hospitality
- Professional Resume with References and letters of recommendation from Atrium and Marriot
- Official Project SEARCH Certification
- Travel Training, etc.

Standard Diploma Requirements

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade⁺:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

⁺Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<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 mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<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 course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute 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)
3 Credits Social Studies
<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
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

* Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation
<p>In addition to the requirements of section (s.) 1003.4282, Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. 1003.4285, F.S.):</p> <ul style="list-style-type: none"> • Earn 1 credit in Algebra 2 or an equally rigorous course • Pass the Geometry EOC • Earn 1 credit in Statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC* • Earn 1 credit in Chemistry or Physics • Earn 1 credit in a course equally rigorous to Chemistry or Physics • Pass the U.S. History EOC* • Earn 2 credits in the same World Language • Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course <p>*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.</p>
Merit Diploma Designation
<ul style="list-style-type: none"> • Meet the standard high school diploma requirements • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



State University System (SUS)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study 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 (credit earned by industry certification does not count for SUS admission):</p> <ul style="list-style-type: none"> • High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008 • 16 credits of approved college preparatory academic courses per BOG Regulation 6.002 • 4 English (3 with substantial writing) • 4 Mathematics (Algebra 1 level and above) • 3 Natural Science (2 with substantial lab) • 3 Social Science • 2 World Language (sequential, in the same language or other equivalents) • 2 approved electives <p>State University System of Florida</p>
The Florida College System
<p>The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.</p> <p>Florida College System</p>
Career and Technical Colleges and Centers
<p>Florida also offers students 49 accredited career and technical colleges or 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.</p> <p>Career and Technical Education Directors</p>

Where is information on financial aid located?


The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

August 2020

St. Johns County School District Academies And Programs of Choice

Programs of Choice include high school career academies, International Baccalaureate (IB) and Advanced International Certificate of Education (AICE) acceleration programs, Junior Reserve Officer Training Corps (JROTC), and the St. Johns County Center for the Arts (SJCCA) at St. Augustine High School and R.J. Murray Middle School. Students in 8th and 9th grade may apply for enrollment in a Program of Choice for any of the St. Johns County School District high schools. There are application rules and a timeline that must be followed in order to be considered. Students in 5th grade may apply for R.J. Murray Middle School's St. Johns County Center for the Arts (SJCCA) program.

	Allen D. Nease	Bartram Trail	Beachside	Creekside	Pedro Menendez	Ponte Vedra	St. Augustine	St. Johns Technical	Tocoi Creek
Aviation and Aerospace							X		
Advanced International Certificate of Education			X				X		
Aquaculture								X	
Architectural and Building Sciences					X				
Biotechnology and Medical Research						X			
Communications	X								
Culinary Arts								X	
Design		X							
Early Career							X		
Early College					X				X
Emerging Technology				X					
Engineering and Environmental Sciences				X					
Flagler Health+ Future Healthcare Professionals					X				X
Global Logistics and Supply Chain Management			X						
Hospitality and Tourism	X								
Information Technology		X	X			X			
Innovation in the Built Environment									X
International Baccalaureate	X				X				
International Business and Marketing						X			
Law and Homeland Security							X		
Leadership in Emerging Technologies									X
AFJROTC-Air Force		X							
AJROTC-Army							X		
NJROTC-Navy	X								
St. Johns County Academy of Future Teachers				X		X	X		
St. Johns County Center for the Arts							X		
Stellar Academy of Engineering	X								
Veterinary and Biomedical Sciences			X						
VyStar Academy of Business		X			X				

STEM Academy (Science, Technology, Engineering, Math)

Additional information and the online application may be found by visiting the Academy website:
<https://cte.stjohns.k12.fl.us/>

High School Career Academies

A Career Academy provides an opportunity for a group of students to enroll in a specific set of courses associated with a designated career area. Each Career Academy has the following components:

- A recommended sequence of courses.
- A capstone project, a work site experience, a research project studying careers in the academy area, or some other experience in which students learn more about the career cluster with which the academy is affiliated.
- A demonstrated need for employees within the Career Cluster.
- An advisory board consisting of business leaders in the Career Cluster.
- Adherence to specific rules established by the school system.
- Hands-on project-based learning throughout the four years of the program.

Allen D. Nease

- Academy of Hospitality and Tourism
- Communications Academy
- Stellar Academy of Engineering

Bartram Trail

- Design Academy
- Information Technology Academy
- VyStar Academy of Business and Finance

Beachside

- Global Logistics and Supply Chain Management
- Information Technology
- Veterinary and Biomedical Sciences

Creekside

- Academy of Emerging Technology
- Academy of Engineering and Environmental Science
- St. Johns County Academy of Future Teachers

Pedro Menendez

- Academy of Architectural and Building Sciences
- VyStar Academy of Business and Finance
- Flagler Health+ Academy of Future Healthcare Professionals

Ponte Vedra

- Academy of Biotechnology and Medical Research
- Academy of International Business and Marketing
- Academy of Information Technology
- St. Johns Academy of Future Educators

St. Augustine

- Academy of Law and Homeland Security
- Academy of Aviation and Aerospace
- St. Johns County Academy of Future Teachers

St. Johns Technical

- Academy of Aquaculture
- Academy of Culinary Arts

Tocoi Creek

- Academy in the Built Environment
- Academy of Leadership in Emerging Technologies
- Flagler Health+ Academy of Future Healthcare Professionals

