

Reference Guide to Supporting the Academic Success of Children

- Educational Advocacy
- Acronyms and Definitions
- Community Resources
- Graduation Requirements
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- IEP Template

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BACKGROUND

The educational needs of children in foster care are often overlooked or neglected. School may have been the one constant for the child, with friends, a trusted teacher and a familiar environment-the child's safety net. But often the foster home is not in the child's school district, and the additional burden of a school move becomes an added trauma in a young child's life. More often, the child's foster home placement is changed several times, with multiple school moves and little emotional support for a child who has experienced far too much instability and disruption even prior to entering foster care. According to research provided by the Casey Family Programs, the following facts reveal the impact on children:

- Students lost 4-6 months of academic progress every time they changed schools.
- Foster children attend an average of six different schools in their K-12 experience, and 60-70% do not graduate from high school.
- Likelihood of being absent from school is 2x that of other students
- 17-18 year old foster youth having an out-of-school suspension is twice that of other students
- 17-18 year old foster youth being expelled is three times that of other students
- Foster youth receiving special education is 2.5-3.5x that of other students
- Average reading level of 17-18 year olds in foster care – 7th grade
- Percent of foster youth who complete high school by 18 – 50%
- Percent of 17-18 year foster youth who want to go to college – 84%
 - Percent of foster youth who graduated from high school who attend college – 20%
 - Percent of former foster youth who attain a bachelor's degree – 2-9%

The PPCD [Permanency Planning for Children Department] has recently published a judicial education checklist and Technical Assistance brief designed to support the judiciary in advancing the educational progress of young people in care. The checklist is entitled, "Asking the Right Questions: A Judicial Checklist to Ensure That the Educational Needs of Children and Youth in Foster Care Are Being Addressed." Information from this checklist has been included to assist you as you advocate for a child/youth in the education setting. Some of the items on the checklist refer to the Individuals with Disabilities Education Act (IDEA) and an individualized education plan (IEP). There are detailed explanations of both of these items in the resource section of this document. In addition, you will find italicized information following some of the questions, which were not part of the initial checklist but are meant to serve as helpful hints as you utilize the checklist.

Asking the Right Questions: A Judicial Checklist to Ensure That the Educational needs of Children and Youth in Foster Care Are Being Addressed, published by National Council of Juvenile and Family Court Judges, Reno, Nevada, 2005

EDUCATIONAL ADVOCACY

Role of Case Manager

For children who are placed in the temporary or permanent custody of the department, the case manager is ultimately responsible for ensuring that the child in care is receiving all of the supports necessary to succeed in school. As part of any judicial review, the case manager must provide significant information as to the child's academic success to the dependency court. Florida Statute, Section 39.0016 is entitled "education of abused, neglected and abandoned children". This Dependency Statute outlines educational standards to guide actions concerning the education of children who are dependent. This section also includes provisions for the court appointment of a "surrogate parent" to ensure that the rights of children with disabilities are protected when there is not a parent available who has the authority, willingness or ability to serve as the educational decision-maker for the child.

Whenever possible, the case manager should make active efforts to engage the child's parents in educational advocacy and decision-making. The Guardian ad Litem or the appointment of a surrogate parent can bring much needed attention and focused advocacy to the educational needs of a child in care. The case manager should welcome such partnerships, and make every effort to engage in teamwork with the GAL and/or surrogate parent to discuss ways to share responsibilities for educational advocacy. Discussions should include who meets with school personnel, who gathers the information specific to the child from school professionals, and how shared consensus and advocacy actions should occur. The following list of the educational information that should be known can be used as a basis for discussion and coordination.

General Education Information

A good first step in assessing educational status and beginning to identify needs that the child might have is by collecting general education information such as the child's current school status, length of time at the current school, etc.

Enrollment

Is the child or youth enrolled in school?

- At which school is the child or youth enrolled?
- In what type of school setting is the child or youth enrolled (e.g. specialized school)?

How long has the child or youth been attending his/her current school?

- Where is this school located in relation to the child's or youth's foster care placement?
- Were efforts made to continue school placement, where feasible?

If currently not in school setting, what educational service is the child or youth receiving and from whom?

- Is the child or youth receiving homebound or home-schooled educational services? (*Home-schooled children may require particular attention, as the GAL may be the only person from the system, other than the DCF caseworker, to observe and assess the child.*)
- If Yes: Who is responsible for providing educational materials and what information is available about their quality?
- If Yes: How frequently are educational sessions taking place? What is the duration of each session? (e.g. how many hours?)

Provision of Supplies

Does the child or youth have appropriate clothing to attend school?

Does the child or youth have the necessary supplies and equipment (e.g., pens, notebooks, musical instrument) to be successful in school?

Transportation

How is the child or *youth* getting to and from school?

What entity (e.g., school, child welfare agency) is responsible for providing transportation?

Attendance

Is the child or *youth* regularly attending school?

Has the child or *youth* been expelled, suspended or excluded from school-this-year/ever?

- If Yes: How many times?
- Have proper due process procedures been followed for the expulsions, suspension or exclusions from school?
- What was the nature/reason for the child's or youth's most recent expulsion, suspension or exclusion from school?
- How many days of school will the child or youth miss as a result of being expelled, suspended or excluded from school?
- If currently not attending school, what educational services is the child or youth receiving and from whom?

How many days of school has the child or youth missed this year?

- What is the reason for these absences?
- What steps have been taken to address these absences?
- Has the child or youth received any trancies, and if so, for how many days?
- Has the child or youth been tardy, and if so, for how many times?

Performance Level

When did the child or youth last receive an educational evaluation or assessment?

- How current is this educational evaluation or assessment?
- How comprehensive is this assessment?
- At which grade level is this child or youth currently performing?
- Is the child or youth academically on target?
- Is this the appropriate grade level for this child or youth?
- If No: What is the appropriate grade level for this child or youth?
- Is there a specified plan in place to help this child or youth reach that, level? (*this is often referred to as the Individualized Education Plan [IEP]*)

What is this child's current grade point average?

- If below average, what efforts are being made to address this issue?
- Is the child or youth receiving any tutoring or other academic supportive services?
- If Yes: In which subjects?

Tracking Education Information

It is critical that the child have a responsible adult who will ensure that the child's educational needs are being met. Generally, this person will be the child's current custodian although in your role as a case manager or GAL you should be actively involved in this process as well.

Does this child or youth have a responsible adult serving as an educational advocate?

- If Yes: Who is the adult?
- How long has this adult been advocating for the child's or youth's educational needs?
How often does this adult meet with the child or youth?
- Does this adult attend scheduled meetings on behalf of the child or youth?
- Is this adult effective as an advocate?

