



Transition Guide for Families

Saint Johns County School District

2023-2024

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Transition Services Introduction

This guide should be reviewed with families in hard copy format during each annual Transition IEP meeting. The review should be documented in the appropriate sections within the IEP. Additionally, a copy of this guide will be emailed to families and posted on each school's website. For more information on locating this document, please contact your school-based LEA.

If you have any questions regarding St. Johns County School District Transition Services, please feel free to contact **Jennifer Argentina** at Jennifer.Argentina@stjohns.k12.fl.us or **Kaley Presnell** at Kaley.Presnell@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

Guardianship

- **Full (Plenary) Guardianship, Florida Statute 744.102 (8)(b)**
- **Limited Guardianship, Florida Statute 744.102 (8)(a)**
- **Emergency Temporary Guardianship, Florida Statute 744.3031**
- **Voluntary Guardianship, Florida Statute 744.341**
- **Preneed Guardian, Florida Statute 744.3045**
- **Guardian Advocate (Mental Health) Florida Statute 394.4598**
- **Guardian Advocate (Developmental Disabilities) Florida Statute 744.3085**
- **Guardian Advocate (Developmental Disabilities) Florida Statute 393.12**

The information below has been modified from resources shared by The Disability Rights Florida and Project10 Transition Information network.

What Happens When Someone Turns 18?

When someone turns 18 years old, they become an adult and are **usually responsible for themselves and their educational decisions** unless a legal process gives some of that responsibility to a parent or guardian. Here are some things that change when a person turns 18:

- **They gain certain rights and access to records that their parents or guardian used to handle.** This includes the right to know and agree to evaluations, invite more people to meetings about their education, and make decisions about specialized education and related services. **Parents are still informed about meetings, but the rights now belong to the student. An 18-year-old can also allow their parents or other adults access to their educational records by giving permission.**
- If a person received Supplemental Security Income (SSI) benefits for a disability, they may lose those benefits as an adult, depending on their disabilities. Before their 18th birthday, their eligibility will be reviewed using different standards for adults.
- Their health insurance coverage may change. In Florida, dependent coverage is required to be offered until the dependent reaches 30 years old. Adults who are covered under someone else's health insurance should check the details of their policies.
- An 18-year-old can vote. In America, people can vote at age 18 unless a court declares them unable to make decisions. To register to vote in Florida, one must be 18 years old on Election Day, a U.S. citizen, and a legal resident of the county where they plan to vote. Young people can register to vote at age 16 or any time after that. Registration forms are available at government offices and from county supervisors of elections. Voting is important because it lets you have a voice in making laws and policies.
- Young men are required to register for military service. Within 30 days of turning 18, all males, unless institutionalized or hospitalized, must register with the Selective Service.

What is Guardianship?

Guardianship is a legal arrangement that takes away an adult's right to make decisions about certain parts of their life. A court decides that the person is not capable of making these decisions on their own. The person under guardianship is called a "ward."

In Florida, the law says that even if a guardian has been appointed, they still have to think about what the person wants and let them be part of decisions about their life, as much as possible.

Whether a person can agree to a decision or not depends on how complicated and important the decision is. Some people who understand that they need help with making decisions might not need a guardian. They might just need advice, information, and support to consider other choices. There are other options instead of guardianship that can meet these needs.

Florida has different types of guardianship according to its laws. You can find more information about alternatives to guardianship in the next section.

Restoration of Capacity:

Restoration of Capacity is a legal option for individuals who have been assigned a guardian to have some or all of their rights reinstated. If the person under guardianship has regained the ability to exercise these rights since the guardianship proceedings, they can pursue the restoration of rights. This process involves going through the Court.

Alternatives to Guardianship

Family and Friends

Sometimes, when a person needs help with their personal and financial matters, the support and care of their family and friends can be sufficient to assist them in managing those affairs.

Supported Decision-Making

Supported Decision-Making is a process that we all go through when we make choices in our lives. Every day, we require assistance in decision-making. Sometimes, when service providers use specialized terms or unfamiliar language, like a car mechanic mentioning "OEM part" or "catalytic converter," or a doctor recommending a "CAT Scan," it can be difficult to understand. In such situations, we depend on trustworthy individuals such as friends, family members, advocates, or anyone we trust to help us comprehend. Once we receive the necessary information and guidance regarding the situation and the steps we should take, we become capable of making well-informed decisions. This is the essence of Supported Decision-Making.

Advanced Directives

This document expresses a person's wishes regarding healthcare or other important matters in advance. It is important that the person is of sound mind and capable of giving informed consent when signing this document. Some examples of such directives are:

Durable Power of Attorney: *This legal document grants specific decision-making authority to a designated person. A DURABLE power of attorney remains valid even if the person becomes incapacitated and continues until their death.*

Living Will: *A legal document that guides the provision, withholding, or withdrawal of life-prolonging medical procedures if the person is unable to make decisions due to a terminal illness or being in a persistent vegetative state.*

Health Care Surrogate: *A written document that appoints another person as a representative to make medical decisions on one's behalf if they are unable to do so themselves. This document can include instructions about preferred treatments or preferences, similar to a living will. It is also possible to designate an alternate surrogate. It is important to discuss the responsibilities with the designated individuals and provide them with a copy of the document.*

It is crucial to have at least two witnesses when creating an advance directive. The laws governing health care advance directives can be found in Chapter 765 of the Florida Statutes, which is available at local libraries or online at www.leg.state.fl.us.

Additional Web-based Resources

[Lighting the Way to Guardianship: A Manual for Individual and Families](#)

[Planning Is Crucial: Guardianship & Alternatives](#)

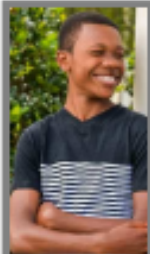
[Educator Guide to Legal Rights](#)

[Getting Ready for When Your Teen Reaches the Age of Majority: A Parent's Guide](#)

[Cost for Guardianship](#)

[Project10transitioneducationnetwork Resource Page](#)

Considering Age of Majority, Transfer of Rights and Decision-Making Options



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 - What to Expect

Preparing students for decision-making about their lives is a powerfully important process. Federal and state requirements include the following:

1. At the age of 18, students will have the right to make educational decisions.
 - 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 closer to, but still prior to, the student's 18th birthday.
 - 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](#)).

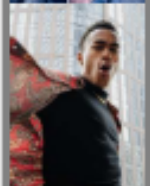


2. Eligibility for Supplemental Security Income (SSI) benefits will be re-determined using an adult disability standard (usually in the month before the 18th birthday).

3. "Health insurance may change. Florida law requires dependent coverage to be offered until the dependent is age 30. Adults whose health insurance covers youth should check their policies" (Disability Rights Florida, n.d.).

4. Students receive the right to vote and must register by mail or online with the state. One must turn 18 by election day to be eligible to vote in that election, but registration can be completed at age 16 and after ([Disability Rights Florida](#)).

5. All males are required to register for military service within 30 days of turning 18. There is not a general exemption from registration based on mental or physical condition, but there are certain criteria that can provide exemption. Find out more - Exemption from Selective Service Registration at <https://www.sss.gov/faq/>.



Decision-Making Alternatives: Choosing the Best Option with My Child

Florida legislation provides a system that permits persons with disabilities to participate in decision-making to the fullest extent possible.



Supported Decision-Making

Supported decision-making (SDM) 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. Francisco and Martinis explain, "[Supported decision-making] is just a fancy way of describing how we all make choices. We all need help making decisions, every single day."

<https://supportmydecision.org/assets/tools/Supported-Decision-Making-Teams-Setting-the-Wheels-in-Motion.pdf>
SDM pilot projects are being conducted in multiple states, including Florida.

Banking Services

A power of attorney that specifies the agent has the authority to conduct **banking transactions** on behalf of the person includes the following: establish, continue, modify, or terminate a banking account; contract for services available from a financial institution; withdraw money or property of the principal deposited with or left in the custody of a financial institution. (Section 709.2208, F.S.)



Power of Attorney

A **Power of Attorney** is a legal document through which a person gives someone (agent) the authority to act on his/her behalf, and the individual maintains the right to act on behalf of himself/herself. A **Durable Power of Attorney** is when the authority to act on the person's behalf does not end if the person suffers mental incapacity at some point in the future. (Section 709.2102, F.S.)

Advance Directives

Advance Directives are witnessed, written documents or oral statements that express a person's desires concerning health care. A **Living Will** is an advanced directive that expresses a person's instructions regarding life-prolonging procedures. A **Health Care Surrogate** is an advanced directive in which a person designates someone to make health care decisions and apply for health care benefits. (Section 744.3115, F.S.)

Trusts

A legal document called a **Trust** can be used to give someone the authority to manage the property of a person who needs or wants assistance. A **Special Needs Trust** assists a person with a disability to maintain needs-based benefits, such as medicaid health insurance by excluding certain assets and income. See [Florida Medicaid.com](http://FloridaMedicaid.com) for more information.



State Secondary Transition
Interagency Committee, Florida
Department of Education, Bureau
of Exceptional Student Education

When selecting a decision-making alternative with your child, it is suggested that the best option is the one that will give the child who is becoming an adult the maximum amount of decision-making ability while also safeguarding his/her health and general welfare. Some of the options listed below can be combined in a way that matches the level of assistance that your young adult needs. Finding the right balance between assistance and autonomy is the key to ensuring your child has the opportunity to lead the most self-determined life possible.



