FLORIDA DEPARTMENT OF EDUCATION

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Commissioner of Education

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Technical Assistance Paper

Waiver of the Florida Comprehensive Assessment Test (FCAT) Graduation Requirement for Students with Disabilities

Summary:

This technical assistance paper (TAP) updates previous technical assistance provided to school districts regarding implementation of the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act (section 1007.02, Florida Statutes) to ensure that appropriate consideration is provided for all students with disabilities who may be eligible for a waiver in one or both sections of the Florida Comprehensive Assessment Test (FCAT). This TAP also provides suggestions for procedures when a student with a disability seeking a standard diploma does not pass the tenth grade FCAT.

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A. Florida Comprehensive Assessment Test (FCAT) Waiver Requirements

A-1. What is the authorizing legislation for the FCAT waiver?

The 2003 Legislature passed the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act (section 1007.02, Florida Statutes [F.S.]). Sections 1003.428(8)(a) and 1003.43(11)(a), F.S., require that school districts provide instruction to prepare students with disabilities as identified in s. 1007.02, F.S., to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. Laws governing high school graduation requirements state that individual educational plan (IEP) teams may waive the required passing score for one or both sections of the FCAT under specific circumstances for eligible students with disabilities for the purpose of receiving a standard high school diploma. Specific requirements regarding the FCAT waiver process are found at sections 1003.428(8) and 1003.43(11), F.S.

A-2. What requirements must a student meet to be considered for an FCAT waiver?

To be considered for a waiver from the FCAT graduation requirement, the student must:

- Be identified as having a disability as defined in section 1007.02(2), F.S.
- Have an IEP
- 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 (ss. 1003.428(8)(a), 1003.43(11)(a), and 1008.22(3)(c)8., F.S.)
- Have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice, once in grade 10 and once in grade 11
- 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.

A-3. What are the responsibilities of the IEP team in the FCAT waiver process?

In accordance with sections 1003.428(8)(b) and 1003.43(11)(b), F.S., IEP teams must make a determination that the FCAT cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. NOTE: IEP teams should strongly encourage students who have not passed one or more sections of the FCAT to retake the assessment when offered.

IEP teams 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 with all allowable accommodations at least twice, once in grade 10 and once in grade 11, to:

- Verify that the student has met or is on schedule to meet all requirements identified in Question A-2
- Determine if the FCAT can accurately measure the student's abilities, taking into consideration all allowable accommodations
- Determine if one or both sections of the FCAT should be waived as a requirement for graduation with a standard diploma
- Maintain documentation regarding the determination

B. Eligible Students

B-1. Which students with disabilities are eligible to receive an FCAT waiver?

As defined in section 1007.02(2), F.S., students with disabilities include students with:

- Intellectual disability
- Hearing impairment, including deafness
- Speech or language impairment
- Visual impairment, including blindness
- Emotional or behavioral disability
- Orthopedic or other health impairment
- Autism spectrum disorder
- Traumatic brain injury
- Specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia

B-2. Are students with only 504 plans eligible for consideration for the waiver?

No. Students with only a 504 plan are not eligible for consideration for the waiver. Sections 1003.428(8) and 1003.43(11), F.S., state the waiver may only be considered for eligible students with disabilities (as determined in section 1007.02(2), F.S.) who have a current IEP.

B-3. Is the waiver available to students without disabilities who meet all the other requirements for graduation except passing the FCAT?

No. In accordance with sections 1003.428(8) and 1003.43(11), F.S., the waiver may only be considered for eligible students with disabilities who have an IEP at the time that the waiver decision is made.

B-4. Is a student who chooses a three-year graduation program eligible for consideration for the FCAT waiver?

Beginning with students entering their first year of high school in the 2007–2008 school year, students with disabilities may be eligible for the FCAT waiver under section 1003.428(1), F.S., as long as they meet all requirements in section 1003.429, F.S., *Accelerated high school graduation options.*

B-5. If after FCAT administration a student is determined to be a student with a disability, can the student be considered for the waiver?