If there is no designated educational advocate, who ensures that the child's or youth educational needs are being met?

- Who is making sure that the child or youth is attending school?
- Who gathers and communicates information about the child's or youth's educational history and needs?
- Who is responsible for educational decision-making for the child or youth? Who monitors the child's or youth's educational progress on an on-going basis?
- Who is notified by the school if the child or youth is absent (i.e. foster parent, social worker)?
- Who could be appointed to advocate on behalf of the child or youth if his or her educational needs are not met?

Change in Placement / Change in School

Having basic information about the number of times a child has changed schools can be critical to your understanding of their current performance in school and can assist you as you advocate for appropriate services in their school setting.

Has the child or youth experienced a change in schools as a result of a change in his or her foster care placement?

- If Yes: How many times has this occurred?
- What information, if any, has been provided to the child's or youth's new school about his or her needs?
- Did this change in foster care placement result in the child or youth missing any school?
- If Yes: How many days of school did the child or youth miss? Have any of these absences resulted in a truancy petition?
- Were efforts made to maintain the child or youth in his or her original school despite foster care placement change?

Health Factors Impacting Education

Gathering information about the child's current health (which includes their physical, mental and emotional health) is also important to the development of an accurate and thorough assessment of the child's needs. If you identify physical, mental health or emotional disability that impacts learning there are things that you can do to ensure that they have been properly evaluated and are receiving adequate services.

Physical Health

Does the child or youth have any physical issues that impair his or her ability to learn, interact appropriately, or attend school regularly (e.g., hearing impairment, visual impairment)?

- If Yes: What is this physical issue?
- How is this physical issue impacting the child's or youth's education?
- How is this need being addressed?

Mental Health

Does this child or youth have any mental health issues that impair his or her ability to learn, interact appropriately, or attend school regularly?

- If yes, what is the mental health issue?
- How is this mental health issue impacting the child's or youth's education?
- How is this need being addressed?

Is the child or youth currently being prescribed any psychotropic medications?

- If Yes: Which medications have been prescribed?
- How will this medication effect the child's or youth's educational experience?

How is this mental health issue impacting the child's or youth's education?

Emotional Issues

Does the child or youth have any emotional issues that impair his or her ability to learn, interact appropriately, or attend school regularly?

- If Yes: What is this emotional issue?
- How is this emotional issue impacting the child's or youth's education?
- How is this need being addressed?
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Is the child or youth experiencing any difficulty interacting with other children or youth at school (e.g. Does the child or youth have a network of friends? Has he or she experienced any difficulty with bullying?)

- If Yes: what is being done to address this issue?

Special Education and Related Services Under IDEA and Section 504

If the child or youth has a physical, mental health or emotional disability that impacts learning, has this child or youth (birth to age 21) been evaluated for Special Education/ Section 504 eligibility and services?

- If No: Who will make a referral for evaluation or assessment? If Yes: What are the results of such an assessment?
- Have the assessment results been shared with the appropriate individuals at the school

Does the child or youth have an appointed surrogate pursuant to IDEA (e.g., child's or youth's birth parents, someone else meeting the IDEA definition of, parent, or an appointed surrogate parent)?

- If No: Who is the person that can best speak on behalf of the educational needs of the child or youth?
- Has the court used its authority to appoint a surrogate for the child or youth?
- Has the child's or youth's education decision-maker been informed of all information in the assessment and does that individual understand the results?

Does this child or youth have an Individualized Education Plan (IEP)?

- If Yes: Is the child's or youth's parent or caretaker cooperating in giving IEP information to the appropriate stakeholders or signing releases?
- Is this plan meeting the child's or youth's needs?
- Is the child's or youth's educational decision-maker fully participating in developing the IEP and do they agree with the plan?

Does this child or youth have a Section 504 Plan?

- If Yes: Is this plan meeting his or her needs?
- Is there an advocate for the child or youth participating in meetings and development of this plan?

Extracurricular Activities and Talents

Identification of extracurricular activities and talents that are areas of interest for your appointed child or that may be available to is essential in helping to foster that sense of "normalcy" that is so important for youth in the foster care system.

What are some identifiable areas in which the child or youth is excelling at school?

Is this child or youth involved in any extracurricular activities?

- If Yes: Which activities is the child or youth involved in?

Are efforts being made to allow this child or youth to continue his or her extracurricular activities (e.g., provision of transportation, additional equipment, etc.)

Have any of the child's or youth's talents been identified?

- If Yes: What are these talents?
- What efforts are being made to encourage the child or you to pursue these talents?

Transitioning

For Youth, aged 13 and older it is critical that the child's team is beginning to think about independent living skills and training might assist the youth as they transition into adulthood. Helping the youth gain information about what the possibilities are and assisting him/her in setting goals is critical. ..

Does the youth have an independent living plan?

- Yes: Did the youth participate in developing this plan? Does this plan reflect the youth's goals?
- If Yes: Does the plan include participation in Chafee independent living services?
- Does this plan include vocational or post-secondary educational goals and preparation for the youth?

Is the youth receiving assistance in applying for post-secondary schooling or vocational training?

Is the youth being provided with information and assistance in applying for financial aid, including federally-funded Education and Training Voucher (see Chafee Foster Care Independence Program)?

If the youth has an IEP, does it address transition issues?

- If Yes: What does this transition plan entail?
- Did the youth participate in developing the transition plan?
- Is this transition plan coordinated with the youth's independent living plan?

For children in the dependency system who have not been adjudicated dependent they are legally considered to be in "shelter" placements awaiting foster care placement status. With this distinction it allows these children to be covered by this law. This law allows students to remain in their "home" school or gain immediate access to a new school. If the case manager, GAL or surrogate parent does not believe that it is in the best interest of the child to be moved from the school that they were originally attending or if the child changes placements while still in "shelter" status, they can advocate that the local school board needs to provide transportation for the child from their current placement to the original school.

EDUCATIONAL DEFINITIONS AND ACRONYMS

As you participate in the special education process, you will encounter unfamiliar language and acronyms. It may seem like a foreign language, but it is really just a language of initials. Many of these initials are explained and defined below. Often, during meetings, many of these terms and acronyms are used frequently, and it is assumed that everyone is familiar with the meaning. If you are in a meeting and this occurs, feel free to ask, "What does that term mean?"

Accommodations: Special academic and/or behavioral adjustments that assist a student to participate in the general education classroom. Accommodations do not change what is being measured or taught. only the way it is delivered.

