

Using Deferment and Extended Transition Programming (ages 18-22) to Support Postsecondary Readiness for Students with Disabilities


This training was developed by the Project 10: Transition Education Network, a discretionary project funded by the Florida Department of Education (FDOE), division of public schools, Bureau of Exceptional Education and Student Services (BEES), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

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Objectives

After this training participants will be able to:

- Define deferment of receipt of the standard high school diploma according to Florida law.
- Identify required timeline and relevant activities associated with deferment.
- Compare and contrast five deferment options available for students with disabilities and list the characteristics of each one.
- Describe the essential role that Transition Individual Education Plans components play in successful deferment and postsecondary planning.
- Locate resources to support deferment planning and understanding.



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Presentation Outline

- Deferment Definition, Timeline and General Considerations
- A Review of Deferment Program Options
 - Deep-Dive into Structured Work Study Programs
- How Deferment is Guided by Quality Transition Planning and Transition Individual Education Plan Components
 - Discussion of Deferment Implications and Considerations for Transition Planning Activities
- The Deferment Years
 - Exploration of Topics Essential for Successful Enrollment Into and Exit from Deferral Programs
- Deferment Summary, and Resources

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Deferment

Definition, Timeline, and General Considerations and Implications



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Deferment and Free Appropriate Public Education (FAPE)

Legislative Underpinning	Considerations/Implications
<p style="font-size: x-small;">Individuals with Disabilities Act (IDEA) 2004:</p> <p>IDEA specifies that a free and appropriate public education (FAPE) must be available to all students with disabilities who have not reached age 22 AND who have not earned a standard diploma. If a student graduates with a special diploma, a certificate of completion, a special certificate of completion, or GED and has not reached age 22, the school district must make FAPE available to the student (at the student's option) until the student's 22nd birthday or until he or she earns a standard diploma.</p>	<p>All students with disabilities are on one of several pathways to earn a standard diploma.</p> <p>A standard diploma acquisition is considered a change of placement after which the state will no longer have to provide the student with FAPE.</p>

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Deferment and Florida Law

Legislative Underpinning	Considerations/Implications
<p style="font-size: x-small;">Section 1003.4282(9)(c), Florida Statutes (F.S.):</p> <p>A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:</p> <ol style="list-style-type: none"> 1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and 2. Is enrolled in accelerated college credit instruction pursuant to <u>s. 1007.27, F.S.</u>, industry certification courses that lead to college credit, an early college program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program. 	<p>Deferment is additional time to implement experiences and skill readiness to support successful postsecondary outcomes.</p> <p>Deferment services and programs should be specific and intentional to support students' needs and to ensure progress toward their postsecondary goals.</p> <p>Continue to consider Least Restrictive Environment (LRE).</p>

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Definition of "Is Enrolled"

- "Is enrolled" for the purposes of deferment eligibility should be interpreted as either:
 - A student is **expected** to successfully meet all entrance criteria for an eligible deferment program, including required program application deadlines, by the conclusion of the academic semester/year in which they meet graduation requirements, or
 - A student **actively** enrolled in a deferment eligible program prior to the conclusion of the academic semester/year in which they meet graduation requirements and remain eligible to continue enrollment in that program at the start of the following semester/year.
- The IEP for a student who will defer may require amendments prior to the start of the program.

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The Deferral Timeline and Florida Legislation

By age 14 or prior to beginning high school (whichever occurs first)
s.1003.5716, F.S.

- A statement documenting discussion of deferment process

Prior to the year the student is expected to meet graduation requirements
s.1003.5716, F.S. & Rule 6A-109963, Florida Administrative Code (F.A.C.)

- A signed statement by parent or adult student indicating the deferral process is understood and the choice to defer or not to defer


By May 15 of the year the student meets graduation requirements
Rule 6A-1.09963, F.A.C.

- School districts inform parent/student that:
 - FAPE obligations end if diploma is not deferred
 - Deadline for diploma deferral or acceptance is May 15
 - Failure to attend graduation ceremony does not constitute a deferral

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General Deferment Considerations & Implications


- No disability category/categories are excluded from potential eligibility for deferral.
- Most students who earn a standard diploma via an option open to all students will not meet deferment criteria.
- Timely dissemination of deferment information and accurate documentation in IEPs
- The IEP team must be able to discuss the eligibility requirements for deferring in a way that is understood by the parent(s) and student.
- IEP teams must consider individual student needs when identifying appropriate deferment options.
- Deferment may be a more restrictive setting for many SWD versus entry directly into postsecondary settings.