Yes, if after the FCAT administration a student has been determined to be a student with a disability, the student may be considered for the waiver as long as the student meets the waiver requirements under Questions A-2 and B-1. For example, a student took the FCAT in grade 10 and did not earn passing scores. The student was then identified as a student with a disability at the beginning of grade 11. If the IEP team determines that accommodations are appropriate for this student, the student would take the FCAT during the next administration in grade 11 with all appropriate accommodations. After taking and failing to make a passing score in grade 11, the student would then be eligible to be considered for the FCAT waiver providing all other requirements were met.

B-6. If a student's IEP team has determined that no test accommodations are appropriate, and the student has failed the FCAT at least twice, once in grade 10 and once in grade 11, is the student eligible for the waiver?

Yes, as long as the student meets all other requirements and the IEP team has considered allowable accommodations and determined none to be appropriate.

B-7. Can a student who has received instructional accommodations in the classroom that are non-allowable on the FCAT be considered for the waiver?

Yes. In accordance with section 1008.22(3)(c)6., F.S., students who have received instructional accommodations in the classroom that are non-allowable on the FCAT and who meet all the criteria listed in Questions A-2 and B-1 above may be considered for the waiver. 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 (a non-allowable accommodation on the FCAT) may still be considered for the FCAT waiver if the IEP team verifies that all the criteria have been met.

B-8. Are students who have been determined eligible solely for the hospital/homebound program (and no other disability area) eligible for the waiver?

No. Students who are eligible for exceptional student education (ESE) services solely on the basis of criteria found in Rule 6A-6.03020, Florida Administrative Code (F.A.C.), *Specially Designed Instruction for Students Who Are Homebound or Hospitalized*, do not meet the definition of a student with a disability found in section 1007.02, F.S.

B-9. Are students who were previously dismissed from an ESE program eligible for the waiver?

No, students who have been dismissed from an ESE program are no longer eligible for the waiver. In accordance with s. 1003.428(11)(b) and s. 1003.43(8)(b), F.S., the IEP team determines whether the student is eligible for the FCAT waiver. A student who has been dismissed from special education no longer has an IEP or IEP team.

B-10. Is a student eligible for the FCAT waiver if the parent or adult student has revoked consent for special education services?

No. When consent for special education services is revoked, the student no longer has an IEP.

B-11. Are students with disabilities who transfer to Florida from another state in 12th grade eligible for the waiver?

Yes. Under section 1003.433, F.S., a student who transfers to Florida from another state must pass the Grade 10 FCAT or an alternate assessment that is concordant with the FCAT; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he or she is transferring OR meet Florida's course requirements in order to earn a standard high school diploma

B-12. Can districts grant the waiver to all students with disabilities who are eligible for consideration?

Districts cannot make a policy decision to unilaterally grant the waiver to all students with disabilities in grade 12 who meet the requirements. IEP teams must consider each student individually.

C. Continuous Enrollment

C-1. Is a student with a disability who has not been continuously enrolled in school eligible for the waiver?

Yes, a student with a disability who has not been continuously enrolled in school may be eligible for the waiver as long as the student meets all other requirements and takes the FCAT at least twice.

C-2. Is a student with a disability who graduated early (e.g., December) and is no longer enrolled eligible for consideration for the waiver?

If the student is under age 22 and graduated with a special diploma or received a certificate of completion, the student may re-enroll to pursue a standard diploma and must meet all the requirements to be considered for the waiver. The IEP must be in compliance at the time of consideration.

C-3. Can students with disabilities who attend private school, including those using the McKay Scholarship for Students with Disabilities but who took the FCAT once, re-enroll in public school and be eligible for the waiver?