Adapted Physical Education (APE): A component of the educational curriculum in which physical, recreational and other therapists work with children who exhibit delays in motor development and perceptual motor skills. It is a related service some children might need in addition to or in place of physical education.

Adequate Yearly Progress: The degree of progress for children in academic areas established by the State Education Agency.

Advocate: An individual who represents or speaks on behalf of another person's interests [as in a parent with his/her child].

American Sign Language (ASL): A method of communicating by using hand signs. Each sign represents either one word or a concept that is typically expressed with several spoken words. For words that do not have a sign, finger spelling is used.

American Speech-Language-Hearing Association (ASHA): The national professional association for speech and language therapists and audiologists.

Americans with Disabilities Act (ADA): A civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communication.

Annual Performance Report (APR): The report that is submitted by each State to the U.S. Department of Education that provides data and information on compliance and results of special education for children with disabilities.

Assistive Technology Device (ATD): Any item, piece of equipment, or product system, whether acquired commercially or off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Public schools are required to consider the assistive technology needs of students with disabilities.

Attention Deficit Disorder (ADD): A neurobiological disorder. Typically, children with ADD have developmentally inappropriate behavior, including poor attention skills and impulsivity. These characteristics arise in early childhood, typically before age seven, are chronic, and last at least six months. Children with ADD may also experience difficulty in the areas of social skills and self-esteem.

Autism (AU): A developmental disability significantly affecting verbal and non-verbal communication and social interaction.

Autism and Pervasive Developmental Disorder (POD): Developmental disabilities that share many of the same characteristics. Usually evident at age three, autism and PDD are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others.

Autism Spectrum Disorder (ASD): State Board of Education Rule 6A-6.03023, Florida Administrative Code, defines Autism Spectrum Disorder to be a range of pervasive developmental disorders that adversely affects a student's functioning and results in the need for specially designed instruction and related services. Autism Spectrum Disorder is characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe. Autism Spectrum Disorder may include Autistic Disorder, Pervasive Developmental Disorder Not Otherwise Specified, Asperger's Disorder, or other related pervasive developmental disorders.

Behavioral Assessment (BA): Gathering (through direct observation and by parent report) and analyzing information about a child's behavior. The information may be used to plan ways to help the child change unwanted behaviors. Observations include when a behavior occurs as well as the frequency and duration of the behavior.

Behavioral Intervention Plan (BIP): A plan that is put in place to teach a child proper behavior and social skills. It should be positive in nature, not punitive.

Bureau of Indian Education (BIE): The government agency that oversees and assists in the educational affairs of the Native Americans. The BIE operates schools in 23 States.

Cerebral Palsy (CP): A disorder of movement and posture control resulting from non-progressive damage to the brain during fetal life, the newborn period, or early childhood. Both genetic and acquired factors may be involved. It may be caused by a lack of normal fetal brain development or by injury to the brain. The extent and location of the brain damage determine the type of cerebral palsy and the associated symptoms.

Certified Occupational Therapist Assistant (COTA): An individual who has received special training and instruction in the area of occupational therapy.

Child Find: A federal requirement for states to ensure that all children with disabilities, birth to age 21, who are in need of special education and related services are identified, located and evaluated.

Children and Adults with Attention- Deficit/Hyperactivity Disorder (CHADD): A national organization that provides information, training and support for individuals interested and/or impacted by ADD/ ADHD.

Cognitive Delay (CD): A disability where a child's intellectual and adaptive behavior is below average and impacts the child's education.

Consent: Written parent permission before initial evaluation and placement in special education.

Council for Exceptional Children (CEC): The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

Comprehensive System of Personnel Development (CSPD): A State or school plan to train and provide technical assistance for school staff and parents.

Community Parent Resource Centers (CPRC): Funded by the federal Office of Special Education Programs (OSEP), The purpose of this program is to help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children. They serve targeted, underserved communities. Currently in Florida the only CPRC is Parent to Parent of Miami.

Deaf-Blindness (DB): Concomitant hearing and visual impairments that cause severe communication, developmental and educational needs.

Department of Health (DOH): The government agency whose mission is to promote health and sound health policy, prevent disease and disability, improve health services systems, and ensure that essential public health functions and safety net services are available.

Developmental Disability (DD): Any physical or mental condition that begins before the age of 18 years, causes the child to acquire skills at a slower rate than his/her peers, is expected to continue indefinitely and impairs the child's ability to function in society.

Diagnostic and Statistical Manual V (DSM-V): The American Psychiatric Association's classification and description of behavioral and emotional disorders.

Disability: A substantially limiting physical or mental impairment that affects basic life activities such as hearing, seeing, speaking, walking, caring for oneself, learning or working.

Dual Sensory Impairment (DSI): Concomitant hearing and visual impairments, or an etiology or diagnosed medical condition that indicates a potential dual sensory loss, the combination of which impacts communication, independence, and other developmental and educational needs.

Due Process: A process for resolving a dispute between the family on behalf of a student and a family service agency related to the delivery of early intervention services. In special education, due process refers to a process for resolving a dispute between the family and the public school related to the identification, evaluation, placement or services of a child with disabilities.

Due Process Hearing: A legal proceeding, similar to a court proceeding where a hearing officer, called an administrative law judge (ALJ) in Florida is presented evidence by disagreeing parties. A verbatim record is taken of the proceedings, and an ALJ writes a decision. The parent or the school district who does not agree with the findings and decision in the due process hearing has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute. To file a civil action the timeline for this appeal is 90 calendar days from the date of the decision.

Due Process Hearing Officer: The trained and neutral individual who conducts the due process hearing. In Florida, due process hearings are held by the Division of Administrative Hearings [DOAH], and the hearing officers are administrative law judges [ALJs].

Dyslexia: a receptive disorder in written language typically resulting in reading disabilities experienced by children of otherwise normal intellectual capacity who have received adequate instruction. A child with dyslexia may have difficulty pronouncing new words, distinguishing similarities and differences in words, discriminating differences in letter sounds, and applying what has been read to social or learning situations. Other problems may include reversing words and letters and incorrectly ordering words.

Dyspraxia: Difficulty with planning and performing coordinated movements although there is no apparent damage to muscles.

Early Intervening: A general education responsibility, providing evidence-based strategies for students experiencing academic and behavioral difficulties

Early Intervention: Specialized services provided to infants and toddlers ages birth to three who are at risk for or are showing signs of developmental delay

Educational Assistant (EA): A person who provides assistance to students under the supervision of the teacher.