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Deferment Options

A Review of Florida's Five Categories of Eligible Deferment Programs



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Deferment Options At-a-Glance					
	1. Accelerated College Credit	2. Early College Programs	3. Industry Certification Courses Leading to College Credit	4. Scholar Designation	5. Structured Work Study, Internships or Pre-Apprenticeships
Program Focus	Academic	Academic	Academic and/or Employment	Academic	Academic, Employment and/or Independent Living
Academic Rigor	High	High	Medium-High	High	Low-High
Setting	High School and/or Postsecondary Institution	High School and/or Postsecondary Institution	High School and/or Postsecondary Institution	High School	High School and/or Business/Community Site
Application Process	Yes	Yes	Yes	No	Sometimes

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1. Accelerated College Credit

According to [s. 1007.27, FS](#), Articulated acceleration mechanisms:

- It is intended that articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject.
- Articulated acceleration mechanisms shall include, but are not limited to, dual enrollment and early admission as provided for in [s. 1007.271, FS](#), advanced placement, credit by examination, the International Baccalaureate Program, and the Advanced International Certificate of Education Program.
- Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.



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Accelerated College Credit- Considerations

- Available accelerated college credit options will vary by school district.
- Requirements may vary depending on dual enrollment in an academic or vocational program.
- These programs may have rigorous eligibility requirements, such as GPA, prerequisite coursework and application timelines.
- Districts have flexibility in how to document participation and course completion (e.g., Pass/Fail, Letter Grades), but GPA is not impacted by deferment performance.
- District interdepartmental and postsecondary institution collaboration may be necessary.



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2. Early College Programs

- Section 1007.273, F.S. defines Early College Programs:
 - ...The term "early college program" means a structured high school acceleration program in which a cohort of students is enrolled full time in postsecondary courses toward an associate degree. The early college program must prioritize courses applicable as general education core courses under s. 1007.25, F.S. for an associate degree or a baccalaureate degree...
- In addition:
 - ... Each student participating in an early college program must enter into a student performance contract which must be signed by the student, the parent, and a representative of the school district and the applicable Florida College System institution, state university, or other institution participating pursuant to subsection (4). The performance contract must include the schedule of courses, by semester; student attendance requirements; and course grade requirements...

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Early College Programs- Considerations

- Requires an articulation agreement between the district and college
- Eligibility requirements vary by district, program and/or articulation agreement, and may include:
 - Assessment scores
 - GPA
 - Application
- Middle School-level planning is essential because Early College Program cohorts may begin as early as grade 9
- Students enrolled in early college programs are significantly more likely than control students to enroll in college and earn a college degree within six years after expected high school graduation (Song and Zeiser, 2019)



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3. Industry Certification Leading to College Credit

- Career Technical Education (CTE) helps learners develop the knowledge and skills they need to be prepared for college and careers.
- CTE emphasizes real-world skills and practical knowledge within a student's career of interest. CTE is a cost-effective way for students to start a career in as little as one or two years of school.
- The Florida Department of Education (FDOE) has a wide variety of CTE degree and certificate programs across 17 Career Clusters.
(<https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>)

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Industry Certification Leading to College Credit- Considerations

- Available courses and programs for industry certification will vary by school district.
- Some Career and Technical Education (CTE) programs may have eligibility requirements.
- Students with the most significant cognitive disabilities can benefit from CTE programs with modifications as allowable.
- Project 10 CTE resources
 - Publication: Career and Technical Education: Enhancing Educational Experiences in Middle School, High School and Postsecondary Education
<http://project10.info/DPage.php?ID=77#NS138>
 - Training: Career and Technical Education and Students with Disabilities: An Overview of Requirements, Substitution Opportunities and Considerations

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4. Courses for Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements per s. 1003.4285, F.S.:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Earn 1 credit in Statistics or an equally rigorous math course
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or a dual enrollment course
- Pass Geometry, Biology* & U.S. History* EOCs
- Resource: <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>

* A student is exempt from the Biology I or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

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Courses for Scholar Diploma Designation- Considerations

- The IEP team should consider the timeline for completion of the required components.
 - School counselors may need to be involved to support appropriate scheduling.
- The IEP team can review relevant past discussions and notations related to the student's intention to pursue a Scholar diploma designation.
- Required statewide testing results cannot be waived.
- Districts have flexibility in how to document participation and course completion (e.g., Pass/Fail, Letter Grades) but grade point average (GPA) is not impacted by deferment performance.