Students who attend private schools may re-enroll in a public school and be considered for the waiver if they meet all the requirements, including having taken the FCAT twice. Students attending private schools using the McKay Scholarship are given the opportunity to take the FCAT. However, students receiving a McKay Scholarship who re-enroll in a public school for the purpose of having the FCAT waived may not be eligible to receive a scholarship for the following school year.

C-4. Is a student with a disability who took the FCAT in grades 11 and 12 but was in private school in grade 10 eligible for the waiver?

Yes, if the student meets all the requirements, including those for academic credits and GPA.

D. Special Diploma

D-1. Are students who were pursuing a standard diploma but whose IEP team determined that a special diploma would be appropriate because they could not pass the FCAT eligible to move back to a standard diploma and be considered for the waiver?

Yes. The IEP team must determine that a standard diploma is appropriate for this student and determine if the student has been enrolled in courses leading to a standard diploma, is

progressing toward meeting the state's 24 credit/course and 2.0 cumulative GPA requirements and any other district graduation requirements, and had opportunities to participate in the Grade 10 FCAT.

D-2. Can a student who has been working toward a special diploma stay in school to work on credits to be considered for the waiver?

Yes, as long as the student has not reached the age of 22 (or, at the option of the district, the end of the semester or school year the student turns 22).

D-3. Can a student who has graduated with a special diploma return to school and work on credits to earn a standard diploma and be considered for the waiver?

Yes, a student who has received a special diploma may re-enroll, continue to work toward a standard diploma, and be considered for the waiver as long as the student has not reached the age of 22 (or, at the option of the district, the end of the semester or school year the student turns 22).

E. Informing the Parent(s) and Student

E-1. When should the parent(s) and the student be made aware of the FCAT waiver?

As integral members of the IEP team, the parent(s) and the student should be made aware of the possibility of an FCAT waiver if the student does not pass the spring administration of the Grade 10 FCAT.

E-2. What information should be communicated to parents and students at the time that they are made aware of the FCAT waiver?

At the time the parents and students are initially made aware of the FCAT waiver (usually following the spring administration of the Grade 10 FCAT), an emphasis should be placed on ensuring that the student and parent(s) understand the following information:

- The school will continue to provide remediation, multiple opportunities to retake the FCAT, and appropriate instructional and assessment accommodations as specified by the student's IEP until whichever of the following events occurs first:
  - The student earns a passing score on the FCAT or on a standardized test that is concordant with the FCAT, and receives a standard diploma
  - The student turns 22 or reaches the end of the semester or school year in which the student turns 22, in accordance with the school district's policy
- Although students might not ultimately earn a passing score on the FCAT, proficiency in the core content knowledge and skills is necessary to be considered for the FCAT waiver (s. 1003.428(8)(a) and s. 1003.43(11)(a)).
- Concordant SAT and/or ACT scores may be used by all students as an alternative to a passing FCAT score. Section 1008.22(10), F.S., authorizes the State Board of Education to adopt scores that can be determined to be equivalent to those required on the FCAT as meeting the graduation assessment requirement in lieu of the FCAT passing score. To access current concordant scores and procedures related to this option, you may contact the Florida Department of Education, Office of Assessment

and School Performance, by telephone at (850) 245-0513 or download FCAT Graduation Requirements at http://fcat.fldoe.org/pdf/fcatpass.pdf.

F. Tracking Progress

F-1. What evidence should the IEP team review to determine that the student demonstrates the skills and proficiencies needed for graduation with a standard high school diploma AND that the FCAT is not an accurate measure of the student's abilities?

Evidence that the IEP team should review to determine that the student demonstrates skills and proficiencies needed for graduation with a standard high school diploma includes, but is not limited to, the student's performance:

- On standardized academic assessments, such as the SAT, the College Placement Test (CPT), the ACT, or the Armed Services Vocational Aptitude Battery (ASVAB)
- In core academic courses (e.g., language arts and mathematics), including classroom work samples, end-of-year or semester exams, teacher observations, report cards, and the relevant classroom data
- During intensive remediation activities on the required state standards
- In higher-level courses (honors, advanced placement, etc.) or in postsecondary courses through dual-enrollment

F-2. How can districts be confident that a student demonstrates proficiency in the skills and competencies needed for high school graduation? What methods may districts use to track a student's progress?

