



# Transition Guide for Families

## Saint Johns County School District

Revised September 16, 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](mailto:Jennifer.Argentina@stjohns.k12.fl.us) or **Kaley Presnell** at [Kaley.Presnell@stjohns.k12.fl.us](mailto: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

(Disability Rights Florida, 2023)

- 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](http://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.
  - a. 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).
  - b. A separate notice will be provided to the parents and student when the student reaches age 18.
  - c. 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:
    - i. 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.
    - ii. Powers of attorney as provided in Chapter 709, F.S.;
    - iii. Guardian advocacy as provided in s. 393.12, F.S; and
    - iv. Guardianship as provided in Chapter 744, F.S."(HB 19 (2023) Individual Education Plans)
    - v. Supported decision-making agreements as provided in section 709.2209, F.S.
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 when the power of attorney grants an "agent" or supporter(s) the authority to assist an individual with a developmental disability by receiving information and communicating on behalf of the individual within the areas identified in the supported decision-making agreement. In addition, the SDM agreement has been added to the list of documents by which a student may indicate that parental involvement in educational decision-making is desired (Section 709.2209, F.S.). Florida Statute recognizes that every individual has diverse needs and unique abilities. SDM allows individuals with developmental disabilities to participate in life decisions as fully as possible.

## 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 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.

## Mid-Range Choices

## More Restrictive Choices

### 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 744.102, 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/faq\\_about\\_supported\\_decision\\_making.pdf](https://www.aclu.org/sites/default/files/field_document/faq_about_supported_decision_making.pdf)

Disability Rights Florida: What Are the Alternatives to Guardianship?

[https://disabilityrightsflorida.org/disability-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.accessthevote.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/>

**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](http://flfcic.fmhi.usf.edu/docs/Florida_WINGS_DecisionMaking_FINAL_Digital.pdf)

**Florida Bar, Legal Survival Guide: Legal Survival Guide** - Florida Laws You Should Know is described a newly developed website for individuals who have turned 18 years old and want to understand how the law will impact their lives. <https://www.legalsurvivalguide.org/>

**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>

**National Resource Center for Supported Decision-Making** - Brings together varied partners to ensure that input is obtained from all relevant stakeholder groups including other adults, people with intellectual and developmental disabilities (I/DD), family members, advocates, professionals and providers and to ensure their interests are well-represented. <https://supporteddecisionmaking.org/about/>

**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>

# 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
- The Community Campus

## Programs **outside** of St. Johns County

The ARC of Jacksonville: If the family chooses to explore this option, the IEP team must invite district representatives, either Jennifer Argentina or Kaley Presnell, to the IEP meeting to provide guidance through the process.

## Deferment Eligibility

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 a standard diploma allows a student with a disability, enrolled in a public school, to continue receiving a free and appropriate public education (FAPE). The deferral process consists of two key components:**

- *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, the student must be enrolled in one of the following educational programs:*
  - *Accelerated College Credit: Dual enrollment, early admission, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or the Early College Program*
  - *A structured work-study, internship, or pre-apprenticeship program (such as SJCSO 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**

Our mission is to prioritize our students' needs, reduce stigma, and build a stronger workforce through professional development, collaboration, and alignment with our core values.

We are committed to empowering young adults with diverse abilities and exceptionalities. We elevate their confidence and self-sufficiency, helping them become active members of society. We instill confidence by working closely with families, building trust, and fostering strong relationships. Through vocational, life, and social skills training, we prepare students for meaningful employment and various life situations.

## **About Our Program**

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 program actively improving our students through work-based learning experiences (WBLE) and classroom-based lessons.

We aim to prepare our Life Work students for employment and transition to Vocational Rehabilitation Adult Services once deferment has ended.

