

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

(1) General requirements. ~~Beginning in the 2014-2015 school year, students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements in Sections 1003.4282(4)-(8) or 1002.3105(5) or 1003.4282(10) and 1003.4285, Florida Statutes (F.S.). 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 earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with Section 1008.22(3)(c)2., F.S., or participation in a statewide assessment has been exempted in accordance with Section 1008.212 or 1008.22(10), F.S. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.~~

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

(a) Access Points – Alternate Academic Achievement Standards. ~~Access Points – Alternate Academic Achievement Standards are modifications as defined in Rule 6A-6.03411, Florida Administrative Code (F.A.C.), and are the alternate academic achievement standards for Florida. Access points reflect the key concepts of general education standards. Access Points – Alternate Academic Achievement Standards are for students with the most significant cognitive disabilities, as defined in Rule 6A-1.0943, F.A.C., and are designed to contribute to a fully aligned system of content, instruction and assessment. courses. Access courses are approved by the State Board of Education and are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Access courses are based on the access points—alternate academic achievement standards.~~

(b) Access courses. ~~Access courses are approved by the State Board of Education and are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Access courses are based on the Access Points – Alternate Academic Achievement Standards. points are modifications as defined in Rule 6A-6.03411, F.A.C., and the alternate academic achievement standards for Florida. Access points are built to target the salient content of Florida's Standards. Access points are intended for students with the most significant cognitive disabilities, as defined in Rule 6A-1.0943, F.A.C., and are designed to contribute~~

~~to a fully aligned system of content, instruction and assessment, allowing fluid movement as students grow in the competency.~~

(c) ~~Florida Statewide, standardized A~~alternate ~~A~~assessment. In accordance with Section 1008.22(3)(d), F.S., an alternate assessment is a statewide, standardized assessment designed for students with the most significant cognitive disabilities that meet the ~~inclusionary and exclusionary~~ criteria in Rule 6A-1.0943, F.A.C., and is fully aligned with Access Points – Alternate Academic Achievement Standards.

(d) Employment transition plan. A plan that meets the requirements found in Section 1003.4282(8)(9)(b)2-d, F.S. This plan is ~~in separate and apart from~~ the student's individual educational plan (IEP).

(e) No change.

(f) ~~"General e~~Education ~~C~~urriculum ~~s~~Standards" means the standards incorporated in Rule 6A-1.09401, F.A.C.

(g) No change.

(3) Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the statewide, standardized alternate assessment is the most appropriate measure of the student's skills, in accordance with subsection 6A-1.0943(5), F.A.C., and instruction in the Access Ppoints – Alternate Academic Achievement Standards is the most appropriate means of providing the student access to the general education curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1) (8) or 1002.3105(5), F.S., through the access course specified for each required core course or through core academic courses aligned with the general education curriculum standards.

(a) Eligible CTE courses, as defined in paragraph (2)(e) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A, ~~and Access Algebra 1B,~~ Access Algebra I and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History, Access World History, Access United States Government and Access Economics. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

(b) No change.

(c) A score of three (3) on the statewide, standardized alternate assessment in ~~Access ELA I,~~ Access ELA II, Access Algebra I ~~or;~~ Access Geometry; ~~Access Biology I and Access United States History~~ must be attained, unless assessment results are waived in accordance with Section 1008.22(3)(d), F.S. For a waiver of the results of the

statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(d), F.S., consent must be provided by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.

(d) No change.

(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. A student must meet all of the graduation requirements specified in Section 1003.4282~~(1)~~~~(8)~~ or 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

(a) Eligible CTE courses, as defined in paragraph (2)~~(c)~~~~(d)~~ of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History, World History, United States Government and Economics. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

(b) Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282~~(8)~~~~(9)~~(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.

(c) Documented achievement of all components defined in Section 1003.4282~~(8)~~~~(9)~~(b)2.d., F.S., on the student's employment transition plan.

(5) No change.

(6) 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 the student meets the requirements found at Section 1003.4282~~(8)~~~~(9)~~(c), F.S.

(a) No change.

~~(b)~~ No change.

~~(c)~~2. School districts must inform the parent and the student the year in which the student is expected to meet

graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

~~(d)3.~~ No change.

~~(b) In accordance with subsection 6A-6.03028(1), F.A.C., a student with a disability 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 twenty-two (22).~~

Rulemaking Authority 1001.02(1), (2)(n), 1003.4282, 1008.22(15) FS. Law Implemented 1003.4282, 1003.5716, 1008.22 FS.

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