For more in-depth information on district Career Academies, visit

[https://cte.stjohns.k12.fl.us/academies/.](https://cte.stjohns.k12.fl.us/academies/)

AICE and IB

High School Acceleration Academies

Four high schools have International Baccalaureate (IB) programs that are potentially open to students zoned for Bartram Trail, Creekside, and Ponte Vedra High Schools. Students zoned for Allen D. Nease, Pedro Menendez, or St. Augustine High Schools are not eligible to apply for the international acceleration programs at schools other than their zoned school. In addition to applying to these programs through the Program of Choice application process, students must be deemed academically eligible to be accepted into these programs. All four core academic teachers must submit a Teacher Recommendation Form.

International Baccalaureate Program (IB)	Allen D. Nease High School
Advanced International Certificate of Education (AICE)	Beachside High School
International Baccalaureate Program (IB)	Pedro Menendez High School
Advanced International Certificate of Education (AICE)	St. Augustine High School

Bartram Trail, Ponte Vedra and Creekside High Schools also have advanced academic programs for students who live within their school zones only. These programs are not open for any students outside their school zones. Please contact your zoned school for more information concerning acceleration opportunities.

JROTC Programs

Junior Reserve Officers' Training Corps (JROTC) is a program focused on leadership development, problem-solving, strategic planning, and professional ethics. The following ROTC programs are available in St. Johns County.

Navy ROTC	Allen D. Nease High School
Air Force ROTC	Bartram Trail High School
Army ROTC	St. Augustine High School

St. Johns County School District Collegiate Programs

Early College Program at St. Johns River State College

CONTACTS

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Pedro Menendez High School

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Counselor

Tocoi Creek High School

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DErica.Gibbs@stjohns.k12.fl.us

COMPONENTS OF THE ST. JOHNS COUNTY EARLY COLLEGE PROGRAM

- Students in grades 9 -11 in St. Johns county will take a defined list of college courses at the high school site, online, or on an SJR State campus, in combination with high school classes.
- 12th grade students will enroll full time on SJR State's campus.

ELIGIBILITY

- Participation in Dual Enrollment in Florida requires a minimum of 3.0 un-weighted high school GPA.
- Students will receive an invitation to the information session because they meet the three application requirements: 3.0 unweighted GPA; level 3 or higher on the 8th grade reading FSA; and level 3 or higher on the 8th grade math FSA or level 3 or higher on the Algebra 1 EOC. Students must have and maintain an overall 3.0 unweighted GPA in all high school and college coursework to participate in the Early College Program or dual enrollment.
- Eligible students will apply through the SJCSJ Career Academy portal system.

St. Johns County School District Collegiate Programs

First Coast Technical College

High School and Dual Enrollment Programs

What is Dual Enrollment?

First Coast Technical College provides students with the opportunity to take technical classes or electives while taking required academic courses at their home high school. Students typically earn 1 to 3 credits per year by enrolling in a technical program that last at least two periods.

Benefits of Attending FCTC in High School

Parents and students can explore career and technical education options together and make a plan for the future with the **CAREER GUIDE**.

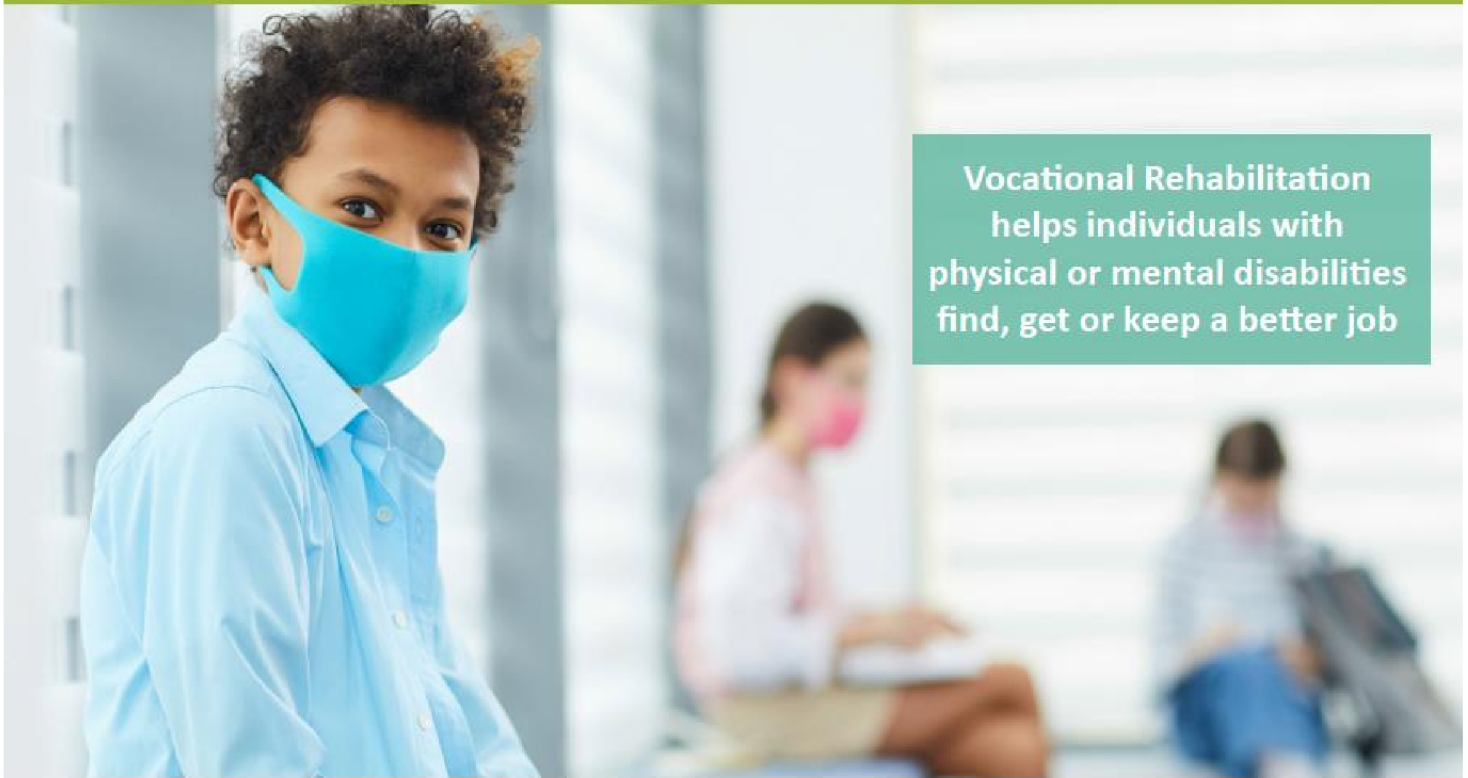
For a breakdown of certification opportunities, view the "**Opportunity Awaits Course Progression**"