Emotional or Behavioral Disability (EBD): State Board of Education Rule 6A-6.03016[1] defines this as: A student with an emotional/behavioral disability who has persistent [is not sufficiently responsive to implemented evidence based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender or ethnicity.

Evaluation: Procedures used in accordance with federal regulations and State Board of Education rules to determine whether a child has a disability [also, in Florida, or is gifted) and the nature and extent of the Exceptional Student Education [ESE) that the student needs.

Extended School Year (ESY): The delivery of special education and related services during the summer vacation or other extended periods when school is not in session. The purpose for ESY is to prevent a child with a disability from losing previously learned skills. The IEP team must consider the need for ESY at each meeting and must describe those services specifically with goals and objectives. Not all special education students require an ESY. Extended school year services must be individually developed to meet the child's unique needs.

Family Education Rights and Privacy Act (FERPA): A federal law that protects the privacy and transfer of student education records.

Family Infant Toddler Program (FIT): A program that provides early intervention services to help families who have concerns about the development of their young child [birth to three).

Fidelity: The unflinching fulfillment of one's duties and obligations and strict adherence to vows or promises. Fidelity means to implement a program as it was intended; to ensure that all services are delivered correctly (e.g., that a reading program is implemented correctly).

Focused Monitoring: A monitoring approach that examines those requirements most closely relating to improving results for children with disabilities and those States, districts or schools most in need of support to improve compliance and performance.

Free Appropriate Public Education (FAPE): An individualized educational program that is designed to meet the child's unique needs and from which the child receives educational benefit.

Functional Behaviors: Behaviors (basic skills, such as meal-time skills) the child has mastered, or needs to master, in order to get along as independently as possible in society.

Functional Behavioral Assessment (FBA): A process that examines why a child behaves the way he or she does given the nature of the child and what is happening in the environment. It is a process for collecting data to determine the possible causes of problem behaviors and to identify strategies to address the behaviors.

Gifted & Talented (GT): Those students with above average intellectual abilities.

Head Start: A federal program started in 1965 aimed at providing a comprehensive preschool program for children ages three to five from low-income families. Planned activities are designed to address individual needs and to help children attain their potential in growth and mental and physical development before starting school.

Health Insurance Portability Accountability Act (HIPAA): Federal law that outlines the confidentiality and protection of medical records.

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the child. An IEE can be requested from a school district if the parent or guardian disagrees with the results of an evaluation the school district has completed.

Individuals with Disabilities Education Act (IDEA): The federal law that provides the legal authority for early intervention and special education services for children birth to age 21. Part B outlines services for children ages three to 21. Part C outlines services for children birth to age three.

Individual Educational Plan (IEP): A written statement of a child's current level of educational performance and an individualized plan of instruction, including the goals, specific services to be received, the staff who will carry out the services, the standards and timelines for evaluating progress, and the amount and degree to which the child will participate with typically developing peers (Inclusion/Least Restrictive Environment). The IEP is developed by the child's parents and the professionals who evaluated the child and/or are providing the services. It is required by the Individuals with Disabilities Education Act (IDEA) for all children eligible for special education.

Individualized Family Support Plan (IFSP): The written document that defines the early intervention services provided to the child and family. The program is designed to meet the needs of the child and the family, and is based on family-identified priorities.

Interagency Agreement: A document signed by authorized representatives of at least two agencies outlining mutually agreed upon responsibilities to perform certain duties under specified conditions.

Interagency Coordinating Council: A council established for the purpose of advising and assisting in the development and implementation of quality services for infants and toddlers with disabilities. State councils are required by IDEA.

Individualized Health Care Plan (IHCP): A plan developed by the school nurse in collaboration with parents and teachers that outlines specific health care procedures to be provided to a student.

Intelligence Quotient (IQ): The score of an intelligence test that is a form of psychological testing of an individual's capacity to learn and deal effectively with his/her environment.

Learning Disability (LD): A disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language that may manifest itself in an imperfect ability to listen, think, speak, read, write, or spell or to do mathematical calculations.

Least Restrictive Environment (LRE): The placement for children with disabilities that is, to the maximum extent appropriate, including children in public or private institutions or other care facilities, where they are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Limited English Proficiency (LEP): Children whose primary language is other than English.

Local Education Agency (LEA): The public schools operating in accordance with statutes, regulations, and policies of the State Department of Education.

Modifications: Change or alterations to what is being measured or taught. Modifications create a different standard for children whose disabilities require more intense adjustments. Modifications are also typically included in the IEP for students with more significant cognitive disabilities.

Multi-Tiered System of Support (MTSS): A system which integrates a continuum of academic and behavioral interventions for students who need additional support to succeed in the general education environment. In implementing a data-based problem solving process designed to develop, implement and evaluate a coordinated continuum of evidence-based instruction and intervention practices, a school district may carry out problem solving activities that include the provision of educational and behavioral evaluations, services, and supports, including evidence-based literacy instruction and professional development for teachers and other school staff to enable

them to deliver scientifically based academic and behavioral interventions and, where appropriate, instruction on the use of adaptive and instructional technology.

Music Therapy: A therapeutic service to meet recreational or educational goals. Music therapy includes playing instruments, moving to music, singing, and listening to music. It is used in a variety of applications in schools, hospitals, and private settings through both individual and group approaches, often in conjunction with other types of therapy. Both music education and music therapy contribute to special education by promoting learning and self-growth through enjoyable activities.

National Association of State Directors of Special Education (NASDSE): The national organization for State special education directors, which provides support in the delivery of quality education to children and youth with disabilities throughout the country. [http://\(www.nasdse.org/](http://www.nasdse.org/)

National Early Childhood and Technical Assistance Center (NECTAC): The organization funded by the U.S. Department of Education that provides technical assistance in the area of early childhood special education.

Natural Environment: The natural or everyday settings for your child. These are places where the child would be if they didn't have a special developmental concern. It is where all children would be (for example, home, childcare, parks, etc.).

No Child Left Behind Act (NCLBA): Reauthorized in 2001, the Elementary and Secondary Education Act (ESEA) is the principal federal law affecting education from kindergarten through high school for children -at risk.[The NCLBA provides opportunities for children to learn and progress.]

Occupational Therapist (OT): A professional who provides therapy services based on engagement in meaningful activities of daily life such as self-care skills, education, recreation, work or social interaction.

Office for Civil Rights (OCR): The Office for Civil Rights enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education.

Office of Special Education Programs (OSEP): Dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing oversight, leadership, and financial support to assist States and local districts. OSEP administers the Individuals with Disabilities Education Act (IDEA).

