



High School Student Progression and Transition

Family Café

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FLORIDA DEPARTMENT OF
EDUCATION
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Florida Department of Education (FDOE) Mission, Vision and Goals



FDOE's Mission and Vision

- The mission of Florida's Early Learning-20 education system shall be to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents and communities.
- Florida will have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers.

From: [Section \(s.\) 1008.31, Florida Statutes \(F.S.\)](#), and FDOE's Strategic Plan



FDOE Goals

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

From: [s. 1008.31, F.S.](#), and [FDOE's Strategic Plan](#) (2021).



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Florida High School Graduation



Florida High School Graduation Requirements

- **Florida students entering grade 9 may choose from one of five options to earn a standard diploma.**
 - 24-credit program
 - 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
 - Career and Technical Education (CTE) Pathway
 - An International Baccalaureate (IB) curriculum
 - An Advanced International Certificate of Education (AICE) curriculum
- **Florida's public high school graduation requirements are specified in:**
 - [s. 1003.4282, F.S.](#), Requirements for a standard high school diploma.
 - [s. 1002.3105, F.S.](#), ACCEL options.
 - More detailed information regarding the CTE Pathway option for a standard high school diploma is available at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/pathways-option.stml>.
 - [Academic Advisement- What Parents and Students Need to Know: Students Entering Grade 9 in 2023-24 and Thereafter](#)



Standard Diploma Graduation Pathways

[s. 1003.4282, F.S.](#)

- **24-credit, 2.0 GPA Required for Graduation**
 - Standard (available to all students)
 - Standard via Access Courses
(available only to students with the most significant cognitive disabilities)
 - Standard via Employment and Academic-Based Courses
(available only to students with disabilities (SWDs))
- **CTE Graduation Pathway** (available to all students)
- **18-credit, ACCEL** (available to all students)
- **International Program Options**
 - International Baccalaureate (IB)
 - Advanced International Certificate of Education (AICE)



Standard Diploma Graduation Pathways (continued)

- **Standard Diploma via Access Courses**
 - Students with the most significant cognitive disabilities.
 - Modifications to the rigor and complexity of the standards with retention of the salient content.
 - CTE course substitution allowances.
- **Standard Diploma via Academic and Employment Requirements**
 - SWDs who complete one-half elective credit in an employment-based course.
 - Completion of an Employment Transition Plan via an individual educational plan (IEP) team.
 - CTE course substitution allowances.
- **18-credit, ACCEL**
 - This option provides a way for students to meet graduation requirements with fewer than 24 credits.
 - Available in all versions of standard diploma pathways.
 - Students must meet the applicable grade 9 cohort graduation requirements of [s. 1003.4282\(3\)\(a\)-\(e\) and \(h\), F.S.](#) (for students entering 9th grade in 2023-24 and beyond).



Graduation Requirements: Earning a Standard Diploma

- An IEP documents the necessary specialized instruction, supports, services, goals, accommodations and modifications to facilitate learning, promotion, standards proficiency, and high school diploma and postsecondary goal attainment.
- SWDs are afforded all available interventions and supports through the multi-tiered system of supports. Examples may include academic interventions and remediation, credit recovery and/or forgiveness, flexible/hybrid scheduling, course substitutions, mentors, and co-enrollment in virtual classes offered by the district and/or Florida Virtual School.
- SWDs are eligible for waivers of assessment results relevant for graduation requirements via a process facilitated by the IEP team.
- Free appropriate public education (FAPE) is available for SWDs through age 21 if:
 - The student has not met the requirements to earn a standard diploma.
 - The student has met the eligibility requirements to defer a standard diploma upon meeting graduation requirements ([s. 1003.4282, F.S.](#)).



High School Student Progression and Transition



Local Progression

- Pursuant to [s. 1001.32\(2\), F.S.](#), “In accordance with the provisions of s. 4(b) of Art. IX of the State Constitution, district school boards shall operate, control, and supervise all free public schools in their respective districts and may exercise any power except as expressly prohibited by the State Constitution or general law.”
- Pursuant to [s. 1003.02, F.S.](#), district school boards must establish, organize and operate their public K-12 schools and educational programs, employees and facilities. Their responsibilities include staff development, public K-12 school student education including education for exceptional students and students in juvenile justice programs, special programs, adult education programs and career education programs.