## **Services Provided**

- Work-Based Learning Experiences & Internships
- Job shadowing/touring worksites and learning about opportunities at businesses across the community
- Participating in mock interviews
- Travel training utilizing public transportation
- Finding employment, coaching, and maintenance
- Guidance with navigating adult services through the Agency for Persons with Disabilities (APD) and Vocational Rehabilitation.
- Work Readiness Training
- Resume writing & Interview Skills
- Searching for and applying to jobs online or face-to-face
- Managing conflicts on the job
- Understanding messages communicated through body language
- Learning about proper hygiene
- Personal safety, including situational awareness and internet safety
- Professional Communication
- Postsecondary Educational Counseling
- Visiting nearby college campuses, including disability services offices
- Completing school applications and financial aid

Please contact Lynne Funcheon, Program Director, to set up a tour.  
Email: [lfuncheon@arcsj.org](mailto: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

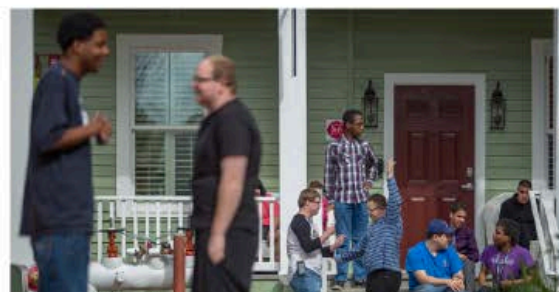
Students begin to define their individual areas of focus and develop realistic plans to expand them.

### 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."*

**Note:** The Career Campus and On-Campus Transition Programs are **not part of the St. Johns County deferment options.** Please contact The Arc of Jacksonville directly for more information.

## 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 21<sup>st</sup> 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 Schools and Programs of Interest
  - High School Career Academies
  - AICE and IB High School Acceleration Academies
  - St. Johns County School District Early College and Career Programs
  - Junior Reserve Officer Training Corps (JROTC)
- St. Johns County School District Dual Enrollment Programs (FCTC and SJRSC)
- Florida Graduation Pathways

# 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
- UF 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
- UF Health Academy of Future Healthcare Professionals
- St. Johns County Academy of Future Educators

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 /Secondary Enrollment



Life Work students are eligible to 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 if they wish to continue their services upon meeting high school graduation requirements. This is part of the deferral process.**

## FCTC Dual Enrollment programs:

- Applied Cybersecurity
- Dental Assisting
- Diesel Systems Technician 1 & 2
- Early Childhood Education
- Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R) 1 & 2
- Landscape & Turf Management
- Master Automotive Service Technology 1 & 2
- Nursery Management
- Professional Culinary Arts and Hospitality
- Welding Technology & Welding Technology Advanced



FCTC's **Dual Enrollment and Secondary Electives** 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 industry expert instructors
- **Earn credits, certifications or licensures** setting you up for a promising career
- **Save Time! Save Money! Earn College Credit!**

## High School Secondary Programs:

- Cosmetology
- Culinary Arts
- Early Childhood Education
- Horticulture Science and Services
- Landscape Operations

## 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 and secondary student **does not guarantee automatic acceptance or full-time enrollment.** FCTC will notify you of your enrollment status via email for dual enrollment processes only. 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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Counselor

Toco Creek High School

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### 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 Programs

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 Interest 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.***

## Additional Programs

### 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 Graduation Options Chart: Students Entering 9<sup>th</sup> Grade Prior to 2023-24

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

# Florida Graduation Pathways

## 2023-24 Florida Graduation Options Chart: Students Entering 9<sup>th</sup> Grade Prior to 2023-24

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

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/>.

# Florida Graduation Pathways

## 2023-24 Florida Graduation Options Chart: Students Entering 9<sup>th</sup> Grade in 2023-24 and Thereafter

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



# Florida Graduation Pathways

## 2023-24 Florida Graduation Options Chart: Students Entering 9<sup>th</sup> Grade in 2023-24 and Thereafter

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

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.

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

<b>Individual Who is Subject of Record</b>	<b>Social Security Number</b>	<b>Date of Birth</b>															
<b>Name and Address of Entity or Person Authorized to Release information (Records Custodian)</b>	<b>Information May Be Released to the Following Requester (Name, Address,Phone,Fax)</b>																
<b>Specific Records Authorized for Release (Include dates of records If applicable)</b>																	
<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.