Oppositional Defiant Disorder (ODD): Children who exhibit defiant and anti-social behaviors over a long period of time and environment.

Orientation and Mobility CO&M): Services provided to the blind or visually impaired by qualified personnel to enable a child to safely move in school and other environments.

Orthopedic Impairment (OI): State Board of Education Rule 6A-6.030151 (1) defines this as "a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g., including but not limited to skeletal deformity or spina bifida), and impairments resulting from other causes (e.g., including but not limited to cerebral palsy or amputations)."

Other Health Impaired (OHI): An educational classification that describes students who have chronic or acute health problems that cause limited strength, vitality, or alertness that adversely affects a child's educational performance.

Pervasive Developmental Disorders (POD): Refers to the overall category of Pervasive Developmental Disorders that includes autism, Rett Syndrome, Asperger's syndrome, PDD-NOS, and Childhood Disintegrative Disorder.

Part B: The section of the federal special education regulations that addresses school-aged children with disabilities.

Part C: The section of the federal special education regulations that addresses children birth through two years.

Physical Education (PE): The area of general education that addresses a student's physical development.

Physical Therapist (PT): A professional who is devoted to improving a person's physical abilities through activities that strengthen muscular control and motor coordination.

Preschool Special Education: An educational program that is designed to meet the unique developmental needs of an individual child with a disability who is three, four, or five years of age. It is a child-focused educational effort. This is sometimes referred to Section 619 of the law.

Present Levels of Academic Achievement and Functional Performance: Statements written in the IEP that accurately describe the student's strengths, weaknesses, and learning styles.

Prior Written Notice (PWN): Must inform parents of their rights. It is a form that the school must use to tell parents why they're doing what they're doing or why they're not doing what they're not doing. This must be in writing.

Protection and Advocacy (P&A): The Protection and Advocacy System is a private/nonprofit organization that protects and promotes the rights of people with disabilities. The protection and advocacy organization in Florida is Disability Rights Florida. www.disabilityrightsflorida.org

Parent Technical Assistance Center CPTAC): The regional center that works to strengthen the connections between State parent centers and the OSEP Technical Assistance and Dissemination Network and fortify partnerships between Parent Centers and education systems at local, State, and national levels.

Parent Training and Information Center (PTI): Funded by the federal Office of Special Education Programs (OSEP), the purpose of this program is to ensure that parents of children with disabilities receive training and information to help improve results for their children. <http://www.parentcenterhub.org/find-your-center/>.

Related Services: These services are required to assist a child with a disability to benefit from special education. Examples are physical therapy, occupational therapy, speech-language pathology, audiology, interpreting services, psychological services and counseling services.

Response to Intervention (RTI): The practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make important decisions about change in instruction or goals, and applying child response data to important educational decisions. Rti can be used with all students whether or not they have disabilities.

Screening: The process of looking at a child's development to find out if there are any areas of concern. It is used to recommend children for more in-depth evaluation.

Section 504 Coordinator: A school employing 15 or more persons must assign a person to coordinate compliance with Section 504 regulations. It is recommended that all school districts appoint a 504 coordinator. It is recommended that the same individual serve as the Title VI, Title IV, and Americans with Disabilities Coordinator.

Section 504 of the Rehabilitation Act: A federal law that protects the civil rights of individuals with disabilities. This law is closely intertwined with IDEA. Children with disabilities who are not eligible for special education may qualify for accommodations under Section 504 if they meet the 504 eligibility criteria.

Section 619: Authorizing section of Part B of IDEA that requires States to provide preschool services to children with disabilities, ages three to five.

Self-stimulation: Often referred to as "stimming", these are abnormal behaviors, such as head banging, watching the fingers wiggle, or rocking side to side, that interfere with the child's ability to sit still and pay attention or to participate in meaningful activity.

Sensory Integration Disorder (SID or SI): Also known as Sensory Integration Dysfunction- The inability to process information received through the senses, causing problems with learning, development, and behavior.

Sensory Integration Treatment (SIT): A technique of occupational therapy that provides playful, meaningful activities that enhance an individual's sensory intake and lead to more adaptive functioning in daily life.

Short Term Objectives (STO): Part of a child's IEP that breaks down an annual goal into small measurable steps. STO's are optional unless students take alternate assessments: then they must be included in the student's IEP.

Special Education: Specialized instruction tailor-made to fit the unique learning strengths and needs of students with disabilities. A major goal of special education is to teach the skills and knowledge the child needs to be as independent as possible. Special education programs focus on academics and also include therapy and other related services to help the child overcome difficulties in all areas of development. These services may be provided in a variety of educational settings but are required by IDEA to be delivered in the least restrictive environment.

Specific Learning Disability (SLD): According to State Board of Education Rule 6A-6.03018, "A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors."

Speech and Language (SL) Disorders: Problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral- motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse or misuse. Frequently, however, the cause is unknown.

Speech Language Pathologist (SLPJ): A trained therapist who provides treatment to help a person develop or improve articulation, communication skills, and oral- motor skills. Also helps children with speech errors and/or those with difficulties in language patterns.

State Board of Education: Determines public school and vocational education policy and manages and directs all public schools under provisions of applicable laws.

State Department of Education: Oversees all aspects of education in the State.

State Educational Agency (SEAL): State Board of Education Rule 6A-6.03411 (1)(III) defines this as the Florida Department of Education.

State Performance Plan (SPP): The Individuals with Disabilities Education Act (IDEA) of 2004 requires States to develop a six-year performance plan. This plan (SPP) evaluates the efforts to implement IDEA and describes measurable plans for continuous improvement. OSEP has identified indicators to be included in the SPP and requires States to report progress on targets set by federal and State law to determine compliance.

State Personnel Development Grant (SPDGI): A competitive grant offered by the U.S. Department of Education to States. The purpose is to improve special education services in the State.

State Special Education Advisory Panel: This is an advisory panel required by federal law in each State for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State. In Florida this council is called the State Advisory Committee for the Education of Exceptional Students (SAC).

Student Assistance Team (SAT): A team of general education staff trained to assist school personnel and parents in solving difficult instructional and behavioral challenges. It is also known as a pre-referral team of a school-based support team. A SAT is made up of a variety of educators who provide the teacher with ideas for interventions in the classroom.

Tactile Defensiveness: An abnormal sensitivity to touch indicated by avoidance or rejection of touching and handling. The child who has tactile defensiveness may resist touching or being touched by something that is wet, that is an unusual texture, or that is an unfamiliar temperature or pressure.