Medical Proxy

A **Medical Proxy** is used when a person is or has become unable to make health care decisions and an advance directive has not been established. The patient's legal guardian could be assigned as the medical proxy by a judge or others could serve as the medical proxy, such as the patient's spouse, adult child, parent or adult sibling. ([Section 765.401, F.S.](#))

Representative Payee

A **Representative Payee** is an entity selected by the Social Security Administration (SSA) (preferably family or friends, but could be an organization) to manage an individual's SSA benefits. This means the beneficiary's benefits will go to the Representative Payee for appropriate use. The Social Security Administration (SSA) benefits must be used to provide food, clothing, shelter, medical care and personal comfort items for the SSA beneficiary. All remaining funds must be saved in an interest-bearing account or savings bonds to be used for the SSA beneficiary's future needs. ([Section 402.33, F.S.](#))

Guardian Advocacy

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.](#))

Guardianship

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.](#))

Resources for the content of this chart include the following:

American Civil Liberties Union

https://www.aclu.org/sites/default/files/field_document/fag_about_supported_decision_making.pdf

Disability Rights Florida: What Are the Alternatives to Guardianship?

[https://disabilityrightsflorida.org/disability-](https://disabilityrightsflorida.org/disability-topics/disability_topic_info/what_are_the_alternatives_to_guardianship)

[topics/disability_topic_info/what_are_the_alternatives_to_guardianship](https://disabilityrightsflorida.org/disability-topics/disability_topic_info/what_are_the_alternatives_to_guardianship)

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

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

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 Statutes

<http://www.leg.state.fl.us/Statutes/index.cfm?Mode=Search%20Statutes&Submenu=2&Tab=statutes>

The National Resource Center for Supported Decision-Making - <http://supporteddecisionmaking.org/>

Resources

Access the Vote - Inclusive Elections for ALL - Provides instructions to ensure voters with a disability have access to voting. <https://www.accesssthevote.org/>

Brink - A nonpartisan, non-profit 501(c)(3) seeking to make the democratic process more accessible to people with disabilities using technology, design, and behavioral science. <https://www.brinkapp.co/>

Center for Parent Information and Resources - Getting Ready for When Your Teen Reaches the Age of Majority - A Parent's Guide - This online tip sheet covers many relevant topics related to the transfer of parental rights to the student. <https://www.parentcenterhub.org/age-of-majority-parentguide/#defs>

Cost for Guardianship - An infographic that explains the cost of establishing guardianship for a child with a developmental disability in Florida using the expedited guardian advocate application process. <https://www.guardianproject.us/what-does-getting-guardianship-cost-infographic/>

Disability Rights Florida - Turning 18 & Other Options - Explains things that change when youth turn 18. https://disabilityrightsflorida.org/disability-topics/disability_topic_info/turning_18_guardianship_other_options

Florida Developmental Disabilities Council - Developing Abilities and Restoring Rights - A Guide for Persons with Disabilities: This guide provides educational materials in the area of legal rights. There is also an accompanying workbook. <https://fddc.org/wp-content/uploads/2020/08/Developing-Abilities-Restoring-Rights-Guide.pdf>

Florida Developmental Disabilities Council - Lighting the Way to Guardianship and Other Decision-Making Alternatives - A Manual for Individuals and Families: This resource provides information in English and Spanish. Additional FDDC Lighting the Way resources are available, including: fact sheets, an online training and a booklet on making life decisions designed for individuals with disabilities. <https://www.fddc.org/publications/>

Exemption from Selective Service Registration - Explains registration requirements for men with a disability turning 18. <https://www.sss.gov/faq/>

Exploring My Decision-Making Options - See the checklist on pages 7-8 that assists a person with a disability to determine the types of support needed for decision-making. http://flfcic.fmhi.usf.edu/docs/Florida_WINGS_DecisionMaking_FINAL_Digital.pdf

Family Network on Disabilities (FND) - Planning is Crucial: Guardianship and Alternatives: This webinar provides a deeper dive into the issues surrounding guardianship and decision-making alternatives. <https://www.youtube.com/watch?v=ZjgNgIooF0Y>

The Florida Bar and GAPS Legal, PLLC - Turning 18 - This website walks families through a step-by-step process about decision-making options with opportunities to choose specific paths that are of special interest. <https://www.turning18.org/getting-started.html>

The Florida Bar, #Just Adulting - This relevant legal information for young adults is easily accessible through the app or a pdf. <https://www.floridabar.org/the-florida-bar-news/young-adults-have-easier-access-to-the-bars-justadulting-app/>

The Florida Bar, Pro Bono & Legal Aid - This web page provides information about legal services at reduced rates. <https://www.floridabar.org/public/probono/>

Guardianship Glossary - In addition to providing a definition for more than 40 terms, this resource also provides links to the 20 circuit court locations that serve Floridians. <https://www.guardianproject.us/florida-guardianship-glossary-list>

PACER Center, Prepare Your Child for Age of Majority and Transfer of Rights - This resource explains how parents can prepare their child with a disability to prepare for the transfer of rights. <https://www.pacer.org/parent/php/PHP-c63.pdf>

Supported Decision-Making: Frequently Asked Questions - This resource explains the difference between guardianship and supported decision-making. https://www.aclu.org/sites/default/files/field_document/faq_about_supported_decision_making.pdf

***** If you have further need for assistance, including connecting with resources in your area, you may contact the Family Network on Disabilities (FND) at (800) 825-5736 or email fnd@fndfl.org and a parent trainer will be happy to speak with you.** FND programs offer free help and information to families of students with disabilities (ages 0-26) and the professionals that serve them.

Self-Determination and Self-Advocacy

Self-Determination & Self-Advocacy

Self-advocacy is the ability to speak and take action for oneself or a cause. It is a valuable skill that students develop during their youth and continue to use throughout their lives. **Self-advocacy** involves being assertive, understanding one's rights, negotiating, and speaking up for oneself or a cause.

Self-determination and self-advocacy are related concepts but have distinct meanings:

1. **Self-determination:** Self-determination refers to an individual's ability to control and direct their own life, make choices, and set goals based on their own preferences, values, and abilities. It emphasizes personal autonomy, independence, and the power to shape one's own future.
1. **Self-advocacy:** Self-advocacy is the act of speaking up and taking action on behalf of oneself. It involves actively asserting one's rights, needs, and preferences, and effectively communicating them to others. Self-advocacy empowers individuals to advocate for their own interests, access resources, and participate in decision-making processes that affect their lives.

In essence, self-determination focuses on the broader concept of personal autonomy and control over one's life, while self-advocacy specifically addresses the skills and actions involved in speaking up and advocating for oneself within various contexts and systems. Self-advocacy is one of the ways individuals exercise their self-determination.

Additional Web-based Resources

[I'm Determined: Self-Determination Parent Checklist](#)

[Self-Determination and Self-Advocacy Guide](#)

Deferment Information

Structured Transition Programs inside St. Johns County

- Life Work at First Coast Technical College
- Project SEARCH at the Renaissance World Golf Village Hotel
- Project SEARCH at Vicar's Landing Oak Bridge
- The ARC of St. John Community Campus

Structured Transition Programs **outside** of St. Johns County

- The ARC of Jacksonville

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), and Early College Program
- A Structured Work Study, Internship, or Pre-Apprenticeship Program (SJCSD 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.

For students who choose to defer, enrolling in the Life Work Transition Program is necessary to continue receiving case management. Details about these programs can be found in the Transition Guide, and the **Transition Program Application** can be accessed on the [St. Johns County School District Website](#) under Transition Services.

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

Life Work is the SJCSO on campus transition program located at First Coast Technical College. Our program targets 18–22-year-old students with varying exceptionalities 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, community based, 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 (VR) and Agency for Persons with Disabilities (APD) 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

When filling out your application with FCTC, please ensure that you indicate your status as a Life Work student.



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 on the **Adult Services Pathway** and qualify for **Supported Employment**. Please contact your Vocational Rehabilitation Counselor to confirm you are on the correct VR pathway. The application process for Supported Employment may take several months.
- 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 at Oak Bridge 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 through Marriot and Atrium Hospitality or the Vicar's Landing at Oak Bridge
- Professional Resume with References and letters of recommendation from Atrium and Marriot or Vicar's Landing at Oak Bridge.
- Official Project SEARCH Certification
- Travel Training, etc.

For more information regarding Project SEARCH, please visit the [Transition Information Page](#) on the St. Johns County School District website.

Please contact Lynne Funcheon, Program Director, to set up a tour.
Email: lfuncheon@arcsj.org
Telephone: (904) 844-7249 Dial 0 for the Operator to be connected

A Charter School of the St. Johns County School District. 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 Intellectual/Developmental Disability (I/DD) 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.

Our Vision

One day people with intellectual and developmental disabilities (I/DD) will participate as full members of their communities, throughout their lives.

Our Mission

Provide the opportunity for hope, growth, and change to people with (I/DD) in our community.

Program Requirements:

- Be an Exceptional Education Student with an IEP with prescribed transition services.
- Have met graduation requirements (with a deferred Standard Diploma) and reside within the School District of Saint John's County boundaries.
- Must be between the ages of 18-21.
- Have a Transition Individual Education Plan (TIEP)
- Demonstrate a desire to work or to learn the functional/vocational/academic skills necessary for interdependent living.
- Utilize specialized transportation without an aide.
- Be independent in self-administering medication(s) as prescribed, as necessary.
- Demonstrate consistent school attendance and punctuality.

