

6A-1.09963 High School Graduation Requirements for Students with Disabilities

(1) General requirements.

All students with disabilities should be supported through the provision of allowable accommodations and specially designed instruction to work toward a standard diploma, as defined in section 1003.4282(1), Florida Statutes (F.S.), and a Scholar or Merit designation, as defined in s. 1003.4285, F.S. In accordance with s. 1003.4282(11), F.S., beginning in the 2014-2015 school year, students with disabilities entering grade nine may also earn a standard high school diploma through alternative courses of study. Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the options described in this rule. A certificate of completion will be awarded to students who receive credit for all of the courses listed, but who do not achieve the required grade point average or who do not achieve proficiency on required assessments for which they have not been granted a waiver in accordance with s. 1008.22(3)(c) 2., F.S.

(2) Definitions. For the purposes of this rule, the following definitions apply:

(a) Access courses. Access courses are based on the access points. Access points are academic expectations intended only for students with significant cognitive disabilities and are designed to provide these students with access to the general curriculum.

(b) Alternate Assessment. In accordance with Section 1008.22(3)(c), an alternate assessment is a state standardized assessment designed to measure a student's performance on the access points.

(3) Requirements for a standard diploma for students with significant cognitive disabilities for whom the individual educational plan (IEP) team has determined that access points and the alternate assessment are the most appropriate means of providing the student access to the general curriculum, in accordance with s. 1008.22(3)(c) 4., F.S. In order to receive a standard diploma, a student must meet all of the requirements listed below. More rigorous exceptional student education (ESE) courses in the same academic content area or core academic courses that meet the graduation requirements specified in s. 1003.4282(1), F.S., may be substituted for the access courses specified.

(a) Four (4) credits in English Language Arts to include Access English I, II, III, and IV. An applied Career and Technical Education (CTE) course that has content related to English Language Arts may substitute for Access English IV.

(b) Four (4) credits in mathematics to include Access Algebra 1A and 1B and Access Geometry. An applied CTE course that has content related to mathematics may substitute for

one mathematics credit, with the exception of Access Algebra 1A and 1B and Access Geometry.

(c) Three (3) credits in science to include Access Biology. At least two courses must have a laboratory component. An applied CTE course that has content related to science, an industry certification, or an identified computer science course with a related industry certification may substitute for up to one science credit, with the exception of Access Biology.

(d) Three (3) credits in social studies to include one (1) credit in Access World History, one (1) credit in Access United States History, one-half (.5) credit in Access United States Government, and one-half (.5) credit in Access Economics with Financial Literacy. An applied CTE course that has content related to social studies may substitute for up to one social studies credit, with the exception of Access United States History.

(e) One (1) credit in Physical Education to include the integration of health. Eligible courses are described in the Course Code Directory and Instructional Assignments, in accordance with Rule 6A-1.09441, Florida Administrative Code (F.A.C.)

(f) One (1) credit in Fine and Performing Arts, Speech and Debate, or Practical Arts.

(g) Eight (8) electives, which must include a course in Self-Determination or Transition Planning and which may include employment-based courses.

(h) Participate in one (1) online course, unless waived by the IEP team in accordance with s. 1003.4282(4), F.S.

(i) Participate in the Algebra, Biology, Geometry, and U.S. History alternate assessments, with the results constituting 30 percent of the final course grade, unless a waiver of the results is granted in accordance with s. 1008.22(3)(c)2., F.S.

(j) Attain a proficient score on the 10th grade English Language Arts alternate assessment, and the Access Algebra assessment, unless a waiver of the results is granted in accordance with s. 1008.22(3)(c)2., F.S.

(k) Develop a portfolio of quantifiable evidence for courses not measured by a state standardized assessment. Portfolios must include student work samples and other materials that demonstrate growth, improvement, and mastery of all required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, modified occupational completion points, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

(l) Earn a cumulative grade point average (GPA) of at least 2.0.

(4) Requirements for a standard diploma for students with disabilities for whom the IEP

team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. In order to earn a standard diploma, a student must meet all of the requirements listed below.

(a) Four (4) credits in English Language Arts to include English I, II, III, and IV. An applied CTE course that has content related to English Language Arts can substitute for English IV.

(b) Four (4) credits in mathematics to include Algebra IA and IB or Algebra I, and Geometry. An applied CTE course that has content related to mathematics may substitute for up to one (1) mathematics credit, with the exception of Algebra and Geometry.

(c) Three (3) credits in science to include Biology. At least two courses must have a laboratory component. An applied CTE course that has content related to science, or an industry certification, or an identified rigorous computer science course with a related industry certification may substitute for up to one (1) science credit, with the exception of Biology.

(d) Three (3) credits in social studies to include one (1) credit in World History, one (1) credit in United States History, one-half (.5) credit in United States Government and one half (.5) credit in Economics with Financial Literacy. An applied CTE course that has content related to social studies may substitute for up to one (1) of social studies credit, with the exception of United States History.

(e) One (1) credit in Physical Education to include the integration of health. Eligible courses are described in the Course Code Directory and Instructional Assignments, in accordance with Rule 6A-1.09441, F.A.C.

(f) One (1) credit in Fine and Performing Arts, Speech and Debate, or Practical Arts

(g) One-half (.5) credit in Self-Determination or Transition Planning.

(h) One-half (.5) credit in an employment-based course. This must include successful paid employment at minimum wage or above for the number of hours a week specified in the student's completed and signed transition employment plan, as specified in s.1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.

(i) Seven (7) credits in electives.

(j) One (1) online course, unless waived by the IEP team in accordance with s. 1003.4282(4), F.S.

(k) Participate in end-of-course (EOC) assessments for Algebra I, Biology, Geometry, United States History, and Algebra II, if enrolled, with the results constituting 30 percent of the final course grade, unless a waiver of the results is granted in accordance with s. 1008.22(3)(c)2., F.S.

(l) Attain a passing score on the grade 10 English Language Arts assessment, or a ACT or SAT concordant score, unless a waiver of the results is granted in accordance with s. 1008.22(3)(c)2., F.S.

(m) Attain a passing score on the Algebra I EOC assessment, or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T), unless the results of the end-of-course assessment are waived in accordance with s. 1008.22(3)(c)2., F.S.

(n) Documented achievement of all annual goals and short-term objectives as defined in s. 1003.4282(11)(b)2.b., F.S.

(5) Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if they meet the requirements found at s. 1003.4282(11)(c), F.S.

(a) The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma, and the decision must be noted on the IEP.

1. The IEP team must review the benefits of deferring the standard high school diploma and describe to the parent and the student all services and program options available to students who defer. This must be done in writing if the parent or the student does not attend the IEP meeting.

2. School districts must inform the parent and the student, in writing, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from providing a free appropriate public education (FAPE). This communication must also clearly state the district's deadline for acceptance or deferral of the diploma, and that failure to attend a graduation ceremony does not constitute a deferral.

3. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

(b) A student with a disability who has an IEP that prescribes special education, transition planning, transition services, and related services through 21 years of age who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns 22. A student who receives a certificate of completion may participate in any courses, classes, or programs available in the school district for which they meet the entrance criteria, if any.

Rulemaking Authority 1001.02(1), 1003.4282, 1003.57, 1008.22 FS. Law Implemented 1003.4282,

1008.22. FS.