Telecommunications Device for the Deaf (TDD/TTY): An assistive technology device attached to a telephone to enable individuals who are deaf to communicate with others.

Therapy: A treatment for certain physical or psychological conditions. The most common forms of therapy provided through early intervention and special education include occupational therapy, physical therapy, and speech/ language therapy.

Transition (Part C to Part B): The movement from one service, location, or program to another. Young children with disabilities transition at age three from early intervention (Part C) to preschool special education services (Part B) or to other community settings and services (early intervention and special education).

Secondary Transition: Secondary transition is the process of preparing students for life after they leave high school, including participation in post-secondary education or training, employment and community living.

Transportation: A related service. If it is determined that the child needs this service to benefit from their education, the school district must provide the transportation, contract with another agency, or contract with the parents to bring their child to school. Transportation could mean round trip, home to school and school to home, services.

Traumatic Brain Injury (TBI): Physical damage to the brain that could result in physical, behavioral, or mental changes depending on which area of the brain is injured. TBI could impact a student's education; therefore, special education services might be needed.

United States Department of Education (USDOE): Provides guidance, fiscal support, and technical assistance to the States.

Visual Impairment (VI): An impairment in vision that, even with correction, adversely affects a child's educational performance.

Vocational Rehabilitation CVRI: A program of rehabilitation through job training focusing on the participant moving toward gainful employment.

Community Resources for Health Care and/or Child Development

Identify the specific provider name for the following resources in your area:

Children's Medical Services (CMS)

www.cms-kids.com

Early Steps

www.early-intervention.org

CMS offers a collection of special programs for children with special needs. Children's Medical Services Network provides a broad range of medical, therapeutic and supportive services for children with special health care needs and their families. Services focus on helping children grow up healthier and include prevention and early intervention services, primary care, medical and therapeutic specialty care, and long term care.

Early Steps will determine the status of a child's developmental milestones and, if eligible, a team of professionals will work with family to determine concerns and priorities for child. An Individualized Family Support Plan will be developed that outlines a plan unique to the child and family to provide supports and services that can be incorporated into everyday routines, activities and places to aid child's development.

Local CMS Area

Office: _____

Local Early Steps Office:

Florida Child Care

<http://www.myflfamilies.com/service-programs/child-care>

Office of Early Learning

<http://www.floridaearlylearning.com/>

The Department of Children and Families Office of Child Care Regulation and Background Screening is statutorily responsible for the administration of child care licensing and training throughout Florida. The purpose of this program is to ensure that children are well cared for in a safe, healthy, positive and educational environment by trained, qualified child care staff. There are many resources on line to assist parents with the selection of a quality child care program for their child. The Office of Early Learning provides subsidies for families who qualify as well as local resource information.

Local Office of Early Learning: _____

County Health Departments

<http://www.doh.state.fl.us/chdsitelist.htm>

County Health Departments provide most of the public health services in Florida. Services are provided through a partnership between the state, district offices, and the counties. Most services are available at no charge or a small fee based upon income. Public health units provide preventive and primary care to persons who are unable to obtain care due to lack of income or other barriers beyond their control. Care is provided to benefit individuals, improve the collective health of the public, and prevent and control the spread of disease.

Dental Clinics: Services include exams, x-rays, preventative dental education, oral hygiene instructions, emergencies, cleanings (prophylaxis), fluoride treatments, sealants, fillings, and extractions.

Pediatric Dental Clinic(s): _____

Adult Dental Clinic(s): _____

Family Planning Services: A federally funded program designed to provide comprehensive voluntary family planning services. These services include: education and referral, counseling, medical services (diagnosis, treatment, contraceptive drugs, supplies devices, laboratory examinations, medical procedures such as voluntary sterilizations), genetic counseling and follow-up activities. Provide contraceptive devices available as well as abstinence and natural family planning counseling.

Local Family Planning Clinic: _____

Improved Pregnancy Outcomes (IPO) Implemented by Health Departments across the State of Florida to reduce the number of low birth weight babies being born and to ensure that all pregnant women will receive prenatal care. Criteria to be eligible: the woman is less than 28 weeks pregnant, she has no other insurance to cover this pregnancy, she has an income that's at or below 185% of federal poverty guidelines. Services provided under IPO Program include prenatal information and support, Healthy Start eligibility and referrals, eligibility determinations for presumptive eligibility for pregnant women and temporary Medicaid.

Local IPO Provider: _____

Federally Qualified Health Centers (FQHCs)

<http://www.fachc.org/resources-find-health-center.php>

Federally-funded health centers care for people even if they have no health insurance. Patients pay what they can afford, based on income. There are 250 FQHCs in Florida. Health centers provide:

- checkups when you're well
- treatment when you're sick
- complete care when you're pregnant

- immunizations and checkups for your children
- dental care and prescription drugs for your family
- mental health and substance abuse care if you need it

Local FQHC: _____

Head Start

<http://www.floridaheadstart.org>

Head Start is a national school readiness program that provides comprehensive education, health, nutrition, and parent involvement services to children from low-income families. Services are customized as follows:

- **Early Head Start (Serving Pregnant Women and Children Birth to Age 3)**

Early Head Start programs provide early, continuous, intensive and comprehensive child development and family support services on a year-round basis to low-income families. The purpose of the Early Head Start program is to enhance children's physical, social, emotional, and intellectual development; to support parents' efforts to fulfill their parental roles; and to help parents move toward self-sufficiency.

- **Preschool Head Start (Serving Children Ages 3 to 5)**

Head Start programs provide comprehensive, developmental services for low-income pre school children ages three to five and social services for their families. The purpose of the Head Start program is to promote school readiness by enhancing the social and cognitive development of children through the provision of health, educational, nutritional, social and other services. The cornerstone of the program is parent and community development.

- **Migrant Head Start (Serving Children 6 weeks to Age 5)**

Migrant Head Start programs modify the method of service delivery to meet the unique needs of migrant and seasonal farm-worker families. Migrant Head Start programs have an emphasis on serving infants and toddlers as well as pre-school aged children, so that they will not have to be cared for in the fields or left in the care of very young siblings while parents are working. Migrant Head Start programs provide a comprehensive array of services.