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General Considerations for the First Four Deferral Options

- Alignment of the program option with the student's transition assessment data, course of study and measurable postsecondary goals
- Documented IEP team discussions
- Modifications & accommodations
- Specially designed instruction, related services, and transition services
- Logistics
 - Staff/service delivery
 - Schedule
 - Setting
 - Transportation



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5. Structured Work-Study, Internship, or Pre-Apprenticeship Program

- Most students who defer will be enrolled in a structured work-study, internship, or pre-apprenticeship program.
- These programs can be very diverse to meet a wide range of students' needs.
- Availability will vary by school district.
- Some programs have an application process, eligibility requirements and/or enrollment caps.



Let's take a **closer look** into these options!



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Internships

- Internships are exploratory or preparatory paid or unpaid work-site experiences where students work for an employer or agency for 40 or more hours to learn about a particular industry or occupation.
- Activities may include special projects, a sample of tasks for different jobs, or tasks from a single occupation. Internships may include community service (service learning) placements if they meet the above requirements and are related to the student's program of study or career goals.
- County governments and/or other community organizations, such as CareerSource, may offer internship opportunities to high school students.



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Internships- Project SEARCH

- Nine-month transition-to-work internship program for people with disabilities.
- Total immersion in a business-led setting with hands-on training and the acquisition of employability and marketable work skills.

Medical Facilities	Universities and Colleges	Large Retail Stores
Hotels, Resorts, Conv. Centers	School District Offices	Manufacturing
City and County Governments	Zoos	Distribution Facilities

- Project SEARCH interns work in three rotations and have support from a team that includes their family, instructors, skills trainers and local and state agencies.
- The outcome of this one-year program is competitive, integrated employment.



For more information, visit P10's Project SEARCH website page: <http://project10.info/DPPage.php?ID=357>

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Pre-Apprenticeship Programs


- Pre-apprenticeship programs provide training in work readiness and other foundational skills to prepare youth or adult workers to succeed in a registered apprenticeship program.
- Registered pre-apprenticeship programs provide an avenue for both adults and youth who are at least 16 years old to become qualified to enter registered apprenticeship programs.
- District school boards and community colleges are often involved in pre-apprenticeship programs, assisting sponsors in providing related technical instruction. Programs for high school students may begin in the junior year and may include on the job training with participating employers.



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Structured Work Study

- Structured work study provides work-readiness training through a combination of academic, employment, and independent living instruction. Structured work study can be provided in the following ways:
 - Pre-vocational skills
 - Community-Based Instruction (CBI)
 - Community-Based Vocational Education (CBVE)
 - On-the-job training
 - Work-Based Learning Experiences (VR)
 - School-Based Enterprise (SBE)




*Students may participate in more than one of these structured work study options.

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Components of Structured Work Study

- Prepare students for employment and may include:
 - Instruction to address students' transition services needs and special education services
 - Support as needed from related service providers (therapies, transportation, mental health counseling, etc.)
 - Staff that support employment (job coach/supported employment specialists, job developers, paraprofessionals, etc.)

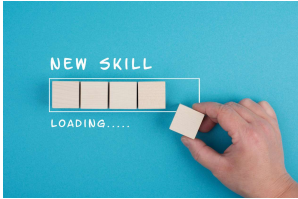


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Skill Elements of Structured Work Study

- Various skills, based upon student's needs, can be addressed during structured work study, such as:
 - Self-determination and self-advocacy
 - Social interaction
 - Pro-social behavior
 - Travel and mobility
 - Communication
 - Activities of daily living (ADL)
 - Independent living



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Deferment and the TIEP

Transition IEP Requirements and Deferment Implications

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- STEP 1** Conduct age-appropriate transition assessment data.
- STEP 2** Establish postsecondary goals based on age-appropriate transition assessment data.
- STEP 3** Identify transition services, annual goals and agency linkages that support achievement of students' MPGs.