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



**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.

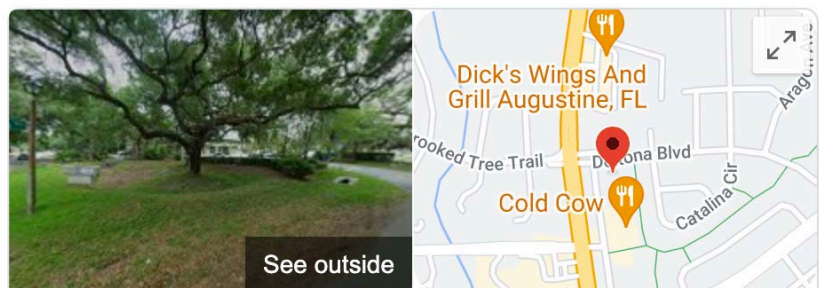
### Types of VR Assistance

#### 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

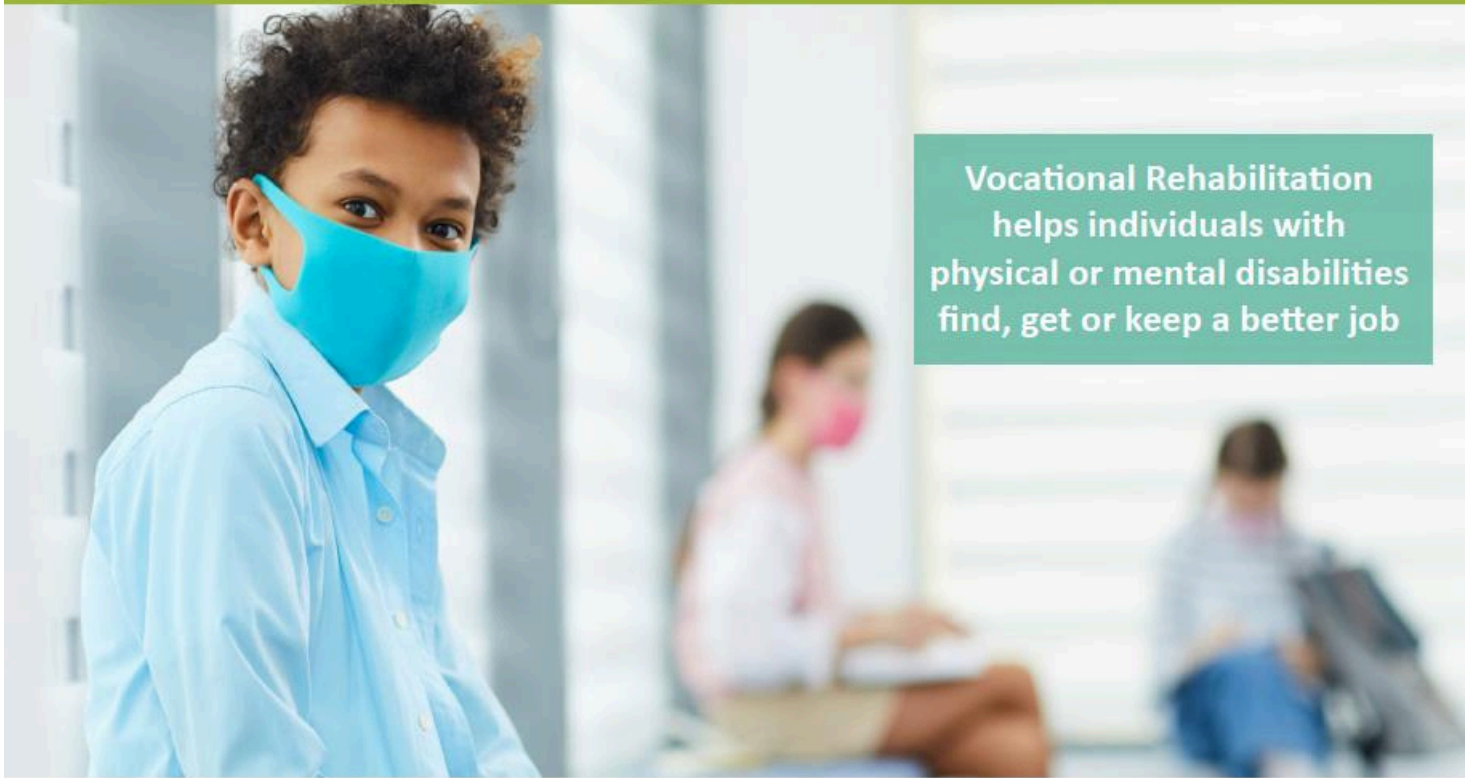
3.2 ★★★★★ 9 Google reviews

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





# Pre-ETS Referral Form

\*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: \_\_\_\_\_

## \*Agency 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 \_\_\_\_\_ permission to submit this Pre-ETS 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

\_\_\_\_\_

Referral Staff: \_\_\_\_\_

Printed Name
Position

\_\_\_\_\_
\_\_\_\_\_

Signature
Date

**Name of person submitting the Pre-ETS Referral to VR: \_\_\_\_\_ Phone # of person 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: \_\_\_\_\_ Date entered into RIMS: \_\_\_\_\_

# 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.





## 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 \_\_\_\_\_

<b>Name of Individual (Please Print)</b>		<b>Date of Birth</b>		<b>Social Security Number</b>	
<b>Address (Home)</b>		<b>City</b>		<b>State</b>	<b>Zip</b>
<b>Address (Mailing)</b>		<b>City</b>		<b>State</b>	<b>Zip</b>
<b>Telephone Number</b> <input type="checkbox"/> Home <input type="checkbox"/> Cell			<b>Additional Contact Name</b>		
<b>Additional Contact Phone Number</b>			<b>Additional Contact Email</b>		
<b>What is the best method of contact? (Select one)</b>					
<input type="checkbox"/> Email		<input type="checkbox"/> Mail		<input type="checkbox"/> Phone	
<input type="checkbox"/> Other (specify) _____					
<b>Can VR leave a message at the number listed above?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No					
<b>Gender</b> <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Does not wish to disclose or self-identify					
