

MIAMI-DADE COUNTY PUBLIC SCHOOLS

WAIVER OF FLORIDA COMPREHENSIVE ASSESSMENT TEST® (FCAT) GRADUATION REQUIREMENT FOR STUDENTS WITH DISABILITIES

Sections 1003.428(8)(a) and 1003.43 (11)(a), Florida Statutes (F.S.), require that each district school board provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

Sections 1003.428(8)(b) and 1003.43 (11)(b), F.S., provide for the waiver of the FCAT requirement for graduation with a standard diploma **for certain students with disabilities who have met all other requirements for graduation with a standard diploma**, except a passing score on the FCAT. In order for the FCAT graduation requirement to be waived, the individual educational plan (IEP) team may meet at any time after it has been determined that the student has failed to make a passing score on the Grade 10 FCAT, after having taken the test at least twice, once in grade 10 and once in grade 11. The IEP team will meet to determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. In accordance with the Individuals with Disabilities Education Act (IDEA), a free appropriate public education (FAPE) must be made available to students with disabilities until graduation with a standard high school diploma or through age 21, whichever occurs first. In accordance with school district policy, students with disabilities may receive FAPE until their 22nd birthday or, at the option of the school district, the end of the semester or school year in which the student turns age 22. Consistent with the provisions of sections 1003.428(2)(b)2.c-d, and 1008.25(4)(c), F.S., any student who has not achieved a passing score on the FCAT must receive remediation. Sections One through Five below may be completed for the student being considered for the FCAT waiver.

SECTION ONE: STUDENT INFORMATION

In order to be considered for the waiver from the FCAT graduation requirement, the student must:

1. Be identified as a student with a disability, as defined in section 1007.02(2), F.S.
2. Have an individual educational plan (IEP)
3. Have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation (s. 1003.428(8)(a), F.S., s. 1003.43(11)(a), F.S., and s. 1008.25(3)(c)8., F.S.)
4. Have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11
5. Be progressing toward meeting the state's credit/course and cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma as described in sections 1003.428(1) or 1003.43(1), F.S.

In accordance with section 1008.22(3)(c)6., F.S., *Student assessment program for public schools*, students who have received instructional accommodations in the classroom that are non-allowable on the FCAT may be considered for the waiver from the FCAT graduation requirement if the student meets all of the criteria noted above. For example, a student who has been provided literature via audiotape in order to complete assignments and assessments to

demonstrate comprehension skills in an English course, which is a non-allowable accommodation on the FCAT, may still be considered for the FCAT waiver if the IEP team determines that all criteria noted above have been met.

For the student being considered for the FCAT waiver, the following information may be completed:

District: _____

School: _____

Student Name: _____

Student ID#: _____

Student Grade Level: _____

Date of Birth: _____

Date of IEP Team Meeting: _____

Disability* (indicate all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Orthopedic impairment (C) | <input type="checkbox"/> Specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia (K) |
| <input type="checkbox"/> Speech impairment (F) | <input type="checkbox"/> Autism spectrum disorder (P) |
| <input type="checkbox"/> Language impairment (G) | <input type="checkbox"/> Traumatic brain injury (S) |
| <input type="checkbox"/> Hearing impairment, including deafness (H) | <input type="checkbox"/> Other health impairment (V) |
| <input type="checkbox"/> Visual impairment, including blindness (I) | <input type="checkbox"/> Intellectual disabilities (W) |
| <input type="checkbox"/> Emotional or behavioral disabilities (J) | |

*Letters are codes used to report students by exceptionality through the Department's automated student information system.

SECTION TWO: FCAT PERFORMANCE

In accordance with Rule 6A-1.09422, Florida Administrative Code (F.A.C.), beginning with the 2004 graduating class cohort, the passing score is 300 for reading (developmental scale score 1926) and 300 for mathematics (developmental scale score over 1889).

Complete the boxes below or attach a copy of the student's data report and IEP indicating accommodations provided during the administration of the FCAT.

FCAT Reading	FCAT Mathematics
Score: Date of Administration: Grade of Student: Accommodations Provided:	Score: Date of Administration: Grade of Student: Accommodations Provided:
Score: Date of Administration: Grade of Student: Accommodations Provided:	Score: Date of Administration: Grade of Student: Accommodations Provided:

SECTION THREE: IEP TEAM REVIEW

The IEP team must meet to determine whether or not the FCAT requirement should be waived. The questions in Section Three may help guide the determination.