Local Early Head

Start: _____

Local Preschool Head

Start: _____

Local Migrant Head Start

Healthy Families Florida

<http://www.healthyfamiliesfla.org/>

Healthy Families Florida provides free home visiting services to parents expecting a baby and parents of newborns. In some counties, it is available county wide. In other counties, only certain zip codes are covered. Healthy Families Florida is nationally accredited by Prevent Child Abuse America/Healthy Families America. This accreditation is only awarded to programs that are following best practice standards in home visitation. Services are initiated during pregnancy or shortly after the birth of the baby. While it is best to enroll participants within the first two weeks after the birth, enrollment remains open until the child is three months of age. Parents whose children have already reached three months of age are no longer eligible for services, as research shows that the first three months is a very critical period for bonding and attachment. Services are intensive and are provided **for up to five years** with intensity decreasing according to the needs of the family and their progress toward establishing a stable and nurturing home environment .

Local Healthy Families Provider: _____

Healthy Start

<http://www.doh.state.fl.us/family/mch/hs/hs.html>

Healthy Start provides screening of pregnant women and newborns for environmental, medical, nutritional, and behavioral factors that may put the pregnant woman or infant at risk. Depending on need and available resources, Healthy Start provides services to address identified risk factors. 30 coalitions cover 64 of the 67 counties in Florida, with coverage areas for each coalition ranging from one to 12 counties. The range of Healthy Start services available to pregnant women, infants and children **up to age three** include: Information and referral; Comprehensive assessment of service needs in light of family and community resources; Ongoing care coordination and support to assure access to needed services; Psychosocial, nutritional and smoking cessation counseling; Childbirth, breastfeeding and parenting support and education; and Home visiting.

Local Healthy Start Provider: _____

WIC (Women, Infants and Children)

<http://www.doh.state.fl.us/family/wic/>

WIC (Women, Infants and Children) is the Special Supplemental Nutrition Program for Women, Infants and Children. This program provides nutrition education and counseling, breastfeeding promotion and support, health care and social service referrals including referrals for immunizations and supplemental nutritious foods for low and moderate income pregnant, postpartum and breastfeeding women, infants and children.

Local WIC Provider: _____



Graduation Requirements for Florida's Statewide Assessments

Overview

According to Florida law, students must meet all academic requirements in order to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a Certificate of Completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

Graduation Requirements

The assessments students must pass in order to graduate with a standard high school diploma are determined by their year of enrollment in grade 9. Table 1 lists the required assessments for each grade 9 cohort for FCAT 2.0 Reading and the Algebra 1 End-of-Course (EOC) Assessment. Table 4 lists the requirements for grade 9 cohorts required to pass the FCAT.

Table 1: Assessment Requirement by School Year

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment(s) that Students Must Pass in Order to Graduate
2010-11	Grade 10 FCAT 2.0 Reading
2011-12 to Present	Grade 10 FCAT 2.0 Reading Algebra 1 EOC Assessment

The State Board of Education established Achievement Levels for FCAT 2.0 Reading and the Algebra 1 EOC Assessment on December 19, 2011. Table 2 shows the passing score for each assessment depending on the year students entered grade 9.

Table 2: Passing Scores for the Required Assessments

Assessment	Year Student Entered Grade 9	
	2010-11	2011-12 to Present
FCAT 2.0 Reading	245	245
Algebra 1 EOC Assessment	N/A	399 or above

Graduation Options

- Retaking the Statewide Assessments**—Students can retake the Grade 10 FCAT 2.0 Reading test or Algebra 1 EOC Assessment each time the test is administered until achieving a passing score, and students can enroll beyond the twelfth-grade year should they need additional instruction to pass an assessment. Students currently have up to five opportunities to pass the Grade 10 FCAT 2.0 Reading test before their scheduled graduation. Students who do not pass FCAT 2.0 Reading in the spring of their tenth-grade year may retake in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC Assessment will depend on when students first take the test, since they typically take it at the conclusion

of the course. The Algebra 1 EOC Assessment is currently administered four times each year: in the fall, winter, spring and summer.

- Concordant and Comparative Scores Option**—A student can also graduate by receiving a score concordant to the FCAT 2.0 passing score on either the ACT or SAT and a score comparative to the Algebra 1 EOC Assessment passing score on the Postsecondary Education Readiness Test (PERT) (for FCAT concordant scores, see Table 4). FCAT 2.0 concordant scores for students entering grade 9 in 2010-11 and after were established in January 2013 by the department. These concordant scores and the Algebra 1 EOC Assessment comparative score for students entering grade 9 in 2011-12 and after were established in rule by the State Board of Education in September 2013.

Table 3 shows the concordant and comparative scores students must achieve based on the year they entered grade 9. Even if they have achieved a concordant score before the grade 10 assessment, all students enrolled in grade 10 are required to participate in the statewide assessments in accordance with section 1008.22, Florida Statutes (F.S.). Additionally, if students have achieved a comparative score on the PERT prior to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC Assessment in accordance with s. 1008.22, F.S. Additional guidance regarding FCAT concordant scores is posted at <http://www.fldoe.org/BII/StudentPro/resources.asp>.

Table 3: Concordant and Comparative Scores by Year Students Entered Grade 9

Assessment	Reading	Algebra 1
	2010-11 to Present	2011-12 to Present
FCAT 2.0	245	N/A
SAT	430	N/A
ACT	19	N/A
Algebra 1 EOC Assessment	N/A	399
PERT	N/A	97

- High School Diploma Scholar Designation**—To qualify for a standard high school diploma Scholar designation, students must earn passing scores on each of the following statewide assessments: Biology 1 and U.S. History. The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see <http://fcats.fldoe.org/fcat2/pdf/achlevel.pdf>). For students who took an EOC assessment during its implementation year, districts may opt to convert the reported T scores to the established score scale to determine the Achievement Level a student would have earned if the achievement standards had been implemented at that time, or a district may allow these students to retake the test. Districts received a conversion table that may be used to convert students' T scores into the established scale scores. Additionally, districts may choose to administer an EOC assessment to students who did not have an opportunity to take it if they wish to qualify for the Scholar designation.
- Waivers for Students with Disabilities**—Students with disabilities who are working toward a standard high school diploma are expected to participate in the FCAT 2.0 and Florida EOC Assessments; however, legislation provides for a waiver of the FCAT 2.0 or Algebra 1 EOC Assessment as a requirement for graduating with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments. Pursuant to s. 1008.22(3)(c)2., F.S., "A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all

allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, contact the Bureau of Exceptional Education and Student Services at <http://www.fldoe.org/ese/>.

- **General Education Development (GED) Tests**—GED tests are designed to provide an opportunity for adults who have not graduated from high school to earn a state of Florida diploma by measuring the major academic skills and knowledge associated with a high school program of study that graduating seniors should know and be able to do, with increased emphasis on workplace and higher education. Passing GED tests may require some preparation. Local adult education programs sponsored by school districts, colleges and community organizations may assist students with determining how to best prepare for the tests. Additional information and resources regarding the GED may be accessed at <http://ged.fldoe.org/default.asp>.