Districts should establish procedures for collecting evidence (tracking) of proficiency in core content knowledge and skills measured by the FCAT beginning immediately after the first failed attempt at passing the Grade 10 FCAT. The benefit of establishing a procedure that incorporates tracking into the IEP process prior to the end of the senior year is that keeping cumulative documentation helps guide service and instructional decisions to increase positive student outcomes.

Depending on district size and the preferences of staff within a district, cumulative documentation of proficiency may range from a simple checklist in which teachers initial and date each required standard at the time that proficiency is demonstrated to a more elaborate portfolio featuring work samples reflecting proficiency of each required standard. Districts should consider districtwide practices related to grading policies, transcripts showing coursework history, attendance records, other standardized test scores, and collection of work samples and remediation activities when considering how to track student progress. Examples are provided below:

- A district may determine that its grading policy is designed and implemented in such a way that proficiency in the core curriculum content established in the Next Generation Sunshine State Standards can reliably be determined based on specific course report card grades. Such report card grades provide IEP teams with the information needed to objectively justify FCAT waiver decisions at the time of consideration.
- A district may determine that IEP teams, teachers, students, and parents would benefit from a system of tracking remedial efforts, multiple attempts for earning a passing

FCAT score, and progress toward proficiency. A district may use a tracking form to document such efforts. When actual work samples reflecting proficiency of each standard assessed by the Grade 10 FCAT are also desired, a district may add the use of a portfolio to document such efforts.

F-3. How should progress toward demonstration of proficiency be communicated to parents?

Growth toward proficiency may be illustrated in graphic form so that parents and students can see the rate of growth from the student's baseline performance. If the growth rate is not adequate to achieve proficiency within the intended time frame, an adjustment in the instruction and intervention(s) should be implemented. In this way, all parties are assured of the school's commitment to continuing intensive remediation efforts so that proficiency is achieved.

G. Waiver Form

For a sample of a Waiver Form, see Appendix A.

G-1. Who makes the decision to grant a waiver of one or both sections (reading and mathematics) of the FCAT for graduation with a standard diploma?

The IEP team makes the decision to grant a waiver of one or both sections of the FCAT for graduation with a standard diploma based on the requirements listed under question A-2.

G-2. Is the IEP team required to convene to consider the waiver?

Yes, under Rule 6A-6.03028, F.A.C., the IEP team is required to review the student's IEP periodically and revise the IEP as appropriate to address consideration of a variety of factors, including the student's performance on any general statewide assessment and the student's diploma option. The IEP team must convene to consider whether the student meets all requirements to be considered for the waiver. The Waiver Form in Appendix A may be used to guide the IEP team through this process.

G-3. When should the waiver decision be made and the form completed?

The 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 with all allowable accommodations at least twice, once in grade 10 and once in grade 11.

G-4. Is the student's GPA in core classes, in addition to the overall GPA, a consideration when granting the waiver?

The student's GPA in core classes (e.g., English and mathematics) may be considered as evidence of proficiency. However, the student must be progressing toward meeting the state's credit/course and cumulative GPA requirements as well as any other district graduation requirements to be considered for the waiver.

G-5. Can a student with a disability who has taken FCAT Mathematics three times and FCAT Reading one time be considered to have taken the FCAT twice?

No. Each section of the FCAT should be considered as an individual test. If the student fails either section of the FCAT once, he or she must take that section at least one additional time with appropriate accommodations before being considered for the waiver.

G-6. If a student with a disability passes one section of the FCAT (reading or mathematics) on the first attempt but fails the second section twice, can that second section be waived?

Yes. The IEP team may waive either section of the FCAT independent of the other section.