Students who have completed credits in comparable technical courses at their high schools may receive credit for those competencies enabling them to begin their technical program at an advanced level. Students receive industry level training in a work environment lab. Dual enrollment students are exempt from paying tuition. Some programs will also require uniforms or safety equipment to be purchased.

TAKE A VIRTUAL TOUR OF OUR MAIN CAMPUS



Pre-Employment Transition Services



Vocational Rehabilitation
helps individuals with
physical or mental disabilities
find, get or keep a better job

The Florida Department of Education, Division of Vocational Rehabilitation (VR) works together with students, families, schools and community agencies and organizations to provide services that promote successful transitions from school to work and into adult life.

What is Pre-Employment Transition Services?

Pre-Employment Transition Services (Pre-ETS) offer students with disabilities an early start at career exploration and preparation for adult life.

Beginning at age 14, students with disabilities can connect with VR for Pre-ETS. VR works with students, their families, their schools and community partners to enrich transition planning and support students with gaining knowledge and experiences necessary so they may make informed decisions about their future.

Under the Workforce Innovation and Opportunities Act (WIOA), every student (ages 14-21) with a disability has the opportunity to participate in Pre-Employment Transition Services (Pre-ETS). This includes:

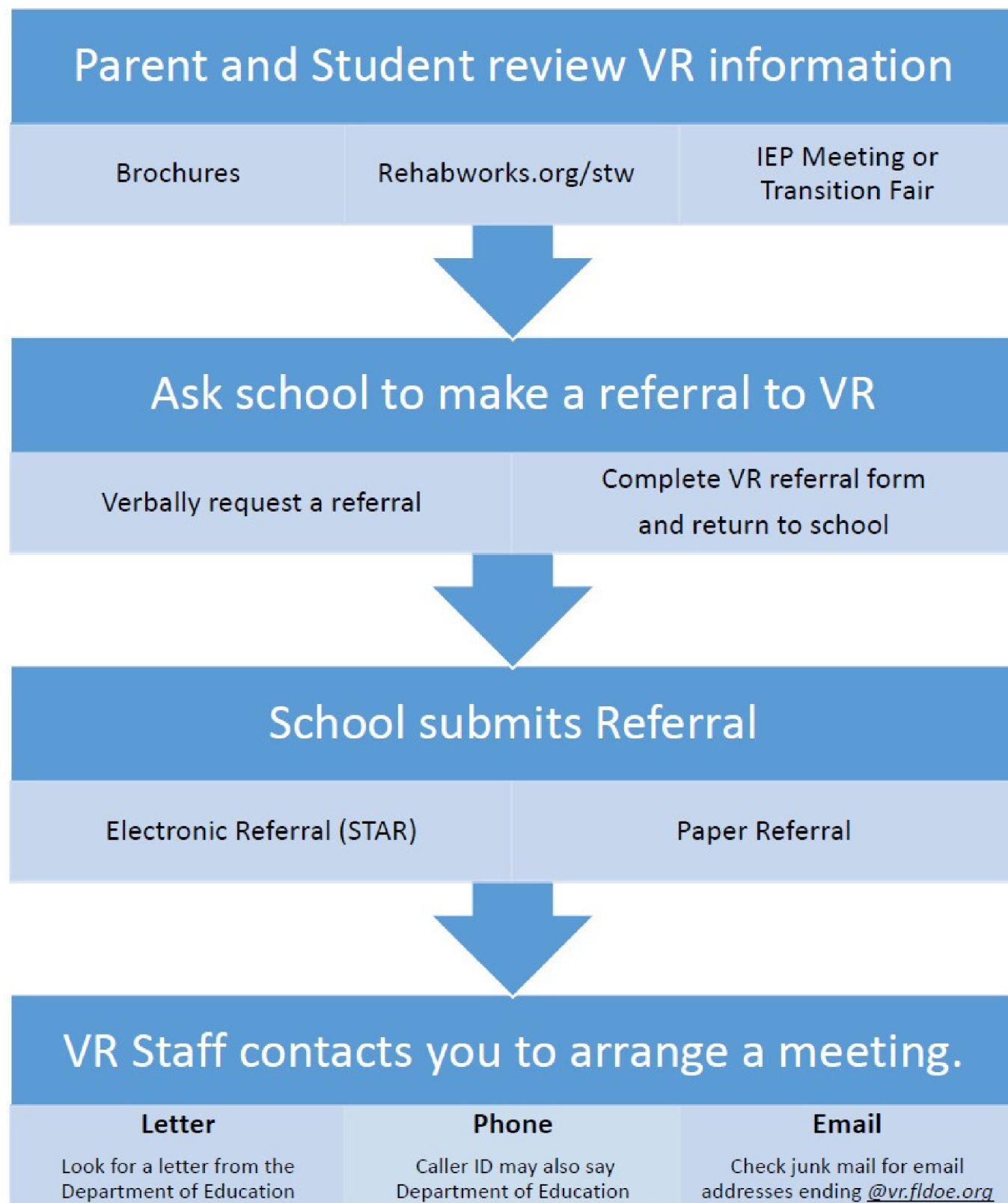
- Job-exploration counseling
- Work readiness training
- Work-based learning experience
- Postsecondary educational counseling, and
- Self-advocacy training and peer mentoring

