

**Waiver of Florida Comprehensive Assessment Test (FCAT)
 Graduation Requirements for Students with Disabilities**

Florida Statutes require that each district school board provide instruction to prepare students with disabilities to demonstrate proficiency in the competencies for successful grade-to-grade progression and high school graduation. Florida Statutes also provide for a waiver of the FCAT requirements for graduation with a standard diploma for **certain students with disabilities who have met all 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 must meet after a 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 determines whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations, and whether or not the student has demonstrated proficiency on the required standards. A free appropriate public education (FAPE) is available to students with disabilities until graduation with a standard high school diploma or through the end of the semester in which the student turns age 22, whichever occurs first. Any student who has not achieved a passing score on the FCAT must receive remediation.

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 active individual educational plan (IEP)
3. Have been provided 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. 003.43(11)(a), F.S., and s. 1008.25(3)(c)8., F.S.]
4. Have taken 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.

Student Name: _____ School: _____
 Student ID#: _____ Student Grade Level: _____ Date of Birth: _____
 Date of IEP Team Meeting: _____

Disability* - "x" all that apply (*Letters are codes used to report students by exceptionality through the Department of Education's automated student information system.)

- | | |
|---|---|
| <input type="checkbox"/> Orthopedic impairment (C) | <input type="checkbox"/> Specific learning disability (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) | |

SECTION TWO: FCAT PERFORMANCE

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

FCAT Reading	FCAT Mathematics (not applicable for 2011 9 th gr. cohort)
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 met on _____ to determine whether or not the FCAT requirement should be waived.

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

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

2. Has the student been enrolled in courses leading to a standard diploma and had multiple opportunities to demonstrate proficiency on the Sunshine State Standards 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 Grade 10 FCAT? N/A for this cohort Yes No

If the answer to one or both portions 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 but are indicated on the IEP: (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 on the Sunshine State Standards that are assessed by 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 on core content established by the Sunshine State Standards includes the following: (Check at least one. Check all that apply. Attach documentation for items checked.)

- 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 classwork, 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 Sunshine State Standards 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.,

- The passing score for the Grade 10 FCAT Reading should be waived.
- The passing score for the Grade 10 FCAT Mathematics should be waived.

N/A	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If 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 end of the semester in which the student turns 22, or receives a standard diploma, whichever occurs first [Rule 6A-6.03028(1), F.A.C.].

Yes No

Signatures

Student: _____ Date: _____
 Parent/Guardian: _____ Date: _____
 ESE 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

The 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

School Principal or Designee: _____ Date: _____
 Title of Designee: _____ Date: _____
 Superintendent or Designee: _____ Date: _____
 Title of Designee: _____

ATTACHMENTS AND/OR DESCRIPTONS

- 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