G-7. Is there a cut-off score required for consideration for the waiver (e.g., students within 50 points of passing)?

No. IEP teams may consider any student who meets all requirements under question A-2 for the waiver, regardless of the scores received on the FCAT.

G-8. How can parents obtain a copy of their child's waiver form?

The IEP team, school counselor, or school principal should provide a copy of the waiver form to the student's parents upon parental request.

H. Adult Education

H-1. Will students be able to apply to a college or university if they obtain a standard high school diploma using the waiver?

Yes, the student will be considered to have obtained a standard high school diploma and will be able to apply for college or university admission. However, students must meet all other requirements beyond the standard high school diploma to be considered for admission to a college or university. Students with disabilities and their families are advised to investigate college and university requirements, policies, and available supports when considering applying for admission.

H-2. May co-enrolled students with disabilities (students currently enrolled in a 9–12 high school program and taking credit courses through adult education) request an FCAT waiver?

Yes. Co-enrolled students with disabilities who are taking adult education courses for the purpose of making up credits, improving their grade point average, or earning extra credits may request an FCAT waiver. Students should follow their school district procedure for requesting the waiver and are required to meet state eligibility requirements.

H-3. Are students with disabilities who have withdrawn and enrolled in adult general education eligible for an FCAT waiver?

No. Because adult high school students have officially withdrawn from secondary school and are not served in exceptional student education (and do not have an IEP), they are not eligible for an FCAT waiver.

However, if the adult high school student with a disability has not yet reached age 22, the student has the option of re-enrolling in school and requesting an eligibility staffing for ESE. If it is determined that the student is eligible for ESE, the student may be eligible for an FCAT waiver if all waiver eligibility criteria are met.

I. Other

I-1. What options are available for students who do not pass the FCAT and do not receive a waiver?

Students who do not pass the FCAT and do not receive the waiver have other options. These include:

- Opting to receive a special high school diploma
- Returning to high school with ESE services to continue working toward passing the FCAT until reaching the age of 22
- Accessing FCAT remediation through adult education
- Preparing for the GED test through adult education
- Receiving a score comparable to the FCAT passing score (a concordant score) on the ACT or SAT pursuant to s. 1008.22(10), F.S.
- Receiving a certificate of completion pursuant to s. 1003.428(7)(b), F.S.

I-2. Can a student with disabilities be required to participate in remediation, including intensive remediation, for the FCAT Reading and FCAT Mathematics if passing scores were not earned on these assessments in order to receive a waiver?

Yes. For all students who score below a specified level on the FCAT subject area tests, school districts must provide *appropriate remedial instruction* pursuant to section 1008.22(3)(c)4., F.S.

For students entering their first year of high school in the 2007–2008 school year, section 1003.428(2)(b)2.c-d, F.S., specifies remediation requirements. For each year that a student scores below a Level 3 on the FCAT Reading, in the following year a student who scored a Level 1 must complete an intensive reading course; a student who scored a Level 2 must either complete an intensive reading course or a content area course containing reading strategies. For each year that a student scores Level 1 or 2 on FCAT Mathematics, the student must receive remediation the following year.

I-3. Are districts required to include information about the FCAT waiver in the district's student progression plan?

Yes. The *Student Progression Plan Guide 2009–2010* requires that information about the FCAT waiver be included in a district's student progression plan. For information about student progression plans or assistance, please contact the Florida Department of Education; Bureau of School Improvement; 325 W. Gaines Street, Suite 432; Tallahassee, FL 32399-0400; phone: (850) 245-0422.

Appendix A – Sample Form

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):

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

***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	☐ 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) _____	☐ Yes	☐ 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.	☐	☐	☐
• The passing score for the Grade 10 FCAT Mathematics should be waived.	☐	☐	☐

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

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

Title of Designee: _____

Superintendent 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 #6)*
- ☐ Documentation of remediation activities *(see question #7)*

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