"A goal without a plan is just a wish."

TIEPs BEGIN WITH THE END IN MIND

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IEP/TIEP Requirements and their Deferment Implications

<ul style="list-style-type: none"> □ Transition Assessment □ Measurable Postsecondary Goals □ Annual Goals □ ESE Instruction and Services □ Transition and Related Services □ Self-Determination and Self-Advocacy □ Document the Deferment Discussion 	<ul style="list-style-type: none"> □ Provision of Information □ Agency Linkages □ Course of Study □ Graduation Options and Diploma Designations □ Outcomes and Additional Benefits □ Summary of Performance
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Transition Assessment- Deferment Implications

- Used to align and address other components in the IEP:
 - Specially designed instruction
 - Annual goals
 - Related services, and other transition services
- Provides evidence of student's progress towards achieving their postsecondary goals.
- Determines the student's need for instruction/information in the areas of self-determination and self-advocacy.
- Assists with the following:
 - Determining if the student is eligible to defer
 - Planning/preparing the student for a particular deferment program
 - Monitoring progress towards achieving postsecondary goals while in a deferment program

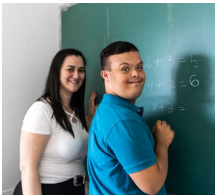
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Measurable Postsecondary Goals- Deferment Implications

- A critical consideration when determining if a student will be eligible for deferment
- Will drive the student's deferment programming in the following ways:
 - Selection of the deferment option
 - Determining the student's course of study leading up to the deferment program and while in the deferment program
 - Determining deferment program progress, and if any adaptations are needed
- Changes in a student's postsecondary goal(s) may impact their deferral program options and other transition components that support the new postsecondary goal.

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Measurable Annual Goals- Deferment Implications



- Assists IEP teams in determining prong one of deferment eligibility.
- Reflects the emphasis of the functional, academic and transition-related skills the student requires to prepare for and attain postsecondary goals.
- Progress made on annual goals in deferment programs can assist IEP teams in determining student readiness for program completion and/or postsecondary settings.

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ESE Instruction and Services- Deferment Implications

- The frequency and/or duration of services provided to students in deferment status can change in intensity over time.
- IEP team consideration: What supports and services provided by a certified ESE teacher does the student need to make progress towards their measurable postsecondary goals and annual goals?
- Examples may include:
 - Learning strategies to support a student in dual enrollment, Scholar designation courses, industry certification courses and/or early college program courses
 - Modifications to industry certification courses (as allowable)
 - Instruction delivered in community settings
 - Instruction in self-determination/self-advocacy

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Transition and Related Services- Deferment Implications

- Transition services:
 - Can be identified in the present levels that drive annual goals, short-term objectives, and/or benchmarks.
 - Can also be documented within the Transition Services section of the IEP by a list of activities the student requires to make progress towards their measurable postsecondary goals in education and/or training, employment and career, and independent living (if appropriate).
 - Should be specific and individualized for the student.
- Related services:
 - A shift in thinking from what these services have typically looked like.
 - Consider related services that are necessary for a student to progress towards achieving their postsecondary goals, which include settings prior to meeting standard diploma requirements and during deferment (if applicable).

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Self-Determination and Self-Advocacy- Deferment Implications

- The need(s) for instruction/information in self-determination and self-advocacy can be addressed in various ways, including within annual goals and transition services integrated into character education and/or learning strategy courses.
- Deferment programs may require certain levels of self-determination and self-advocacy skills to enter the program.
- Upon exiting the K-12 system, students' rights are protected under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Students must use self-determination and self-advocacy skills to disclose their disability to receive accommodations in higher education and employment settings.

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Exercising Self-Determination Skills in Postsecondary Settings



- Once students with disabilities exit the K-12 system their rights are still protected under the Americans with Disabilities Act (ADA).
- Individuals with disabilities who would like to receive accommodations in institutions of higher education and through the employment process need to disclose their disability. This requires self-awareness and self-advocacy skills.
- There are pros and cons of disclosure; however, for many individuals, accessing accommodations may be critical for their post-school success.