We also offer Day Programs for students 22 and beyond. The program requirements are as follows:

- The student must have the Medicaid Waiver. If they are eligible, but do not have the Med Waiver, they need to become a client of the ARC of St. Johns 6 months to 1 year prior to ending their deferment.
- If the family is interested in pursuing one of the ARCs residential programs, they will need to become a client of the ARC for a minimum of 1 year prior to ending their deferment.
- If the student is on the waitlist for the Medicaid Waiver, they will need to apply for Psychosocial Rehabilitation (PSR).

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 Unique Educational Experience for Young Adults



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.

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
- Retail
- Community Service
- Food Service
- Building, home & garden
- 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."

The Arc Jacksonville's Career Campus Program

Career Campus, in partnership with Florida State College at Jacksonville (FSCJ), provides an exclusive vocational training program tailored for students aged 18 to 21, who possess intellectual and developmental differences. This program offers a unique chance for students to engage in college-level courses, granting them access to industry certifications and badges. The primary goal of this collaboration is to empower students, unlocking their inherent abilities, and paving the way for success in their chosen career paths.

At Career Campus, we are committed to equipping individuals with the necessary tools for successful employment. Our comprehensive program comprises career learning and exploration, work readiness training, internships, job shadowing, and on-the-job training opportunities. By participating in these initiatives, students gain practical skills and experience that are essential for future success in the workforce.

The Arc Jacksonville's High School High Tech Program

The High School High Tech (HSHT) program is provided by The Arc Jacksonville through a grant from The Able Trust. The program is designed to provide high school students with disabilities (504 or IEP) the opportunity to explore jobs and/or postsecondary education leading to technology-related careers in Science, Technology, Engineering, and Math (STEM). HSHT links youth to a broad range of academic, career development, and experiential resources and experiences that will enable them to meet the demands of the 21st century workforce. The students have fun while they are learning, and they get to see how STEM works in the real world.

This program is a community-based partnership comprised of students, parents/caregivers, businesses, educators, and rehabilitation professionals. It has been shown to reduce the high school dropout rate and increase the overall self-esteem of participating students.

HSHT is currently at Creekside High School.

The Arc Jacksonville's On Campus Transition Program

Students with intellectual differences enjoy the college experience through The Arc Jacksonville On Campus Transition (OCT) program at the University of North Florida. Through OCT, young adults ages 18-26 can transition into adulthood alongside their contemporaries, maturing together in an environment that fosters independence while including supports.

OCT's program of study focuses on: academic enhancement, career development, university life, health/personal growth, and independent living/community life. Students are encouraged and empowered to act as self-advocates and to further enhance their self-determination.

The Arc Jacksonville's OCT serves persons ages 18-26, who have completed four years of high school. OCT students become immersed in all aspects of college life by: auditing UNF courses, joining campus organizations and clubs, and participating in recreational/leisure activities that are available to all UNF students.

OCT students also have the opportunity to live in either on or off-campus student housing, and they receive small group tutoring and mentoring by UNF students.






Education and Training Programs/Graduation Pathways

- St. Johns County School District Academies and Programs of Choice
- High School Career Academies
- AICE and IB High School Acceleration Academies
- St. Johns County School District Early Collegiate Programs
- St. Johns County School District Dual Enrollment Programs (FCTC and SJRSC)
- Florida Graduation Pathways

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

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
- 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/)

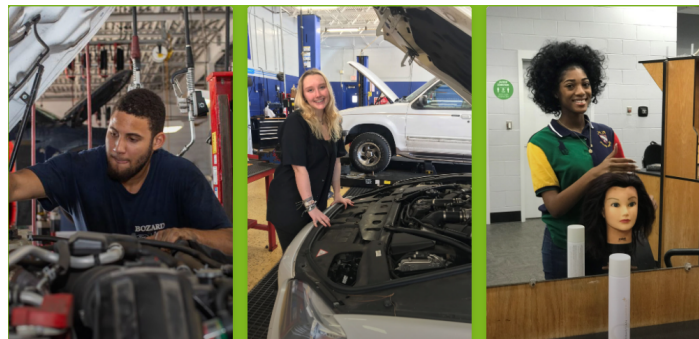
Dual Enrollment



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. **Students must apply to FCTC and complete a St. Johns County School District Transition Program Application in order to continue their services upon meeting high school graduation requirements. This is part of the deferral process.**

FCTC Dual Enrollment programs:

- Heating, Ventilation, Air Conditioning/Refrigeration
- Landscape & Turf Management
- Nursery Management
- Automotive Service Technology
- Culinary Arts
- Diesel Systems Technician
- Dental Assisting
- Medical Assisting
- Welding Technology



Benefits of Attending FCTC in High School

Are you looking for a head start on your college and career pathway while in high school? FCTC's **Dual Enrollment**, **Secondary Electives** and **Early Career** will unlock a world of opportunities.

- Fast-track your **path to success** by learning a trade or skill
- Participate in **hands-on-training** with our top-notch instructors
- **Earn credits, certifications or licensures** setting you up for a promising career
- **Save time and money** by earning college credits for free

High School Secondary Programs:

- Horticulture Science and Service
- 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: Please note that applying as a dual enrollment student does not guarantee automatic acceptance or full-time enrollment. FCTC will notify you of your enrollment status in August via email. For more information, please visit [FCTC's website](#).

St. Johns County School District Early College Programs

St. Johns River State College

EARLY COLLEGE PROGRAM

This program allows admitted students to complete 60 credits of dual enrollment coursework, culminating in earning both a standard high school diploma as well as an Associate of Arts (AA) Degree upon the completion of four years of high school.

SJR State offers this program in St. Johns County at Pedro Menendez High School and Toco Creek High School.

This program is limited acceptance and students must meet specific criteria in order to be eligible to participate. Students commit to this program for the four years they are high school students.

CONTACTS

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Elizabeth Wright

Counselor

Toco Creek High School

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Elizabeth.Wright@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 SJCS D Career Academy portal system.

AICE and IB

High School Acceleration Academies

Two high schools have International Baccalaureate (IB) programs and two have Advanced International Certificate of Education (AICE) programs that are potentially open to students zoned for Bartram Trail, Creekside, and Ponte Vedra High Schools. Students zoned for Allen D. Nease, Beachside, 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

Florida Graduation Pathways

2023-24 Florida 24-Credit Graduation Pathways (Updated 8.4.23)

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) <p>*A computer science credit may not be used to substitute for both a mathematics and science credit.</p>	<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) ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry) 	<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) ▪ 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 with Financial Literacy 	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 grade point average on a 4.0 scale and pass statewide assessments or meet the criteria for a waiver of assessment results.		

Florida Graduation Pathways

2023-24 Florida Graduation Pathways (Updated 8.4.23)

18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Option – Available to all students, including students with disabilities	Career and Technical Education (CTE) Graduation Pathway (requires a minimum of 18 credits) – Available to all students, including students with disabilities
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"> ▪ 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) <ul style="list-style-type: none"> *A computer science credit may not be used to substitute for both a mathematics and science credit. 	Includes all requirements listed in column one
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. 	Includes all requirements listed in column one
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 with Financial Literacy 	Includes all requirements listed in column one
Electives (3 Credits)	Electives (4 Credits)
Career and Technical Education – Not Required <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 Work-Based Learning Programs – Not Required	<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
1 Credit in Fine and Performing Arts, Speech and Debate, CTE or eligible Practical Arts, per Course Code Directory	Fine Arts and Performing Arts, Speech and Debate, or eligible Practical Arts – Not Required
Physical Education – Not Required	
Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments or meet the criteria for a waiver of assessment results.	

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/>.

Vocational Rehabilitation (VR)

- Pre-ETS Referral Pathway
- Adult Services Referral Pathway

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

Frequently asked questions:

How do I know which VR Pathway/Application to choose?

Determining the appropriate VR Pathway/Application depends on the age of the student and the services they are seeking. If the student is still in school, aged 14 to 21, and interested in supplemental supports, career camps, or career exploration through Vocational Rehabilitation, we recommend the Student and Youth (Pre-ETS) pathway. This program provides opportunities for sponsored career counseling, work readiness training, and fully-integrated work experiences in the community. These services are delivered while students are still in high school and establish the foundation for a seamless transition to individualized training, education, and employment. Examples of services under this pathway include Career Camps, High School High Tech, Inclusive Postsecondary Education, and the Youth Leadership Forum.

On the other hand, if the student is preparing to graduate and planning to end deferment, we recommend the Adult Services Pathway. This pathway includes all the services available to Pre-ETS students, with additional supports for Deaf, Hard of Hearing, and Deafblind individuals, Independent Living, Supported Employment, Assistance with navigating Social Security Benefits, and Self-Employment.

If you have specific questions to determine if the student is an existing client or which path the student should pursue, please contact the local Vocational Rehabilitation office at (904) 797-6250. Once the application is complete, the IEP team will submit it to the District Office, which will upload it into the VR Portal. Please note that without an information release on file, Vocational Rehabilitation will not discuss an applicant's status or pathway. Therefore, we recommend submitting this completed document along with the student's application.

What information does the student/parent need to authorize we release?

Please check the "other" box and write in, "SJCS D personnel may share and receive information about my student to aid with case management."