1. What information related to the student has the IEP team reviewed? (Check yes or no for each item listed.)

- | | | |
|--|------------------------------|-----------------------------|
| Individual educational plan | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Classroom performance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Academic history, report cards, or course transcripts | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Performance on other academic standardized assessments | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Accommodations provided to the student on the FCAT | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| FCAT scores | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Performance in FCAT remediation activities | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Work samples reflecting mastery of skills | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other (please specify) _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| _____ | | |

2. Has the student been enrolled in courses leading to a standard diploma and had multiple opportunities to demonstrate proficiency of the Sunshine State Standards (SSS)/Next Generation SSS that are assessed by the Grade 10 FCAT?

Yes No

3. Has the student taken the Grade 10 FCAT with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11, or, if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10 and 11?

Yes No

4. Has the student earned a passing score on:

- The reading portion of the Grade 10 FCAT? Yes No
- The mathematics portion of the Grade 10 FCAT? Yes No

If the answer to one or both sections is no, then why does the FCAT not accurately measure the student's abilities? (Check at least one. Check all that apply.)

The student received the following accommodations in the classroom **that are not allowed on the FCAT:** *(describe or attach information)* _____

The student's disability prohibits the student from responding to the written test, even with allowable accommodations, so that the results of the test reflect the student's impaired sensory, manual, or speaking skills rather than the student's abilities.

Other _____

5. Has the student demonstrated proficiency of the Grade 10 SSS/Next Generation SSS as assessed on the Grade 10 FCAT? If yes, continue with the completion of this form. If no, the student is not eligible for an FCAT waiver at this time.

Yes No

If yes, evidence of the student's proficiency of core content established in the SSS/Next Generation SSS includes the following: (Check at least one. Check all that apply.)

The student's performance on other standardized academic assessments, such as the Scholastic Aptitude Test (SAT), College Placement Test (CPT), or American College Test (ACT) *(Indicate test and scores.)* _____

The student's performance in core academic courses (e.g., language arts and mathematics), including classroom work, end-of-year/semester exams, and teacher observations *(Attach academic history, report card, or transcript.)*

The student's performance in higher-level courses (e.g., honors, advanced placement) or in postsecondary courses through dual enrollment *(Attach academic history, report card, or transcript.)*

Other _____

6. Under sections 1003.428(2)(b)2.c.&d. and 1008.22(3)(c)4., F.S., a student who has not passed the Grade 10 FCAT must participate in remediation. Specify the student's participation and performance in intensive remediation activities for FCAT Reading and/or Mathematics. (Describe and attach documentation.)

SECTION FOUR: IEP TEAM RECOMMENDATIONS

Based on its consideration of information regarding the student—including disability, academic performance, FCAT performance and accommodations provided, and demonstration of proficiency of the Grade 10 SSS/Next Generation SSS as assessed by the Grade 10 FCAT—the IEP team has determined that, in accordance with sections 1003.428(8)(b) and 1003.43(11)(b), F.S.,

- | | NA | Yes | No |
|---|--------------------------|--------------------------|--------------------------|
| • The passing score for the Grade 10 FCAT Reading should be waived. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The passing score for the Grade 10 FCAT Mathematics should be waived. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

In the event that the IEP team determined that passing the FCAT will not be waived, the student and the parent have been informed of the district’s obligation to make available to the student a free appropriate public education through age 21 (until the student turns 22 or until the end of the semester or school year in which the student turns 22, in accordance with the school district’s policy) or receives a standard diploma, whichever occurs first (Rule 6A-6.03028(1), F.A.C.)

Yes No

SIGNATURES

Student: _____ **Date:** _____

Parent/Guardian: _____ **Date:** _____

Teacher: _____ **Date:** _____

Teacher: _____ **Date:** _____

LEA Representative: _____ **Date:** _____

Title of LEA Rep: _____

Other: _____ **Date:** _____

SECTION FIVE: REVIEWING AUTHORITY

The signature of the principal or designee signifies that the IEP team has completed the waiver form in its entirety. The signature does not indicate approval of the IEP team's decision or that the student is going to be awarded a standard high school diploma. The standard high school diploma will only be awarded when the student meets the state's credit/course and grade point average requirement as well as any other district requirements for graduation with a standard diploma.

All the required documentation has been completed and attached. Yes No

This student is progressing toward meeting or has met the state's credit/course and grade point average requirements along with any other district requirements for graduation with a standard diploma.

Yes No

LEA or Designee: _____ **Date:** _____

Title of Designee: _____

Principal or Designee: _____ **Date:** _____

Title of Designee: _____

ATTACHMENTS AND/OR DESCRIPTIONS

- FCAT scores and accommodations provided (*if not included in Section Two*)
- Documentation of accommodations provided in the classroom or other information
- Other test scores, academic history, report card, transcript, or a description of the student's performance (*see question #5*)
- Documentation of remediation activities (*see question #6*)

FILE THE COMPLETED WAIVER FORM AND REQUIRED ATTACHMENTS AND/OR DESCRIPTIONS IN THE STUDENT'S CUMULATIVE FOLDER.