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Provision of Information

- Beginning during the student's seventh-grade year or when the student reaches the age of 12 (whichever occurs first):
 - Information and referral forms, links, and contacts, must be provided to the students and families at IEP meetings regarding:
 - The school district's high school-level transition services, career and technical education, and collegiate programs available to students with disabilities and how to access these programs.
 - School-based transition programs
- Individualize to meet the student need
- Information regarding programs and services available through:

Florida's Center for Students with Unique Abilities (FCSUA)	Division of Vocational Rehabilitation (DVR/VR)	Division of Blind Services (DBS)
Agency for Persons with Disabilities (APD)		Florida Association of Centers for Independent Living (FACIL)

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Provision of Information-Deferment Implications

- The IEP team should make meaningful connections between the provision of information and the student's postsecondary goals, including consideration of deferment options based on transition assessment data.
- Review eligibility requirements and application deadlines for specific deferment programs and plan accordingly.
- Establish linkages with relevant agencies to support the student during the transition process.
- Examine postsecondary options and available support for students who opt not to defer or may be ineligible to do so.

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Documenting the Deferment Discussion

Beginning by age 14, or for the IEP in effect on the first day of high school (whichever occurs first), document the discussion of the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of such diploma.

- Include the information that was provided to the student/parent and how it was provided.
- Conversations may occur prior to age 14 through the provision of information.

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Deferment Discussion Implications

IEP teams should consider the following when facilitating deferment discussions:

- Eligibility criteria for deferring receipt of the standard diploma.
- Necessary support and services for the student during deferment, if applicable.
- How deferment options may be impacted by criteria dictated by district policies, program or college memorandum of understanding, and/or state statutes for enrollment?
- Available deferment program/programming choices within the district.
- For the year prior to the student meeting graduation requirements:
 - Focus the deferment discussion on selecting the deferment option most conducive to the student's progress toward their postsecondary goals.
 - Explore whether students can attain postsecondary success through accommodations by disclosing their disability in employment and/or postsecondary education settings.

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Agency Linkages- Deferment Implications

- Consent must be provided for each IEP meeting by the parent, or the student if over 18 and rights have transferred.
- Information regarding VR, APD, FACIL, DBS, and FCSUA must be shared annually beginning at age 12/7th grade.
- VR Pre-Employment Transition Services (Pre-ETS) are available to students with disabilities ages 14-21.
- Agencies may have varied eligibility requirements related to providing support and services, whether its prior to a student meeting graduation requirements, during deferment status or in postsecondary settings.

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Course of Study- Deferment Implications



- The course of study:
 - Continues to be documented on the IEP through the student's time of deferment
 - Is used to communicate deferment program completion requirements and/or expectations for the year.
 - Supports students to meet their MPG's.
- While in deferment status, a student's course of study should describe the deferment program that they are in and the requirements (e.g. courses, internships, work experience, industry certifications, etc.).

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Graduation Option and Diploma Designations- Deferment Implications

Graduation Option & Diploma Designations:

- Are reviewed annually and updated if needed prior to meeting graduation requirements.
- A student's graduation option and/or diploma designation history may support IEP discussions relevant for deferment program eligibility.
- The graduation option will remain unchanged once a student defers.
- The diploma designation may change after a student defers if they are working towards earning a Scholar Designation or Industry Scholar Designation.

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Outcomes and Additional Benefits- Implications for Deferment

- If a student with a disability would potentially benefit from deferring, the IEP team could capture details in this section of the IEP.
- Information from this section will assist the IEP team in transition planning, such as determining transition services, annual goals, related services, and programs that are in alignment with the student's course of study.
- Outcomes and additional benefits could include a variety of things, such as:
 - Participation in Special Olympics and other extra-curricular activities
 - Work-based learning experiences such as community-based instruction (CBI) and community-based vocational education (CBVE)
 - Accessing agency-provided services such as VR Pre-ETS

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Summary of Performance- Implications for Deferment

- The Summary of Performance (SOP) can be developed over multiple years and finalized before the student exits the school system.
- Provides recommendations on how to assist the student in meeting postsecondary goals in education and/or training, employment, career, and independent living (if appropriate).
- The student's academic achievement and functional performance should be described in language that is easy to understand and describes the accommodations and assistive technology used in secondary settings.
- As a best practice, student input should be included in the SOP.
- Ensure that students and their families know the SOP and how it can be utilized (e.g., when requesting accommodations on a college campus).