<b>Email Address</b>			<b>Have you ever received services from VR?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Education Level</b>					
<b>Marital Status</b> <input type="checkbox"/> Divorced <input type="checkbox"/> Married <input type="checkbox"/> Never Married <input type="checkbox"/> Separated <input type="checkbox"/> Widowed					
<b>Ethnicity</b>					
<input type="checkbox"/> Hispanic or Latino		<input type="checkbox"/> Not Hispanic or Latino		<input type="checkbox"/> Does not wish to disclose or self-identify	
<b>Race (Check all that apply)</b>					
<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	
<b>Accommodations</b>					
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:	
<b>What impairment prevents you from working?</b>					
<b>How can VR help you become employed?</b>					
<b>How did you hear about us?</b>					
<b>Agency/Vendor/School:</b>		<b>Contact Person:</b>		<b>Phone #:</b>	

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: _____				
	<b>Outcome of Referral</b>		<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

# 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



**3. Person Assisting Applicant**

Name: \_\_\_\_\_ Relationship to Applicant: \_\_\_\_\_  
                                   (Last)                                  (First)                                  (MI)

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ Alternate Phone #: \_\_\_\_\_

Email: \_\_\_\_\_ Preferred Language of Applicant/Legal Guardian: \_\_\_\_\_

**4. Services Requested**

I am requesting services via the Home and Community-Based Services (HCBS) Waiver.  Yes  No

OR

I am requesting services in an Intermediate Care Facility.  Yes  No

I am requesting the following services from the Agency for Persons with Disabilities:

\_\_\_\_\_

\_\_\_\_\_

**5. Applicant's Identity Verification (must check one) (to be filled out by APD Staff):**

FL Driver's License/ID Card  US Passport  Military/Government Issued Photo ID Card  
 Certificate of Naturalization/Citizenship  School Photo ID (only accepted for persons under the age of 16)

**6. Applicant's Legal Status (select all that apply) (to be filled out by APD Staff):**

Between the ages of 3 and 18 and under legal custody of his/her parent(s)

Between the ages of 3 and 18 with a court appointed representative

Between the ages of 3 and 18 and the parents have delegated decision making under the Family Care Act using a written power of attorney or durable power of attorney

18 or older and his/her own representative

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

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

Name of legal guardian or guardian advocate, court appointed representative or person delegated decision making authority (if applicable):

\_\_\_\_\_

List type of document(s) provided as proof of legal status (if applicable): \_\_\_\_\_

**7. Community Based Care (CBC) (if No to first question, move to next section) (to be filled out by APD Staff):**

Is this applicant an active Community Based Care (CBC)/Child Welfare services recipient?  YES  NO

If yes, Is he or she receiving out-of- home (foster care) services?  YES  NO

Is he or she receiving in-home (protective supervision) services?  YES  NO



<p><b>8. Citizenship Verification</b> (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><b>9. Residency:</b></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><b>Residency Verification</b> (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><b>10. Eligibility Assessments:</b></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><b>11. APD Eligibility Determination</b> (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><b>12. Collateral/Supporting Information or Source of Information About Disability</b> (to be filled out by APD Staff):</p> <p><i>(IQ scores, medical records, school records, etc.)</i></p>
<p><b>13. Waiver Eligibility Determination</b> (to be filled out by APD Staff):</p> <p>Eligible for Medicaid Waiver:   Date: ___/___/___</p> <p>Not eligible Date: ___/___/___</p> <p>Reason: _____</p>	<p><b>14. ICF Eligibility Determination</b> (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**





**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.

**Transition Services - General Description:** The DBS website states that transition activities are coordinated among a team that consists of the student, parent(s) or caregiver(s), educators, service providers, and friends. The transition must promote movement from school to post-school activities. The activities can include instruction, related services, community experiences, the development of employment and other post-school, adult-living objectives, functional vocational evaluation, and the acquisition of daily living skills when needed.

**School-to-Work Services:** The School-to-Work Transition Program consists of a group of services that are provided by DBS and local partners on an individualized basis for students eligible to receive services under an individual education plan (IEP). Services are determined based on each individual client's needs. Types of services that may be provided are:

**Assessment** - Includes a comprehensive evaluation in orientation and mobility, adaptive daily living skills, assistive technology, low vision needs, functional assessments, vocational evaluation, and job readiness.

**Information and Referral** - Provides specific information to an individual or group which aids them in securing assistance and collateral services which they are entitled to and from which they may benefit.

**Assistive Technology** - Trains an individual or group to use adaptive devices and technology for communications and daily living needs including computer, keyboarding, access software, screen readers, note takers, closed circuit televisions, accessible cell phones and other devices.

**Counseling Services** - Provides counseling to address psychological and social issues related to vision loss.

**Job Readiness** - Includes resume preparation, interview training, appropriate hygiene and grooming training, accessing transportation, and time management training. Services also include simulated job tasks to enable the individual to adjust to work or provide a work experience.

**Job Coaching** - Provides on-site instruction to enable a participant to perform the assigned job-related activities.

<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



**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

<p><b>Contact Information</b>  904-399-8484 Voice/TTY  904-508-0077 Videophone  904-396-0859 Fax  <a href="mailto:info@ciljacksonville.org">info@ciljacksonville.org</a> Email</p> <p><b>Office Hours</b>  Monday through Friday  8:00 AM – 5:00 PM</p> <p><b>Mailing Address</b>   2709 Art Museum Drive  Jacksonville, FL 32207</p> 	<p><b>Accessibility</b>  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.</p> <p><b>Public Transportation</b>  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. <a href="#">Click here for JTA's Schedule</a></p> <p><b>Directions</b>  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)</p> <p><b>COVID Safety</b>  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.</p> <p><b>Fragrance Free Facility</b>  <b>No fragrances, please!</b> 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.</p>
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**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**. **Students must end deferment to access this program.**