Specific Records Authorized for Release (Include dates of records] If applicable)		
<input type="checkbox"/> Medical Record	<input type="checkbox"/> Psychiatric Evaluation	<input type="checkbox"/> Psychological Evaluation
<input type="checkbox"/> Hospital Discharge Summary	<input type="checkbox"/> Medication	<input type="checkbox"/> IEP
<input type="checkbox"/> Audiological	<input type="checkbox"/> Progress Notes	<input type="checkbox"/> School Transcript
<input type="checkbox"/> Alcohol/Drug Treatment	<input type="checkbox"/> Employment/Wage Information	<input type="checkbox"/> Vocational Evaluation
<input type="checkbox"/> Other	<input type="checkbox"/> No reports are available, please return by mail or fax (see above address or fax on this form). (dates of record)	

Where do I send the documents once they have been completed?

Please submit them to the District Office using the Microsoft Submission Form. Please place all original files inside the student's cumulative folder. Kindly refrain from sending files via email or interoffice mail.

When will I hear from a VR Representative?

Once this form has been submitted to Vocational Rehabilitation, a team member will contact you within five business days via mail, email, or telephone. If you have specific questions regarding the status of your application, please feel free to contact the local Vocational Rehabilitation office at (904) 797-6250. Please note that the caller ID may display Department of Education.



Vocational Rehabilitation (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.

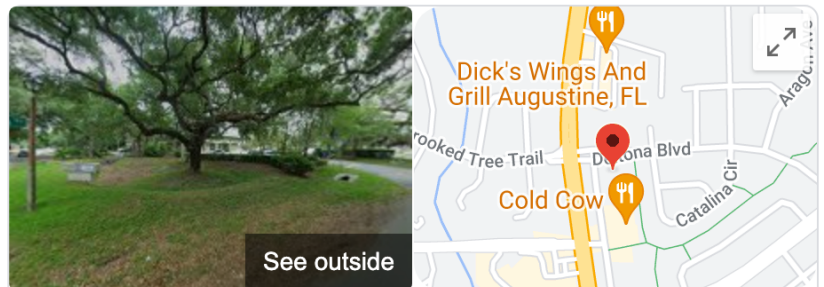
Types of VR Assistance

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



Vocational Rehabilitation

Website

Directions

Save

Call

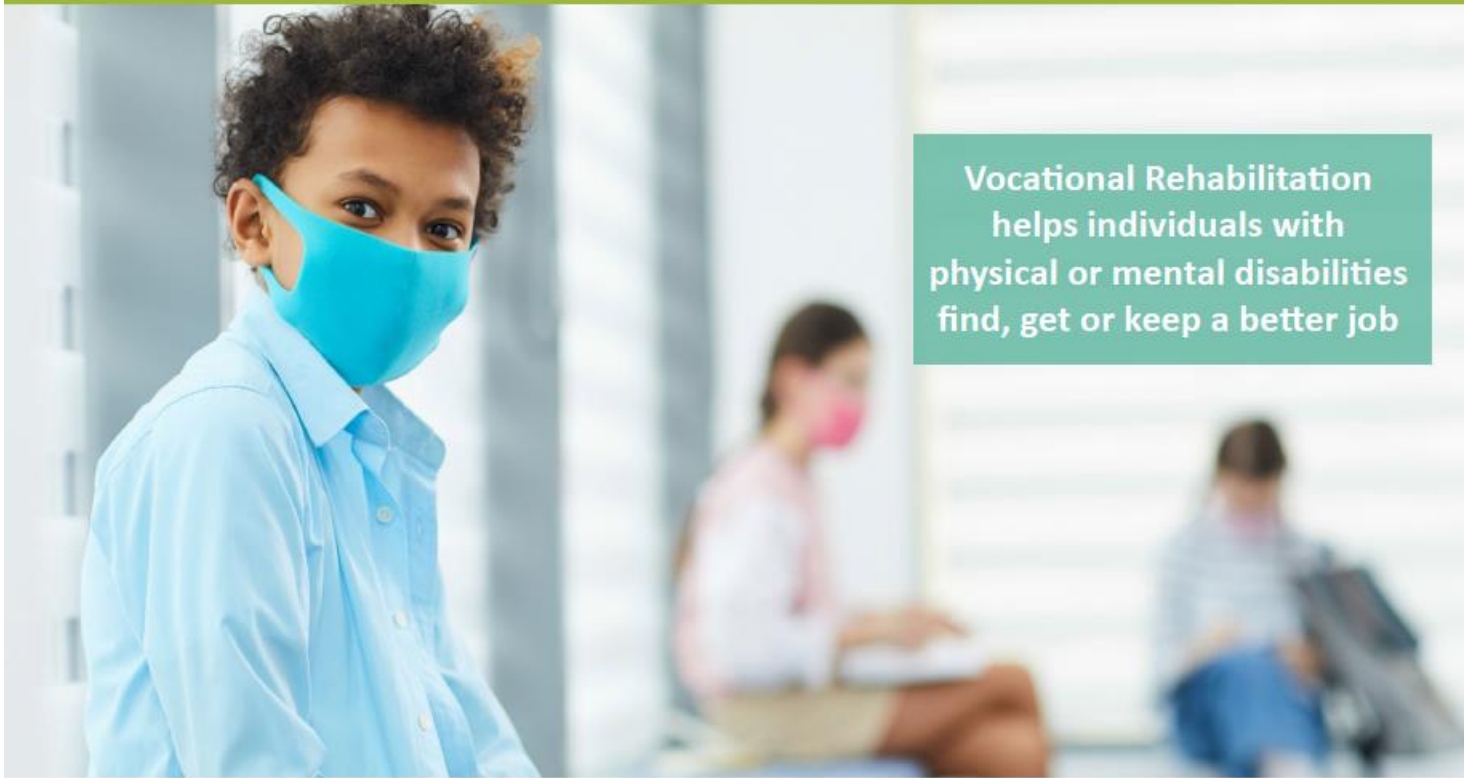
3.2 ★★★★★ 9 Google reviews

State government office in St. Augustine Shores, Florida

Address: 25 Deltona Blvd #3, St. Augustine, FL 32086

Phone: (904) 797-6250

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.

Student & Youth (Pre-ETS) pathway



Independent Living Program



About the Independent Living Program

The Florida Department of Education, Division of Vocational Rehabilitation's (VR) Independent Living Program promotes and supports a philosophy of independent living for persons with significant disabilities who wish to maintain or increase their level of independence. This state/federal partnership funds 16 Centers for Independent Living (CIL) throughout Florida. An essential part of the Independent Living Program is the State Independent Living Council (SILC). In Florida, SILC is operated by the Florida Independent Living Council.

Centers for Independent Living

A CIL is a local not-for-profit that is consumer-controlled and provides a minimum of five core services that support independent living outcomes for persons with disabilities. Each CIL offers additional independent living services as determined by the needs of the community and the individuals seeking assistance. CILs provide services to maximize the leadership, empowerment, independence and productivity of individuals with disabilities. The overall goal of services provided by CILs is to achieve the integration and full inclusion of individuals with disabilities into mainstream American society.

Five Core Services Provided by Florida Centers for Independent Living

1. Information and referral
2. Independent living-skills training
3. Individual and systems advocacy
4. Peer counseling
5. Transition from a nursing home to the community or diversion of individuals from institutional placement; and assisting youth (14-24 years old) with post-secondary life and opportunities.

Contact Independent Living Program



850-245-3492



850-245-3394



ILProgram@
vr.fldoe.org



www.RehabWorks.org/
indep_living.shtml



Florida Department of Education
Division of Vocational Rehabilitation
Florida Independent Living Program
325 W. Gaines St., Suite 1144
Tallahassee, FL 32399-0400