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The Deferment Years

Exploration of Topics Essential for Successful Enrollment Into and Exit From Deferral Programs

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Documenting Deferral- Logistics and Considerations

- Document the deferral decision in the IEP.
- Document the deferment program option and specific course of study aligned to the option.
 - Include specific program details, expected dates of completion and any relevant credentialing, certificate, course and/or skill acquisition anticipated to be completed or earned by the student.
- Data Management Coding: Students who defer are coded as WD1 initially, and for each subsequent year of deferment enrollment.
 - WD1 is considered a standard diploma graduation code and can positively contribute to a district's 4-year cohort graduation rate/ESSA.

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Documenting Deferral- Logistics and Considerations

- Participation in Senior year and/or graduation ceremony/activities are district determined.
- The school year in which a student meets standard diploma requirements is the one associated with the date printed on a student's standard diploma.
 - Schools should print a deferred student's standard diploma and retain it at a designated school or district site until deferralment (FAPE) ends.
 - Deferred students do not take receipt of the printed standard diploma until they exit K-12 (FAPE ends).
- Once a student enters into deferralment, the IEP team will not revisit documenting the deferralment eligibility process or decision.
 - However, the IEP team will continue to document annual goal and deferralment program progress and may consider parameters for program completion and/or student diploma acquisition.

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Ending Deferralment

- Deferralment enrollment (and hence, FAPE) ends when one of the two actions formally occurs:
 - Student turns 22 (age 22 is defined by each Florida district's Policies and Procedures) or;
 - Student takes receipt of their standard diploma.
Note: Specific deferralment program completion can be considered an expectation within an IEP for a student to take receipt of their standard diploma.
- Districts should have policies and procedures in place to address student non-attendance in the deferralment program.
- IEP Meeting and Change of Placement completed.

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Ending Deferralment

- Reminder: Make sure the SOP was updated just before Deferralment/FAPE ends.
- Students take receipt of their standard diploma (with date on diploma as the date originally earned).
- Data Management Coding: Students ending deferralment are counted as a standard diploma-earning withdrawal code (WV06).

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Deferralment Final Thoughts

- Preparation for deferralment eligibility and enrollment begin well in advance of a student's meeting graduation requirements.
- Deferralment is an opportunity and provides additional time for specific and intentional programs, services, experiences and skills to be afforded to students who need specialized instruction, transition services and related services to support meeting their unique measurable postsecondary goals.
- Postsecondary goals should not be achieved prior to exiting K-12 (including deferralment years).

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Deferralment Resources

- Project 10 Resources
 - Secondary Transition Roadmap for Families (page 12): <http://project10.info/DPage.php?ID=77#NS138>
 - Project 10 Topical Brief, December 2022, "Deferralment Requirements and Procedures": http://project10.info/Documents/December_TB_2022.pdf
 - Project SEARCH (Florida): <http://project10.info/DPage.php?ID=357>
 - Grants and Financial Resources for Teachers/Schools: <http://project10.info/DPage.php?ID=166>
 - Project 10 Summary of Performance Page (includes SOP Template): <http://project10.info/DPage.php?ID=222>
 - Additional Project 10 Publications (e.g., Transition Requirements Checklist): <http://project10.info/DPage.php?ID=77#NS138>

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Deferralment Resources

- Legislation Resources
 - Section 1003.5716, F.S.: http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.5716.html
 - Rule 6A-1.09963, F.A.C., High School Graduation Requirements for Students with Disabilities: <https://www.flrules.org/gateway/ruleno.asp?id=6A-1.09963>

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Deferment Resources

□ FDOE Resources

- Accommodations: Assisting Student with Disabilities (2018): <https://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>
- Career and Technical Education: <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>
- CPALMS: <https://www.cpalms.org/>
- Graduation Requirements web page: <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>
- Pre-Apprenticeship contacts web page: <https://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/contacts.stml>
- PK-12 Database Manuals: <https://www.fldoe.org/accountability/data-sys/database-manuals-updates/>

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Questions and Thank You!

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Thank you for your attendance and participation!



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