Students Transferring with an IEP

Rule 6A-6.0334, Florida Administrative Code (F.A.C.)

- **Students with an IEP who transfer to another school within the state or out of state must be initially provided the following:**
 - FAPE through consultation with the parents or legal guardians.
 - Services at the new school must be comparable to the services described in the IEP at the student's previous school district.
- **Services are provided until the new Florida school district either:**
 - For in-state transfers: Adopts the student's IEP from the previous school district or creates a new one.
 - For out-of-state transfers: Conducts an initial evaluation pursuant to subsections 6A-6.0331(4) and (5), F.A.C., (if determined to be necessary by the new district) and develops, adopts and implements a new IEP.

Refer to the linked rule above for more details on students who transfer to virtual education or who are gifted.



Secondary Transition

- [S. 300.43 of Title 34, Code of Federal Regulations](#), defines transition services as a coordinated set of activities for an SWD that is designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation.
- [S. 1003.5716, F.S.](#), ensures quality planning for a successful transition of an SWD to postsecondary education and career opportunities.



Transition to Postsecondary Education and Career Opportunities

Section 1003.5716, F.S.

- An IEP team must start the transition process during the student's seventh grade year or when the student attains the age of 12, whichever occurs first.
- An IEP team must have an operational plan in place that is implemented on the first day of the student's first year in high school or when he or she attains the age of 14, whichever occurs first.
- The IEP must include a statement of the student's intent to pursue a standard high school diploma and must document discussion of the process of deferment of a standard high school diploma and a signed statement of the student's intention to defer the high school diploma, if applicable.



Self-Determination, Legal Rights and Responsibilities

Self-determination, legal rights and responsibilities regarding educational decisions transfer to the student upon age 18. This information must be provided to the student and parents at least one year before the student reaches the age of majority. This information must also include ways in which the parent may continue to participate in educational decisions, including:

- Informed consent to grant permission to access records protected under the Family Educational Rights and Privacy Act (FERPA)
- Powers of Attorney
- Guardian Advocacy
- Guardianship
- Supported decisionmaking agreements ([s. 1003.5716, F.S.](#))



Supported Decisionmaking Authority (House Bill 73, 2024)

- Created s. 709.2209, F.S., Supported decisionmaking agreements
- Amended s. 1003.5716, F.S., Transition to postsecondary education and career opportunities
- Required that the information provided to parents and students include the ways the parent may continue to participate in educational decisions, including:
 - Informed consent to grant permission to access confidential records protected under the FERPA as provided in s. 1002.22, F.S.
 - Powers of attorney as provided in chapter 709, F.S.
 - Guardian advocacy as provided in s. 393.12, F.S.
 - Guardianship as provided in chapter 744, F.S.
 - Supported decisionmaking agreements as provided in s. 709.2209, F.S.



Deferral of High School Diploma



Deferral of Diploma

- Deferral of the standard diploma
 - FAPE ends upon receipt of a standard diploma OR the age of 22.
 - Deferral of diploma is allowed up to the age of 22 or whenever the student accepts a diploma, whichever occurs first.
- Process for both is described in [Rule 6A-1.09963, F.A.C.](#)
- Deferral is an IEP team decision.
- Based on the individual transition needs of the student.
- The decision to defer can be made for students who are expected to meet high school graduation requirements and have a transition plan for:
 - accelerated college credit;
 - industry certification;
 - a collegiate high school program;
 - courses to satisfy the Scholar designation; or
 - a structured work-study program.



Resources

- Project 10: Transition Education Network has developed a [Transition Requirements Checklist](#), which features both federal and state requirements that are age specific to help students, families and educators work together to develop an IEP that addresses all of the transition services needs of the student to facilitate positive post-school outcomes for SWDs.



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