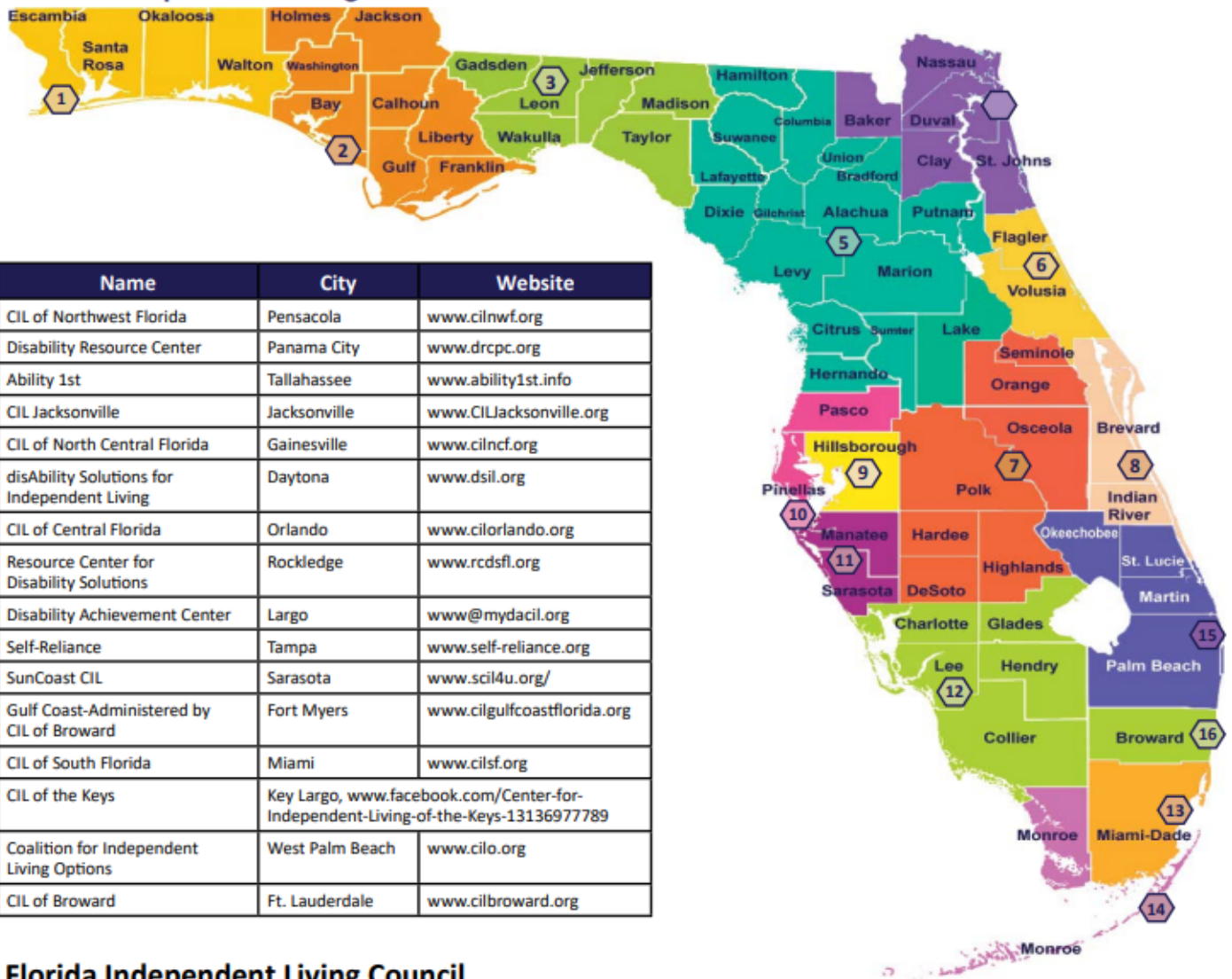
Adult Services
pathway



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Centers for Independent Living in Florida



	Name	City	Website
1	CIL of Northwest Florida	Pensacola	www.cilnwf.org
2	Disability Resource Center	Panama City	www.drpc.org
3	Ability 1st	Tallahassee	www.ability1st.info
4	CIL Jacksonville	Jacksonville	www.CILJacksonville.org
5	CIL of North Central Florida	Gainesville	www.cilncf.org
6	disAbility Solutions for Independent Living	Daytona	www.dsil.org
7	CIL of Central Florida	Orlando	www.cilorlando.org
8	Resource Center for Disability Solutions	Rockledge	www.rcdsfl.org
9	Disability Achievement Center	Largo	www@mydacil.org
10	Self-Reliance	Tampa	www.self-reliance.org
11	SunCoast CIL	Sarasota	www.scil4u.org/
12	Gulf Coast-Administered by CIL of Broward	Fort Myers	www.cilgulfcoastflorida.org
13	CIL of South Florida	Miami	www.cilsf.org
14	CIL of the Keys	Key Largo, www.facebook.com/Center-for-Independent-Living-of-the-Keys-13136977789	
15	Coalition for Independent Living Options	West Palm Beach	www.cilo.org
16	CIL of Broward	Ft. Lauderdale	www.cilbroward.org

The Florida Independent Living Council

The Florida Independent Living Council (FILC) has the responsibility of developing the State Plan for Independent Living (SPIL) to further guide and support independent living services for Floridians with the most-significant disabilities. Council members are appointed by the governor to ensure the independent living needs of persons with disabilities are represented through the SPIL statewide. The SPIL requires that the FILC gather input from across Florida on the independent needs of persons with disabilities. Independent Living Services that support individuals' achieving goals in education, employment, affordable housing or transition from nursing homes to the community are addressed by the SPIL. Council members evaluate the existing SPIL on an on-going basis. The SPIL provides direction to the Council and CILs on initiating outreach to identify and reach underserved populations so that they can benefit from independent living services. Both CILs and the FILC were created by federal and state legislation to support individuals with disabilities in maintaining or increasing their ability to live independently.

Contact Independent Living Council



850-488-5624



850-488-5881



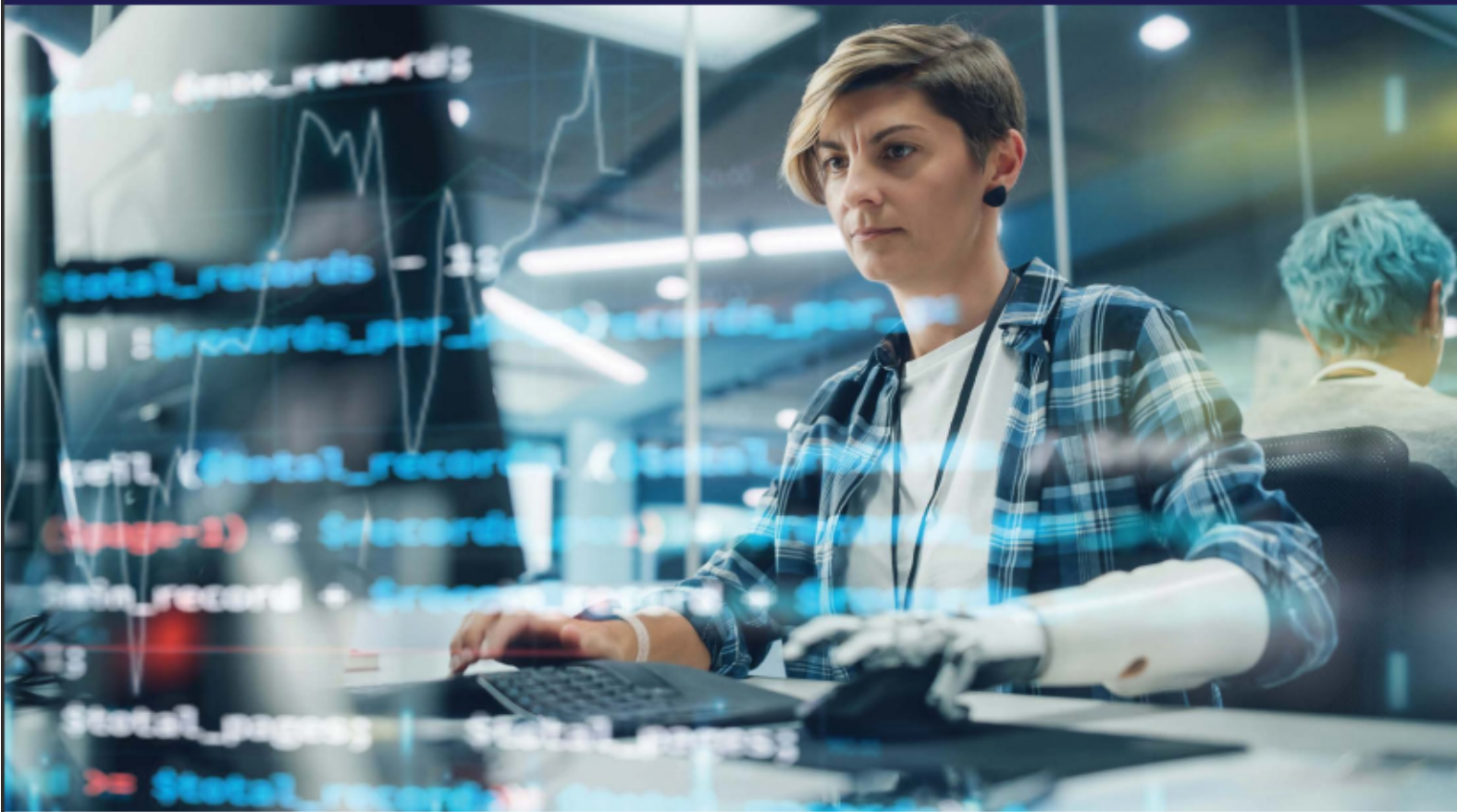
info@floridasilc.org



www.FloridaSILC.org

The Florida Department of Education, Division of Vocational Rehabilitation (VR) is an equal opportunity employer. It is against the law for VR as a recipient of Federal financial assistance to discriminate against any individual in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief. The application process used by VR to determine eligibility for services, any subsequent services and the entire VR process are subject to these non-discrimination requirements. Auxiliary aids and services are available upon request to individuals with disabilities. VR program receives 78.7 percent of its funding through a grant from the U.S. Department of Education. For the 2021 Federal fiscal year, the total amount of grant funds awarded were \$176,836,896. The remaining 21.3 percent of the costs (\$47,860,557) were funded by Florida State Appropriations. Revised October 2021.

Supported and Complementary Employment Services



The Florida Department of Education, Division of Vocational Rehabilitation (VR) helps eligible individuals with disabilities find, get or keep a better job.

Supported Employment Services

Supported Employment Services assist youth or adults with the most-significant disabilities obtain and maintain competitive, integrated employment. Services are individualized and consistent with the unique strengths, abilities, interests and informed choice of the individual to help them succeed. A variety of support services are available. VR coordinates with individuals and providers to deliver necessary ongoing support services.

Quick Facts About Supported Employment Services

- Work for pay at the same rate as other employees.
- Promotes social integration, productivity and maximum use of a person's skills and abilities.
- Takes place in an integrated work setting.
- Assists individuals with developmental disabilities, severe or persistent mental illnesses and other significant disabilities.
- Includes job coaching often provided by an employment specialist after placement on the job.
- Maintains support services to the worker for both current and future employment needs.
- Builds extended, ongoing supports with agencies and partners outside of VR to assist a person in maintaining employment.