Students with disabilities may participate in Pre-ETS without having to apply to VR or be determined eligible for services. The focus is to develop work skills, practice social skills and acquire a network of community supports while the student is still in high school.



Vocational Rehabilitation (VR) Referral Process:

"How does this all work?"



Pre-ETS Referral Form

*****Please note that for your student to receive VR Services, this form must be filled out and returned to the ESE Teacher/Case Manager, who will then submit it to the program registrar. Once this form has been submitted to Vocational Rehabilitation, a team member should contact you within five business days.***



Pre-ETS Referral Form – (District)

*Required Fields

Student Information

*Name: _____ SS#: _____

*Date of Birth: _____ Gender: _____ Disability Documentation: _____

Race: _____ Ethnicity: _____

*Home address: _____

*City: _____ *Zip Code: _____ *County: _____

*Phone Number: _____ Email: _____

*Name of School: _____

Parent/Guardian Information (if applicable) Name: _____

Home Phone, if different from student: _____ Cell: _____

Email: _____

*School Staff Making Referral

Name: _____ Position: _____

Email: _____ Phone: _____

Accommodations for initial meeting with VR Staff:

Do you require an American Sign Language interpreter? ☐ Yes

Do you require an assistive listening device? ☐ Yes

Do you require translated documents? ☐ Yes

Do you require a foreign language interpreter? ☐ Yes

Do you require any other accommodation for your impairment? ☐ Yes

If yes, please explain: _____

*Transition Youth Services Requested (Check all that apply)

☐ Job Exploration Counseling (includes discussions on the student's vocational interests, the labor market, and identification of career pathways)

☐ Work Readiness Training (A 20 hour course that focuses on employability and work readiness skills)

☐ Self-Advocacy Training (A course that teaches students how to speak up for themselves and make decisions about their own lives)

☐ Postsecondary Educational Counseling (provides an awareness of post-secondary career pathway options with job and career information) * Service is not currently available

☐ Work-Based Learning Experiences (includes hands on training for employability skills; may be paid or non-paid)

Student Acknowledgement

I understand that through Vocational Rehabilitation, I will be offered limited Pre-Employment Transition Services that can help me explore, prepare for, and make informed career-based decisions. I understand that I must be an active participant in the services I choose to achieve my transition goals.

Signature of Student

Date

Permission to Make Referral

By Signing this Pre-ETS Referral, I give _____ County Schools permission to submit this STAR Referral to VR. I understand I will be contacted by VR Staff to set up an initial meeting and acknowledge that my participation is required if my child is under 18 or if I am his/her Guardian.

Parent/Guardian/Age of Majority Student: _____

Signature

Date

Confirmation Statement

By Signing this Pre-ETS Referral, I confirm that the student has been identified by _____ County Schools as a student with a disability.

School Staff: _____

Printed Name

Position

Signature

Date

Name of SDR submitting the Pre-ETS Referral to VR: _____

Phone # of SDR submitting the referral to VR (if different): _____

For Official VR Use Only (to be completed by VR Staff)

VR Staff Name: _____ Area/Unit _____

Date referral received from SDR: _____

Date entered into RIMS: _____

Release of Information Wavier

Department of Education
Division of Vocational Rehabilitation
AUTHORIZATION FOR RELEASE OF INFORMATION