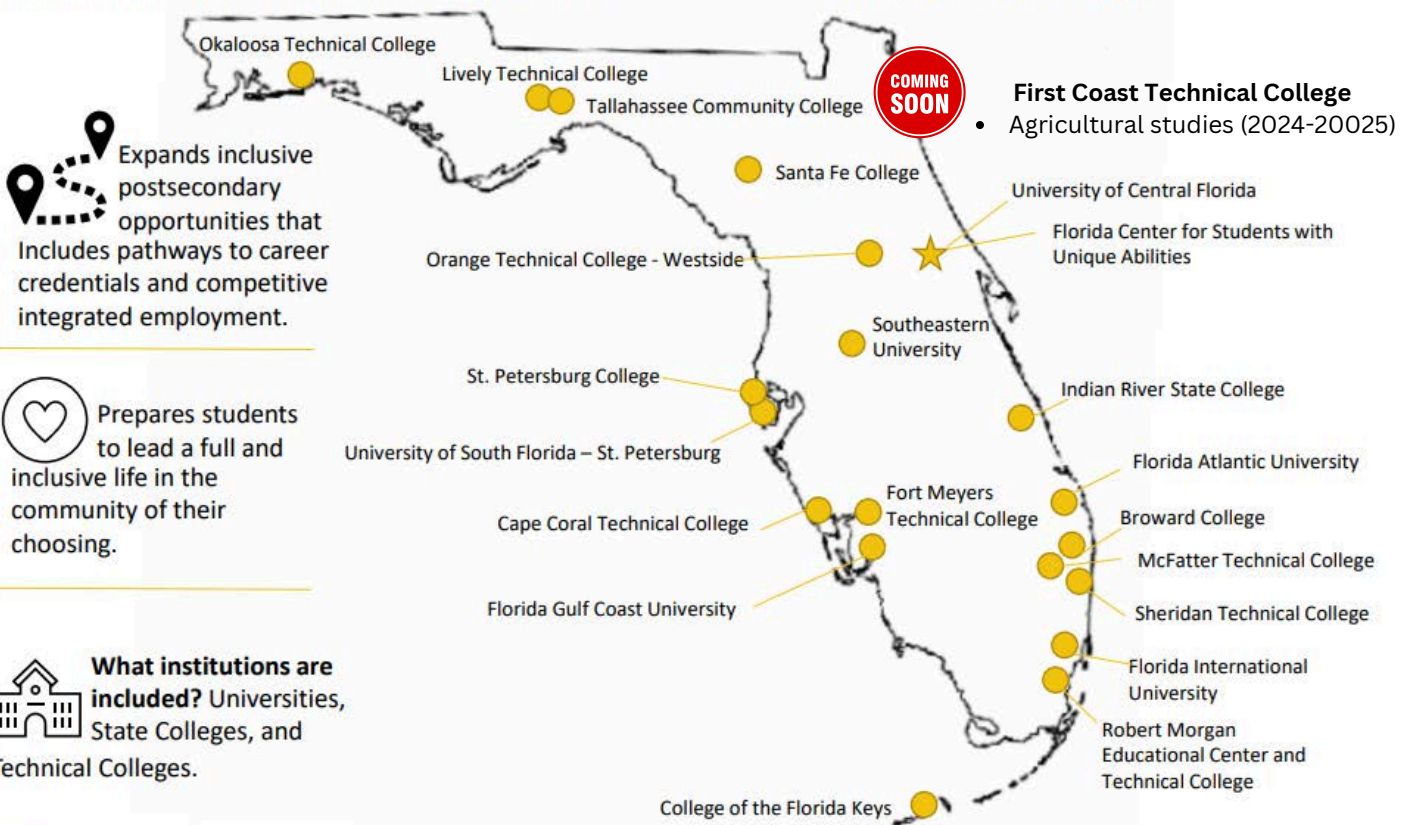
University of Central Florida - Teaching Academy  
 (407)823-5225  
 fcsua@ucf.edu  
 4000 Central Florida Blvd.  
 P.O. Box 161250,  
 Orlando, FL 32816-1250



**First Coast Technical College** will be launching **BOOST: Building Opportunities for Occupational Success Together** in 2024-2025.