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 required 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: _____

Referral to Vocational Rehabilitation

The Florida Department of Education, Division of Vocational Rehabilitation (VR) is here to help eligible individuals with physical and mental disabilities to find, keep or get a better job.

Please complete this page and mail or turn in the referral to the nearest VR office. For a list of offices, go to the [VR Website](#) and click on "Contact Us." Then select "Directory of Local VR Offices and Vendors;" or call toll free (800)-451-4327.

Date of Referral _____

Name of Individual (Please Print)		Date of Birth		Social Security Number	
Address (Home)		City		State	Zip
Address (Mailing)		City		State	Zip
Telephone Number <input type="checkbox"/> Home <input type="checkbox"/> Cell			Additional Contact Name		
Additional Contact Phone Number			Additional Contact Email		
What is the best method of contact? (Select one)					
<input type="checkbox"/> Email		<input type="checkbox"/> Mail		<input type="checkbox"/> Phone	
<input type="checkbox"/> Other (specify) _____					
Can VR leave a message at the number listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Gender <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Does not wish to disclose or self-identify					
Email Address			Have you ever received services from VR? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Education Level					
Marital Status <input type="checkbox"/> Divorced <input type="checkbox"/> Married <input type="checkbox"/> Never Married <input type="checkbox"/> Separated <input type="checkbox"/> Widowed					
Ethnicity					
<input type="checkbox"/> Hispanic or Latino		<input type="checkbox"/> Not Hispanic or Latino		<input type="checkbox"/> Does not wish to disclose or self-identify	
Race (Check all that apply)					
<input type="checkbox"/> American Indian/Alaska Native		<input type="checkbox"/> Asian		<input type="checkbox"/> Black or African American	
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander		<input type="checkbox"/> White		<input type="checkbox"/> Does not wish to disclose or self-identify	
Accommodations					
Do you require an interpreter?		<input type="checkbox"/> Yes, ASL		<input type="checkbox"/> Yes other, specify language:	
Do you require translated documents		<input type="checkbox"/> Yes			
Do you require an assistive listening device?		<input type="checkbox"/> Yes			
Do you require any other accommodations for your impairment?				<input type="checkbox"/> Yes If so, please explain:	
What impairment prevents you from working?					
How can VR help you become employed?					
How did you hear about us?					
Agency/Vendor/School:		Contact Person:		Phone #:	

For Office Use Only	Received Date : _____	<input type="checkbox"/> Phone	<input type="checkbox"/> Mail	<input type="checkbox"/> In Person	<input type="checkbox"/> Fax
	Contact Date: _____	Contacted by: _____	<input type="checkbox"/> Phone	<input type="checkbox"/> Letter	<input type="checkbox"/> In Person
	Orientation Scheduled: _____	Date: _____	<input type="checkbox"/> Group	<input type="checkbox"/> Individual	<input type="checkbox"/> Video
	Additional Notes: _____				
	Outcome of Referral		<input type="checkbox"/> Completed Application	<input type="checkbox"/> Decided not to apply	<input type="checkbox"/> Missed Orientation
		<input type="checkbox"/> Completed Orientation	<input type="checkbox"/> Other _____		

The Florida Vocational Rehabilitation program receives 78.7 percent of its funding through a grant from the U.S. Department of Education. For the 2021 Federal fiscal year, the total amount of grant funds awarded were \$176,836,896. The remaining 21.3 percent of the costs (\$47,860,557) were funded by Florida State Appropriations. Revised October 2021.

local street address line 1 • city, state, zip • phone • Fax: fax number

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)																
Specific Records Authorized for Release (Include dates of recordsJ If applicable}																	
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Medical Record</td> <td style="width: 33%;"><input type="checkbox"/> Psychiatric Evaluation</td> <td style="width: 33%;"><input type="checkbox"/> Psychological Evaluation</td> </tr> <tr> <td><input type="checkbox"/> Hospital Discharge Summary</td> <td><input type="checkbox"/> Medication</td> <td><input type="checkbox"/> IEP</td> </tr> <tr> <td><input type="checkbox"/> Audiological</td> <td><input type="checkbox"/> Progress Notes</td> <td><input type="checkbox"/> School Transcript</td> </tr> <tr> <td><input type="checkbox"/> Alcohol/Drug Treatment</td> <td><input type="checkbox"/> Employment/Wage Information</td> <td><input type="checkbox"/> Vocational Evaluation</td> </tr> <tr> <td><input type="checkbox"/> Other</td> <td colspan="2"><input type="checkbox"/> No reports are available, please return by mail or fax (see above address or fax on this form). (dates of record)</td> </tr> </table>			<input type="checkbox"/> Medical Record	<input type="checkbox"/> Psychiatric Evaluation	<input type="checkbox"/> Psychological Evaluation	<input type="checkbox"/> Hospital Discharge Summary	<input type="checkbox"/> Medication	<input type="checkbox"/> IEP	<input type="checkbox"/> Audiological	<input type="checkbox"/> Progress Notes	<input type="checkbox"/> School Transcript	<input type="checkbox"/> Alcohol/Drug Treatment	<input type="checkbox"/> Employment/Wage Information	<input type="checkbox"/> Vocational Evaluation	<input type="checkbox"/> Other	<input type="checkbox"/> No reports are available, please return by mail or fax (see above address or fax on this form). (dates of record)	
<input type="checkbox"/> Medical Record	<input type="checkbox"/> Psychiatric Evaluation	<input type="checkbox"/> Psychological Evaluation															
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<input type="checkbox"/> Other	<input type="checkbox"/> No reports are available, please return by mail or fax (see above address or fax on this form). (dates of record)																

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.

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.

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. 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.

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.

A reproduction of this authorization shall have the same force and effect as the original.

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

Agency for Persons with Disabilities (APD)

- APD Application

Frequently asked questions:

Who qualifies for APD Services?

The agency provides services to individuals with the following conditions:

- Cerebral palsy
- Down Syndrome
- Intellectual Disabilities
- Phelan-McDermid Syndrome
- Prader-Willi syndrome
- Severe forms of autism
- Spina bifida
- Children aged 3-5 who are at a high risk of a Developmental Disability

How and when do I apply for services?

An individual who has or may have a developmental disability, or their authorized representative, can apply for services by contacting the Agency for Persons with Disabilities office in their region. It is important to note 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 funded by tax dollars and administered through APD's six regional offices across the state. It is recommended to apply for services as early as possible.

The application is included in the Transition Guide for Families. If you have specific questions or need to determine eligibility or the status of an existing client, please contact the local APD office at (844) 766-7517.

Once the application is complete, please mail it to the local office at:

APD Northeast Regional Office

3631 Hodges Blvd.

Jacksonville, FL 3224

When will I hear from an APD Representative?

Once the application has been submitted to the APD office, a team member will contact you within 90 business days via mail, email, or telephone. If you have any specific questions regarding the status of your application, please feel free to contact the local APD Northeast Regional Office at (844) 766-7517.

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.

★ **APD Northeast Regional Office**
3631 Hodges Blvd.
Jacksonville, FL 3224
(844) 766-7517

APD REGIONAL OFFICES





Region/Field Office: _____ Phone #: _____
 Name of APD Staff Person: _____ Date of Application: ___/___/___

1. Applicant Information

Name: _____ **SS#: *** _____
 (Last) (First) (MI) (Suffix)

Address: _____ **Medicaid #:** _____
 _____ **Phone #:** _____

Email: _____ **Alternate Phone #:** _____

DOB: _____ **Sex:** _____ **Race** (for data purposes only): White; Black; Asian; Native American or Alaskan Native; Other
Ethnicity (for data purposes only): USA; Cambodia; Cuba; Ethnic Chinese; Haiti; Laos; Mexico; Nicaragua;
 Poland; Puerto Rico; Russia; Vietnam; Other Hispanic Country; Other Asian Country; Other Foreign Country
Primary DD Diagnosis (must select at least one): Autism; Cerebral Palsy; Intellectual Disability; Prader-Willi Syndrome;
 Spina Bifida; Down Syndrome; Phelan McDermid Syndrome; OR, Between the ages of 3 and 5 and at High Risk of Developing
 a Developmental Disability (if selecting this box, please explain): _____
 Secondary DD Diagnosis: _____ **Mental Health Diagnosis:** _____

Do you have a job paying minimum wage or better? Yes No If No, are you interested in gainful employment? Yes No

1.a. Applicant's Primary Caregiver Information

Name: _____ **DOB:** _____
 (Last) (First) (MI) (Suffix)

Phone #: _____ **Alternate Phone #:** _____

Relationship of Primary Caregiver to Applicant: _____

Does the primary caregiver have health issues that prevent them from continuing to provide care? Yes No If Yes, please indicate
 the medical issues: _____

Is the primary caregiver also providing primary care to a minor, elderly person or another person with a disability? Yes No If Yes,
 please explain: _____

Are the current caregiver responsibilities preventing them from being employed? Yes No

If the applicant is an adult (over the age of 18) has the applicant been removed from their family home by Adult Protective Services in the last
 12 months? (Regardless of the result of the investigation) Yes No

2. Active Duty Military Service Member (if No to the first question, move to the next section)

Is the applicant's parent or legal guardian an active duty military service member? Yes No
 If Yes, please identify by name: _____