Individual Who is Subject of Record	Social Security Number	Date of Birth
Name and Address of Entity or Person Authorized to Release information (Records Custodian)	Information May Be Released to the Following Requester (Name, Address,Phone,Fax)	
	Life Work Transition Program 40 Orange St, Saint Augustine FL, 32084	
Specific Records Authorized for Release (Include dates of records If applicable)		
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Medical Record </div> <div style="width: 33%;"> <input type="checkbox"/> Psychiatric Evaluation </div> <div style="width: 33%;"> <input type="checkbox"/> Psychological Evaluation </div> <div style="width: 33%;"> <input type="checkbox"/> Hospital Discharge Summary </div> <div style="width: 33%;"> <input type="checkbox"/> Medication </div> <div style="width: 33%;"> <input type="checkbox"/> IEP </div> <div style="width: 33%;"> <input type="checkbox"/> Audiological </div> <div style="width: 33%;"> <input type="checkbox"/> Progress Notes </div> <div style="width: 33%;"> <input type="checkbox"/> School Transcript </div> <div style="width: 33%;"> <input type="checkbox"/> Alcohol/Drug Treatment </div> <div style="width: 33%;"> <input type="checkbox"/> Employment/Wage Information </div> <div style="width: 33%;"> <input type="checkbox"/> Vocational Evaluation </div> <div style="width: 33%;"> <input checked="" type="checkbox"/> Other -I give SJCSO permission to discuss student application status, WBLE info, and assist with case management. </div> <div style="width: 33%;"> <input type="checkbox"/> No reports are available, please return by mail or fax (see above address or fax on this form). (dates of record) </div> </div>		

Purpose for Release of Information is to determine eligibility for VR services and assist in rehabilitation planning and to carry out all administrative responsibilities of the Division of Vocational Rehabilitation in connection with the above-named consumer. Thank you for your assistance.
<p>The undersigned gives permission to the records custodian to release information it possesses on the above-named individual, including but not limited to, medical, psychological, psychiatric, substance abuse, job titles, periods of employment, employer subsidies, employment wages. etc. to the above identified requester. By my signature below, I authorize release of such information while acknowledging that such information may be protected by one or more chapters of Florida Statute and Federal law. This information would not ordinarily be accessible to the requester without the consent contained in this document. Information may not be further disclosed by the Division of Vocational Rehabilitation without specific authorization by the individual or his/her guardian/representative.</p> <p>The undersigned understands that the covered entity, e.g., health care provider, to whom this Authorization is directed may not condition treatment, payment, enrollment or eligibility for benefits on the provision of this Authorization.</p> <p>The undersigned understands that the undersigned may revoke this Authorization in writing to the covered entity, e.g., health care provider, at any time, except to the extent information has been released in reliance on this Authorization or as otherwise provided by law.</p> <p>This authorization shall be valid for one year from the termination of treatment or services and five years for employer-provided employment and wage data for purposes of substantial gainful activity determination, unless otherwise expressly revoked by the undersigned individual or guardian/representative.</p> <p>A reproduction of this authorization shall have the same force and effect as the original.</p>

As evidence by my signature below, I hereby authorize disclosure of records only to the person or agency as specified above.	
Signature of individual or guardian/representative	Date
Signature of V.R Counselor	Date



Website: <http://rehabworks.org/>

VR is a federal-state program that helps people with physical or mental disabilities get or keep a job. VR is committed to helping people with disabilities find meaningful careers.

Our **Mission** is to help people with disabilities find and maintain employment and enhance their independence.

Our **Vision** is to become the first-place people with disabilities turn when seeking employment and a top resource for employers in need of qualified employees.

All students with a documented disability in the St. Johns County School District, ages 14 and up, can be referred for VR Pre-ETS services. Please submit all applications to Jennifer Argentina, Jennifer.Argentina@stjohns.k12.fl.us, for entry into the VR portal. Once submitted, a local representative from Vocational Rehabilitation will contact you regarding your student.

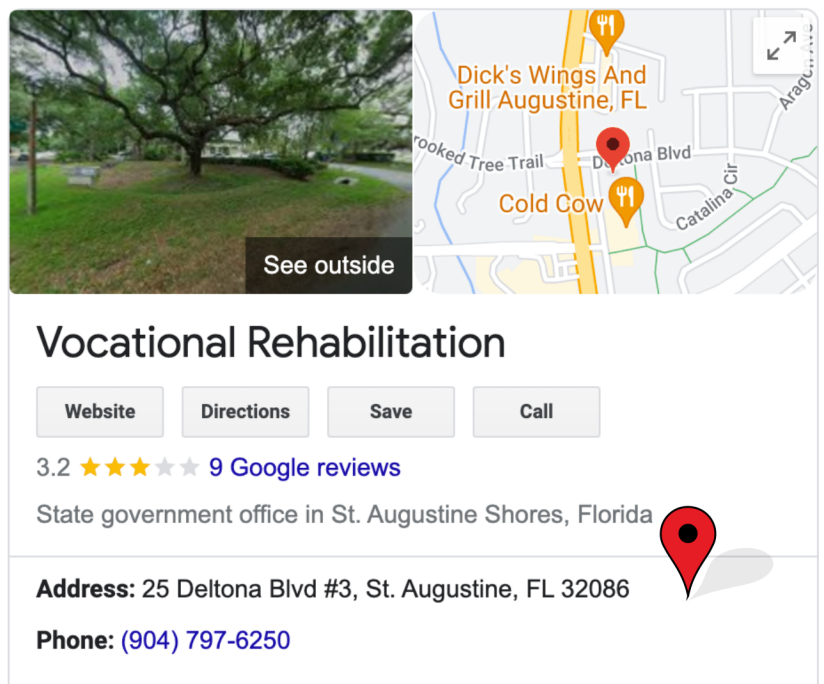
Types of VR Assistance

While in high school:

- Medical & Psychological Assessment
- Work Readiness Training
- Vocational Evaluation & Planning
- Work Experiences
- Career Counseling & Guidance

After exiting high school:

- Workplace Accommodations
- Assistive Technology & Devices
- Job Placement
- Time-Limited Medical and/or
- Job Coaching Psychological Treatment
- On-the-Job Training
- Postsecondary Education/Training
- Supported Employment



A PRACTICAL EDUCATION

- Financial Planning and Money Management
- Functional Academics and Technology
- Self-Determination
- Building Relationships
- Communications
- Travel and Mobility
- Community Living
- Home Living
- Health and Safety
- Employable Skills



*The Community
is Our Campus*

St. Johns Community Campus

A Charter School of the St. Johns County School District
2165 Arc Dr, St. Augustine, FL 32084

Enrollment Contact: LYNNE FUNCHEON, Program Director
904-824-7249 ext 131 [phone] | lfuncheon@arcsj.org [email]



Special thanks to photographer Scott Smith for capturing all the wonderful images in this brochure.

St. Johns Community Campus

A Unique Educational Experience for Young Adults



Achieve with us.

The St. Johns Community Campus is a charter school of the St. Johns County School District, and an affiliate program of The Arc of the St. Johns



COMPELLING VALUE - MEASURABLE OUTCOMES

A typical student will graduate from high school at the age of 18. The average student with IDD or other qualifying ESE measures, may complete public high school at the age of 21. The Community Campus provides a vocationally focused opportunity for students to prepare for gainful employment and practical life skills upon graduation.



- Reintroduce to peers of similar ages and interests
- Community involvement through work, social interests, civic responsibilities, clubs, organizations, and hobbies
- Living in the least restrictive residential setting upon graduation
- Having established non paid supports
- Graduating into an employment field in the students area of interest
- Successfully supporting hundreds of individuals in employment since 1991

Community Training Partners:

- Education
- Community Service
- Building, home & garden
- Retail
- Food Service
- More



*"This was the perfect
option for me."*

Achieve with us.

GUIDING PRINCIPLES

The Community Campus is designed to mimic a 4 year extended educational track. Our belief is that every person can make informed choices with positive exposure to interesting experiences. The unique learning styles of the students are taken into consideration in all lessons. The student's personal goals become the focus of every step in the process.

INSPIRING CURRICULUM

Experiment

Introduced to new activities, ideas and experiences, students discover interests, likes and talents.

Empower

Students begin to define their individual areas of focus and develop realistic plans to expand them.

Envision

A detailed Vocational, Social and Residential profile is developed and the students work on defining and organizing opportunities.

Engage

The students begin to follow the plan they develop and may be actively job seeking, searching for apartments, becoming involved in various clubs and organizations, and actively involved in the community.