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](mailto: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](mailto:SAC@unf.edu)

[View Map](#)

# Center for Autism & Related Abilities (CARD)



## Understanding Autism and Related Disabilities

### AUTISM SPECTRUM DISORDERS

Autism spectrum disorders are neurological disorders that affect an individual's ability to communicate and interact socially, and result in restricted interests and repetitive behaviors.

### DSM-5 DIAGNOSES

Autism spectrum disorders  
Social communication disorders

### PREVIOUS DSM-IV DIAGNOSES

Asperger syndrome  
Autism  
Childhood disintegrative disorder  
Pervasive developmental disorder, not otherwise specified (commonly referred to as pss-nos)

### RELATED DISABILITIES

Dual sensory impairment — Individuals with both a significant hearing and vision impairment  
Sensory impairments with other disabling conditions — Individuals with either vision or hearing loss in addition to a developmental disability



### CENTER FOR AUTISM AND RELATED DISABILITIES

6271 St. Augustine Road, Suite 1  
Jacksonville, FL 32217

904.633.0760

[UFHealthJax.org/autism](https://UFHealthJax.org/autism)

[Facebook.com/AutismJacksonville](https://Facebook.com/AutismJacksonville)

## CENTER FOR AUTISM AND RELATED DISABILITIES



08/23



# CARD

The Center for Autism and Related Disabilities, located at UF Health Neurodevelopmental Pediatrics – Dupont Station, provides support and assistance with the goal of optimizing the potential of individuals of all ages with autism spectrum disorders, dual sensory impairments and related disabilities. Services are provided at no cost to individuals, their families and the professionals who work with them.

Referrals are accepted from parents, legal guardians, medical professionals, schools and community agencies. Consent to obtain and review records will be necessary.

CARD serves Baker, Clay, Duval, Flagler, Nassau and St. Johns counties.



## SERVICES FOR FAMILIES

- Consultations with individual or caregivers on how to best work with an individual with different abilities
- Referrals to connect with other support resources available in the community
- Support groups, family counseling and workshops for siblings

## SERVICES FOR SCHOOLS

- Consultation with educational professionals
- Technical assistance for functional behavioral assessment and behavior support plans
- Training events and workshops for education professionals (continuing education credits offered)
- Teaching partnerships with the Florida Department of Education and Partnership for Effective Programs for Students with Autism, or PEPSA

## SERVICES FOR THE COMMUNITY

- Awareness events about autism and related disabilities for local groups or agencies upon request
- Training events on topics about autism and related disabilities
- Annual statewide CARD conference

## HOW DO I ACCESS CARD SERVICES?

Call us at 904.633.0760. After a brief 10- to 15-minute conversation, you will be invited to attend one of our monthly CARD 101 training sessions. If your child is having difficulties at school, we ask that you contact the school, teacher or principal, tell them about CARD, and ask them to call us after you have registered. In order to foster a relationship, it is our policy to enter a classroom or other facility only if we are invited.

## HOW LONG WILL CARD STAY INVOLVED?

We will remain involved as long as it takes for the family to feel they are able to cope with the child's condition without our support. We ask that the family work with us and continue to do their part in supporting the child.

## CAN I HAVE MY CHILD DIAGNOSED AT CARD?

CARD staff are not able to perform diagnostic evaluations, but we will help families find a qualified professional.





## MISSION

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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

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Questions? Email us at [usfsp-project10@usf.edu](mailto: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>