Was the family transferred to FL as part of military assignment? Yes No

If Yes to the above, did the applicant receive home and community-based waiver services in another state? Yes No

If Yes to the above, please list services received: _____

Did the applicant move to FL to be closer to family while a parent or legal guardian is deployed? Yes No
 If Yes, please explain: _____

Attached is a copy of the military service member's Uniformed Services ID Card Yes No



<p>3. Person Assisting Applicant</p> <p>Name: _____ Relationship to Applicant: _____ (Last) (First) (MI)</p> <p>Address: _____</p> <p>Phone #: _____ Alternate Phone #: _____</p> <p>Email: _____ Preferred Language of Applicant/Legal Guardian: _____</p>
<p>4. Services Requested</p> <p>I am requesting services via the Home and Community-Based Services (HCBS) Waiver. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>OR</p> <p>I am requesting services in an Intermediate Care Facility. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>I am requesting the following services from the Agency for Persons with Disabilities:</p> <p>_____</p> <p>_____</p>
<p>5. Applicant's Identity Verification (must check one) (to be filled out by APD Staff):</p> <p><input type="checkbox"/> FL Driver's License/ID Card <input type="checkbox"/> US Passport <input type="checkbox"/> Military/Government Issued Photo ID Card</p> <p><input type="checkbox"/> Certificate of Naturalization/Citizenship <input type="checkbox"/> School Photo ID (only accepted for persons under the age of 16)</p>
<p>6. Applicant's Legal Status (select all that apply) (to be filled out by APD Staff):</p> <p><input type="checkbox"/> Between the ages of 3 and 18 <u>and</u> under legal custody of his/her parent(s)</p> <p><input type="checkbox"/> Between the ages of 3 and 18 with a court appointed representative</p> <p><input type="checkbox"/> Between the ages of 3 and 18 <u>and</u> the parents have delegated decision making under the Family Care Act using a written power of attorney or durable power of attorney</p> <p><input type="checkbox"/> 18 or older and his/her own representative</p> <p><input type="checkbox"/> 18 or older and has delegated in writing decision-making authority related to governmental benefits or medical decisions to someone else by using a power of attorney or durable power of attorney</p> <p><input type="checkbox"/> 18 or older and a court has issued letters of guardianship or guardian advocacy, naming someone other than the applicant as the decision maker for governmental benefits or medical decisions</p> <p>Name of legal guardian or guardian advocate, court appointed representative or person delegated decision making authority (if applicable):</p> <p>_____</p> <p>List type of document(s) provided as proof of legal status (if applicable): _____</p>
<p>7. Community Based Care (CBC) (if No to first question, move to next section) (to be filled out by APD Staff):</p> <p>Is this applicant an active Community Based Care (CBC)/Child Welfare services recipient? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, Is he or she receiving out-of- home (foster care) services? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is he or she receiving in-home (protective supervision) services? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>



<p>8. Citizenship Verification (must check one) (to be filled out by APD Staff): :</p> <p>To receive services from APD, the applicant and parent or legal guardian (if applicable) must be domiciled in Florida, and the applicant must be a U.S. citizen or resident alien</p> <p>Is the applicant a U.S. Citizen? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Place of Birth: <input type="checkbox"/> United States (What State?) _____ <input type="checkbox"/> Other (Name of Country) _____</p> <p>If not a US citizen, must provide USCIS alien status and number (also please fill out page 6 of this application):</p> <p><input type="checkbox"/> Permanent Resident <input type="checkbox"/> Other: _____ USCIS #: _____</p> <p>Type of documentation provided for proof of citizen or alien status:</p> <p><input type="checkbox"/> US Birth Certificate <input type="checkbox"/> US Passport <input type="checkbox"/> Certificate of Naturalization/Citizenship <input type="checkbox"/> Green Card <input type="checkbox"/> USCIS Issued Form</p>	
<p>9. Residency:</p> <p>Is the person requesting services a resident of the state of Florida? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If the applicant is a minor, is the parent or legal guardian domiciled in Florida? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Has the applicant recently relocated to Florida? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If YES, please explain _____</p>	
<p>Residency Verification (must check one) (to be filled out by APD Staff):</p> <p><input type="checkbox"/> FL Driver's License/ID Card; <input type="checkbox"/> Voter Registration Card; <input type="checkbox"/> FL Court Filed Declaration of Domicile; <input type="checkbox"/> Utility Bill; <input type="checkbox"/> Mortgage or Lease Agreement; <input type="checkbox"/> Employment/School Record</p>	
<p>10. Eligibility Assessments:</p> <p>Do you agree to participate in assessment(s) that may be needed to find out if you are eligible for services provided by APD?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Assessment Needed (to be filled out by APD Staff):</p> <p>_____</p> <p>_____</p>	
<p>11. APD Eligibility Determination (to be filled out by APD Staff):</p> <p>Eligible for APD: _____ Date: __/__/____</p> <p>Eligibility Category: _____</p> <p>Not eligible Date: __/__/____</p> <p>Reason: _____</p>	<p>12. Collateral/Supporting Information or Source of Information About Disability (to be filled out by APD Staff):</p> <p><i>(IQ scores, medical records, school records, etc.)</i></p>
<p>13. Waiver Eligibility Determination (to be filled out by APD Staff):</p> <p>Eligible for Medicaid Waiver: Date: __/__/____</p> <p>Not eligible Date: __/__/____</p> <p>Reason: _____</p>	<p>14. ICF Eligibility Determination (to be filled out by APD Staff):</p> <p>Eligible for ICF: Date: __/__/____</p> <p>Not eligible Date: __/__/____</p> <p>Reason: _____</p>



15. By signing this application, I understand and acknowledge that it is my responsibility to keep the Agency informed of any changes in address or telephone number so that I may be contacted immediately if the Agency has any questions about my application, or, if I am deemed eligible for services if services have become available. Failure to keep the Agency informed of how I may be contacted may result in my application not being processed, or if determined eligible for services, my active client status being closed. Further, if my name has been added to the Medicaid HCBS Waiver Wait list, it will be removed. In the event the Agency is not able to contact me by mail or phone, I authorize the Agency to contact the following person, who does not live at my address:

ALTERNATE CONTACT:

Name: _____ Phone: _____

Address: _____

Relationship to Applicant: _____ E-mail: _____

16. ALL INFORMATION PROVIDED ABOVE IS COMPLETE AND ACCURATE, TO THE BEST OF MY KNOWLEDGE.

Signature of Applicant: _____ Date: _____

Signature of Legal Representative: _____ Date: _____

For application for government benefits or for making medical decisions

Printed Name of Legal Representative: _____ Relationship: _____

Signature of Person Assisting the Applicant (if applicable): _____ Date: _____

17. Referrals (to be filled out by APD Staff):

To	Date	Contact	Address/Telephone #

I have received a copy of:

- The Bill of Rights of Persons who are Developmentally Disabled, section 393.13, Florida Statutes.
- Family Care Council Brochure
- Serving Floridians with Developmental Disabilities - brochure
- Agency for Persons with Disabilities Guide to Administrative Hearings- brochure
- HIPAA Notice of Privacy Practice

YOU CAN APPLY TO REGISTER TO VOTE HERE

If you are not registered to vote where you live now, would you like to register to vote here today? Check YES if you would like to apply to register to vote or update your voter registration information. If you check the NO box or do not check a box, you will be considered to have decided not to apply to register to vote or update your voter registration information. Checking YES, NO, or leaving this question blank will not affect your receipt of benefits.

YES NO

NOTICE OF RIGHTS

Help: If you would like help in filling out your voter registration application, we will help you. The decision whether to seek or accept help is yours. You may fill out the voter registration application in private.

Benefits: If you are applying for public assistance from this agency, applying to register, or declining to register to vote will not affect the amount of assistance you will be provided by this agency.



Community Programs and Discretionary Projects

- **Florida Center for the Blind**
- **Center for Independent Living- Jacksonville**
- **Career Source Florida**
- **COA St. Johns County Council on Aging**
- **Florida Center for Unique Abilities**
- **The ARC Jacksonville on Campus Transition Program at UNF**
- **The THRIVE Program at UNF**



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](#)



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 worksorce 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](#)





The St. Johns County Council on Aging, Inc. Paratransit Transportation

We provide non-emergency medical and other transportation services within the St. Johns County Service area on a door-to-door basis for ambulatory and wheelchair bound passengers, and door-through-door service for stretcher passengers.

Who is eligible?

- Those who cannot provide or purchase their own transportation
- The general public and the elderly
- Persons with disabilities or who may be temporarily disabled

Transportation Disadvantaged

- Those who cannot provide or purchase their own transportation
- The general public and the elderly
- Persons with disabilities or who may be temporarily disabled

Fares

- Fares are dependent upon your sponsorship and funding source. When you make your reservation, you will be informed of the cost of your trip.
- The driver will collect the fare from you when you board the vehicle. Please have exact change, as drivers do not carry money and will not be able to make additional stops in order to get change.

Medicaid Recipients

Those who have - or who are eligible for - Medicaid must contact their HMO's medical transportation broker to arrange medical related trips. Those who do not wish to use their appointed third-party medical transportation service can use the SJC Council on Aging's transportation service by paying the standard rates (aka 'Private Pay'). Transportation for eligible Medicaid recipients for non-medical related trips can be provided based upon the review of the eligibility beneficiary intake form for transportation. Please see the next section.