*"This is almost
like a community
college only
better."*

Florida Center for Students with **UNIQUE ABILITIES**

Website: <https://fcsua.org/>

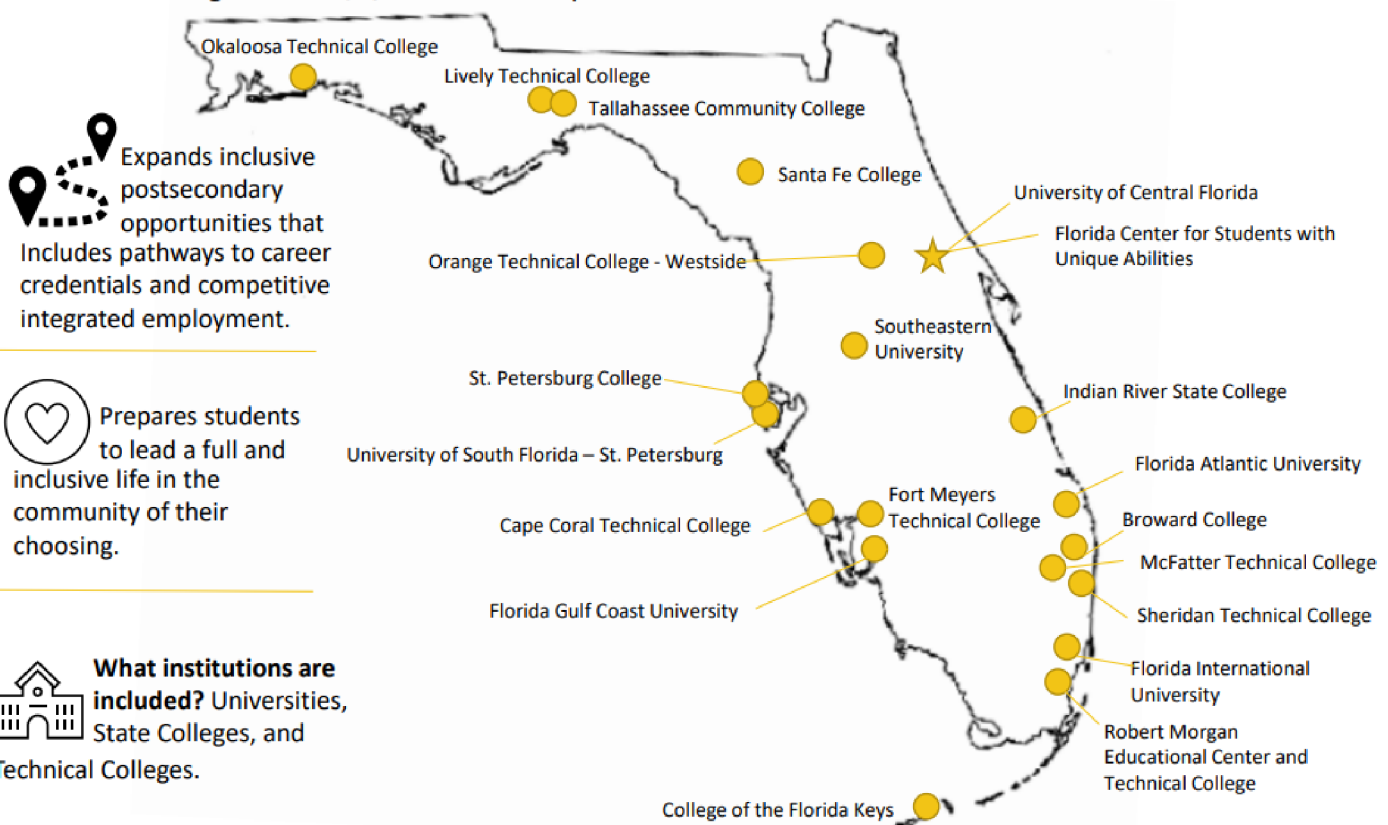
What We Do

The purpose of the Florida Center for Students with Unique Abilities is to support students, families, and higher education institutions so that students with intellectual disabilities have opportunities for on-campus college experiences that lead to employment opportunities.

University of Central Florida - Teaching Academy
(407)823-5225
fcsua@ucf.edu
4000 Central Florida Blvd.
P.O. Box 161250,
Orlando, FL 32816-1250

Students are eligible for a **\$7,000** scholarship.

FPCTPs Across Florida



Who is eligible to enroll in an FPCTP? A student with an intellectual disability, who is 18 or older, and has exited the K-12 system.

Who is eligible for a scholarship? A student who is enrolled in a Florida Postsecondary Comprehensive Transition Program and maintains satisfactory academic progress.

Where is the FCSUA? The University of Central Florida in Orlando, Florida

Signed into law by Florida's governor on January 21, 2016, with the intent that students with intellectual disabilities and students with disabilities have access to meaningful postsecondary education credentials and be afforded the opportunity to have a meaningful campus experience.



Website: <https://www.ciljacksonville.org/>

Agency Mission

To empower people with disabilities to live independently.

What We Do

CIL Jacksonville is a Center for Independent Living. Since 1978, CIL Jacksonville has empowered people with disabilities to live independent, self-empowered lives. Each person who walks into our office receives the services they need to set and achieve their goals for independence. They believe in a life of self-determination, self-empowerment, and equal access.

Services include:

- Advocacy
- Deaf Help Program
- Free Amplified Telephones
- Medical Equipment Loans
- Sign Language Interpretation
- Career-Focused Mentoring
- Community Education
- Disability Ambassador Program
- Youth Advisory Council
- SSI/SSDI Benefits Assistance
- Employer Assistance
- Employment Services
- Lunch Break Program

Contact Information

904-399-8484 Voice/TTY
904-508-0077 Videophone
904-396-0859 Fax
info@ciljacksonville.org Email

Office Hours

Monday through Friday
8:00 AM – 5:00 PM

Mailing Address

2709 Art Museum Drive
Jacksonville, FL 32207



Accessibility

Two accessible parking spots are available in the front of the building. Additional parking is available in the rear of the building. Both entrances are wheelchair accessible.

Public Transportation

CIL Jacksonville's front entrance is ~250 feet from Bus Stop 931 (Art Museum Drive/ Keystone Drive) on Bus Route #33. The path from the bus stop to the front entrance is wheelchair accessible and free from obstructions. Click here for JTA's Schedule

Directions

Take Exit 347 toward Emerson Street (.2 miles)
Turn Right on Emerson Street (.7 miles)
Continue onto Hart Expressway (.3 miles)
Take the US-90/Beach Blvd exit (.1 miles)
Merge onto Art Museum Dr (.2 miles)
Turn right onto Keystone Dr N (128 feet)

COVID Safety

CIL Jacksonville has implemented safety policies and protocols in accordance with local, state, and federal guidelines to help protect the safety and health of our team and the public. Mask use is optional unless you are symptomatic, had a positive test, or were exposed to someone with COVID-19.

Fragrance Free Facility

No fragrances, please! To accommodate those with allergies, breathing conditions, or multiple chemical sensitivities, please do not smoke or wear scented products when visiting our office or attending CIL events.



Website: <https://careersourcenortheastflorida.com/>

Agency Mission

Connecting workers to jobs and businesses to the talent they need to thrive. CareerSource NEFL provides innovative services that build a talent pipeline for the jobs of today and the future.

What We Do

CareerSource NEFL is the workforce development organization for the Northeast Florida region. CareerSource NEFL forges partnerships with local communities, elected officials, businesses, labor, and education leaders to improve workforce education, employment, and training opportunities in Baker, Clay, Duval, Nassau, Putnam, and St. Johns counties.