Rural

Persons living in 'rural' areas as defined by the Federal Transit Administration without transportation are eligible to use the deviated fixed route service and if necessary the paratransit service to travel within the rural area or to the urban areas of the county.

CONTACT INFORMATION

Customer Service/Reservations:

904-209-3710

(7:30am - 4:00pm, Monday - Friday)*

Dispatch: **904-209-3711**

(5:00am - 6:00pm, Monday - Friday)*

Hearing & Voice Impaired: **711**

(Florida Relay System/TDD Line)

**Excluding Holidays*

Florida Center for Students with **UNIQUE ABILITIES**

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

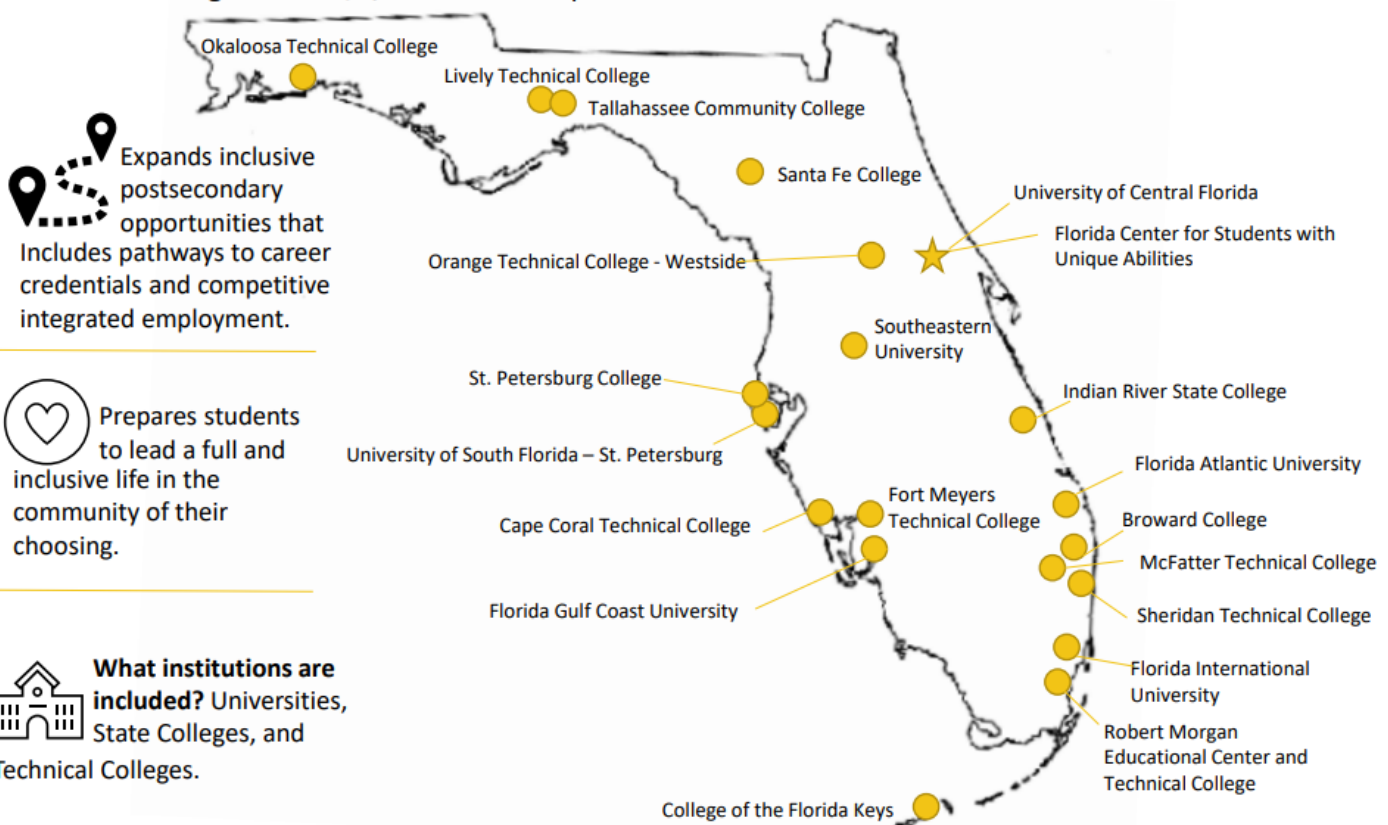
What We Do

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



Expands inclusive postsecondary opportunities that includes pathways to career credentials and competitive integrated employment.

Prepares students to lead a full and inclusive life in the community of their choosing.

What institutions are included? Universities, State Colleges, and Technical Colleges.

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.

The Arc Jacksonville On Campus Transition at UNF



OCT Mission Statement

The OCT mission is to provide an innovative college experience for young adults with intellectual disabilities or differences, while providing transformational learning experiences to university students, college educators, and community leaders.

Who Are We?

[The Arc Jacksonville](#) (Arc) and UNF partnered to create this innovative program, to provide young adults with intellectual differences the unique opportunity of having a transformational college experience as an integral part of their transition to independence. Students participate in all aspects of college life by auditing UNF courses, joining campus organizations and clubs, and participating in recreational/leisure activities that are enjoyed by all UNF students. Students are mentored in academic, social, and recreation activities through mentoring programs with UNF student peers.



On Campus Transition

1 UNF Drive

Jacksonville, FL 32224

(904) 620-3890

(904) 620-4806 FAX

oct@arcjacksonville.org

The THRIVE Program at UNF

What is THRIVE?

Across the nation, hundreds of individuals with autism spectrum disorders (ASD) are applying and enrolling in institutions of higher education. The THRIVE Program at the University of North Florida (UNF), created and developed by dedicated staff within the Student Accessibility Center (SAC) and the College of Education and Human Services (COEHS), is proud to serve students with ASD as they transition to and experience life at UNF.

The Transition to Healthiness, Resourcefulness, Independence, Vocation, and Education (THRIVE) program was first developed in 2012, under the direct guidance of the former DRC director with the help of three UNF students. THRIVE supports students with ASD at UNF throughout college to ensure their experience is both successful and fulfilling. THRIVE believes that these basic supplemental services should be provided to students at no additional cost, and is free to all eligible students.

Our Mission

The THRIVE program is unique to UNF and provides supplemental resources for degree-seeking students with ASD at the UNF. THRIVE focuses on four primary areas of need:

- Social skills
- Independent living skills
- Career development skills
- Executive functioning skills

THRIVE aims to help students achieve competency in these crucial skills for use both within and outside the college setting, preparing them for life beyond UNF. Autism affects individuals in different ways, which is why THRIVE is not a one-size-fits-all program; our ever-developing supports are designed to meet the individual needs of each student. Participation in THRIVE is voluntary, and students who put in the effort will get the most out of the program. For more detailed information on what THRIVE can (and cannot) do, see [Functions of THRIVE](#).



Student Accessibility Services
Tom and Betty Petway Hall
(Building 57), Room 1500
1 UNF Drive
Jacksonville, FL 32224
(904) 620-2769
(904) 620-3874 FAX
SAC@unf.edu
[View Map](#)

Center for Autism and Related Disabilities (CARD)

Autism is a developmental disability that typically appears during the first three years of life. The result of a neurological disorder that affects functioning of the brain, autism and its associated behaviors occur in approximately 15 of every 10,000 individuals.

The purpose of CARD is to provide support and assistance with the goal of optimizing the potential of individuals with autism spectrum disorders, dual-sensory impairments and related disabilities. CARD services are provided free of charge to individuals with autism and related disabilities, to their families and to the professionals who work with them.



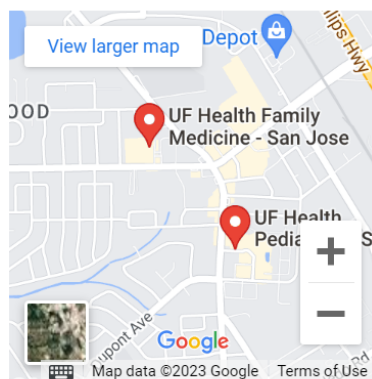
Mission

To educate and empower individuals and families throughout the lifespan by providing support, assistance and awareness within the community; with the goal of optimizing the potential of all individuals with autism and related disabilities.

Vision

To be regionally recognized as the leading provider of services optimizing the developmental and behavioral health of individuals with autism and related disabilities.

Jacksonville Location



Address

CENTER FOR AUTISM AND RELATED DISABILITIES (CARD)

6271 St. Augustine Rd.

Suite 1

Jacksonville, FL 32217

 [Phone: \(904\) 633-0760](tel:(904)633-0760)

 [Fax: \(904\) 633-0751](tel:(904)633-0751)

 [Directions](#)



MISSION

The mission of Project 10: Transition Education Network, hereinafter referred to as "Project 10," is to assist Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes. Project 10 serves as the primary conduit between the Florida Department of Education (FDOE), specifically the Bureau of Exceptional Education and Student Services (BEESS), and relevant school district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities.

Project 10 is currently focusing on four major initiatives outlined below: Capacity Building, Interagency Collaboration, Transition Legislation and Policy, and Student Development and Outcomes. The project also supports transition initiatives developed through the BEESS Strategic Plan 2018-2023.

Contact Project10

Questions? Email us at usfsp-project10@usf.edu or call (727) 873-4370.

Project 10: Transition Education Network
University of South Florida St. Petersburg
140 7th Avenue South, SVB 108
St. Petersburg, FL 33701
<http://project10.info>