Our Services

At CareerSource NEFL, we offer a wide array of free support and resources to help you market yourself to potential employers while providing all the career guidance you need to help you through the process!

We encourage you to visit any of our seven career center **locations** in Northeast Florida. When you come in, one of our worksource representatives can provide career guidance and connect you with our job search resources.

We know everyone's job search is different...and we're here to help!

Our team offers free services to everyone at any stage of your job search – whether you are just entering the workforce, are looking for a new job, or want to explore and get started on a new career path

Our representatives can provide you with a variety of services, including:

- Resume help
- Interview tips and coaching
- Jobs available now
- Career guidance and advice
- Networking opportunities
- Multiple leads to job listings



St. Johns County

CareerSource NEFL Career Center

525 State Road 16, Suite 109

St. Augustine, FL 32084

Phone: (904) 819-0231

Fax: (904) 516-9211

[Directions @ Google Maps](#)



Website: <https://apd.myflorida.com/region/northeast/>

Agency Mission

The Agency Supports Persons with Developmental Disabilities in Living, Learning, and Working in their communities.

Agency Goals

1. Increase access to community-based services, treatment, and residential options.
2. Increase the number of individuals with developmental disabilities in the workforce.
3. Improve management of the agency and oversight of providers.

Eligibility

To be eligible for services from the Agency for Persons with Disabilities (“APD”), an individual must have a developmental disability (as defined in section 393.063(12), Florida Statutes), which occurs before age 18 and constitutes a substantial handicap that can reasonably be expected to continue indefinitely.

Disabilities served by APD include:

- Children aged 3-5 who are at a high risk of a Developmental Disability
- People severely impaired by Autism
- Cerebral palsy
- Spina bifida
- Intellectual disabilities
- Down syndrome
- Prader-Willi syndrome
- Phelan-McDermid syndrome

Applying for Services

An individual who has or might have a developmental disability or their authorized representative may apply for services by contacting the Agency for Persons with Disabilities office in their region. Please be aware that APD has a long waiting list for people to receive services through the iBudget Florida Medicaid waiver. The supports and services for Floridians with developmental disabilities are paid for with tax dollars and are administered through APD’s six regional offices around the state.

APD REGIONAL OFFICES





Florida Center for the Blind

Website <https://www.flblind.org/about-us>

Our Mission

Florida Center for the Blind's mission is to build hope, confidence, and independence in individuals with visual impairments and educate the community about preventing vision loss.

What We Do

The Florida Division of Blind Services helps blind and visually impaired individuals achieve their goals and live their lives with as much independence and self-direction as possible.

Programs Include:

- Blind Babies Program
- Children's Program
- Transition Services
- Independent Living Program
- Vocational Rehabilitation Program
- Employer Services
- Business Enterprise Program
- Rehabilitation Center for the Blind and Visually Impaired
- Braille and Talking Library Books

<http://dbs.myflorida.com/>

Contact Information

1809 Art Museum Drive, Suite 201
Jacksonville, FL 32207



Main Number: (904) 348-2730

Toll-Free: (800) 226-6356

Fax: (904) 348-2737

District Administrator: Daniel O'Connor, Daniel.O'Connor@dbs.fldoe.org

Serves: Baker; Clay; Duval; Nassau; and St. John Counties.

Online Application for Services- <https://aware.dbs.fldoe.org/ApplyForServices>

PDF Application for Services-

[http://dbs.myflorida.com/Information/Apply/CS_001%20Application%20for%20Services%20\(English\)](http://dbs.myflorida.com/Information/Apply/CS_001%20Application%20for%20Services%20(English))



Website www.haape.org

Our Mission:

The mission of HAAPE is to build and maintain a community of employment support for adults diagnosed with Autism Spectrum Disorder (ASD). We work together to create and implement innovative approaches in education, development and support to address autism's unique challenges for sustaining employment.

What We Do:

HAAPE's programs are selected and designed to provide people with autism the opportunity to excel at their employment creating self-satisfaction.

Programs Include:

- SpectrumTech
- Avionics
- Supply Chain/Logistics
- Scanning
- Drone Pilot

HAAPE'S EMPLOYMENT OFFERINGS: SUPPORTED BY HAAPE, OPERATED BY BEST-IN-CLASS PROVIDERS

SPECTRUMTECH

(2018) UCO-HAAPE SOCIAL
ENTERPRISE: Software
Testing, QA, ADA Website
Test, CAST Tester.

AVIONICS

(2019) Broward College
Avionics: 3 Semester
Certification in Avionics
Repair.

SUPPLY CHAIN

(2020) Institute of Supply
Chain Mgmt. National
Certification in 8 Supply
Chain/Logistics Disciplines.
Online, Self Paced.

SCANNING

(2021) Scan IT Forward:
Document Scanning and
Management.

DRONE PILOT

(2021) Custom introductory
course, then FAA Part 107
Drone Pilot Certification.

Contact Information

3117 SW 13th Court
Fort Lauderdale, FL 33312 USA
Phone: +732 586 7367
Email: info@haape.org



For questions call HAAPE-CHAMP at 561-308-3305 or e-mail HAAPE-CHAMP at brettc@myychamp.com