Previous Scores Required for Graduation

Students Originally Scheduled to Graduate between 2004 and 2013—Students who entered grade 9 in the 2008-09 school year or prior and were originally scheduled to graduate between 2004 and 2012 must earn passing scores on Grade 10 FCAT Reading and Mathematics, or their equivalents. Beginning in 2012-13, students who have not achieved a passing score on FCAT Reading may take the FCAT 2.0 Reading Retake. Students who entered grade 9 in the 2009-10 school year must earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 Mathematics. The required passing and concordant scores for students who entered grade 9 from 2001-01 to 2009-10 are provided in Table 4.

Table 4: Passing Scores for Students Entering Grade 9 from 2000-01 to 2009-10

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300) or above (Last administered in 2011-12)	1889 (scale score of 300) or above
FCAT 2.0	241 or above*	N/A
SAT Concordant Score	410 (for those students who entered grade 9 in 2006-07 or earlier) 420 (for those students who entered grade 9 in 2007-08, 2008-09 or 2009-10)	340**
ACT Concordant Score	15 (for those students who entered grade 9 in 2006-07 or earlier) 18 (for those students who entered grade 9 in 2007-08, 2008-09 or 2009-10)	15

*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading test received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

**A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in grade 9 if the score is dated March 2005 and beyond. Additional guidance is provided in the document posted at <http://www.fldoe.org/asp/k12memo/pdf/PolicyGuidance.pdf>.

- **Class of 2003**—Students who were originally scheduled to graduate in 2003 are still eligible for a lower passing score of 1856 (scale score of 287) or higher on Grade 10 FCAT Reading and 1868 (scale score of 295) or higher on Grade 10 FCAT Mathematics tests. Students eligible for this requirement may satisfy it by earning a Grade 10 FCAT 2.0 Reading score of 236 or higher.
- **High School Competency Test (HSCT)**—Passing scores on the FCAT Reading, FCAT Mathematics and FCAT 2.0 Reading have been established for students who were previously required to pass the HSCT. The concordant scores are provided in Table 5.

Table 5: HSCT/FCAT Concordant Scores for Eligible Students

Assessment	Reading	Mathematics
FCAT 2.0	229	N/A
FCAT	1753 (scale score of 268) (Last administered in 2011-12)	1799 (scale score of 278) (Last administered in 2012-13)
HSCT	700 (Last administered in June 2008)	700 (Last administered in June 2008)

Note: The approved HSCT concordant score for the 2011 FCAT 2.0 Reading test is an FCAT Equivalent Score of 268.

Helpful Resources

- The **K-12 Student Progression** website (<http://www.fldoe.org/BII/StudentPro/>) contains helpful resources regarding graduation options and FCAT concordant scores.
- The **Florida Achieves!** website (<http://www.florida-achieves.com/>) provides access to FCAT Explorer and to FOCUS. FCAT Explorer features skills practice for grades 3, 4, 6, 8 and 10 reading, 5, 8 and high school mathematics and elementary and middle school science as well as Biology 1. FOCUS offers mini-assessments for reading (grades 3-10), mathematics (grades 3-9, Algebra 1 and Geometry) and science (grades 5, 7, 8 and 11).
- The **FCAT 2.0 Homepage** (<http://fcat.fldoe.org/fcat2/>), **Florida EOC Assessments Homepage** (<http://fcat.fldoe.org/eoc/>) and **FCAT Homepage** (<http://fcat.fldoe.org/fcat/>) provide a wealth of information about the assessments and serve as valuable resources to students, parents/guardians and educators.
- **Schedules for FCAT 2.0 and EOC assessment administrations** are accessible from <http://www.fldoe.org/asp/schedule.asp> on the Florida Department of Education website.
- **Sample Questions and Answer Key Booklets** (<http://fcat.fldoe.org/fcatsmpl.asp>) are designed to help students become familiar with the test by providing helpful hints and offering practice answering questions in different formats. From this page, sample materials may be accessed for Grade 10 FCAT 2.0 Reading. Sample materials for EOC assessments are provided in the "Taking the Assessments" section of <http://fcat.fldoe.org/eoc/>.
- **Computer-based practice tests**, also called ePATs, may be downloaded at www.FLAssessments.com/ePAT. The practice test environment is identical to the actual testing platform that students will encounter on the day of testing, providing an opportunity for students to become familiar with the test format and online tools for all of the Florida EOC Assessments, as well as select FCAT 2.0 tests.



Students Entering Grade Nine in the 2014-2015 School Year What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

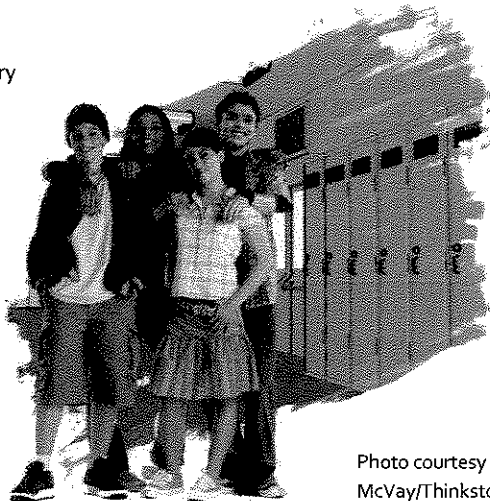


Photo courtesy Chad Baker/Ryan McVay/Thinkstock

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> ▪ ELA I, II III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none">Pass the ELA Grade 11 statewide assessment;Earn 1 credit in Algebra II (must pass EOC);Pass the Geometry EOC;Earn 1 credit in Statistics or an equally rigorous mathematics course;Pass the Biology I EOC;Earn 1 credit in Chemistry or Physics;Earn 1 credit in a course equally rigorous to Chemistry or Physics;Pass the U.S. History EOC;Earn 2 credits in the same World Language; andEarn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none">Takes the respective AP, IB or AICE assessment; andEarns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none">Meet the standard high school diploma requirementsAttain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none">High school graduation with a standard diplomaAdmission test scores16 credits of college preparatory academic courses4 English (3 with substantial writing)4 Mathematics (Algebra I level and above)3 Natural Science (2 with substantial lab)3 Social Science2 World Language (sequential, in the same language)2 approved electives <p>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/fcs</p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

**PEER Team County School District
Individual Educational Plan (IEP) - JACK POTTER**

Student Information

Date of IEP Meeting:	01/05/2015	School:	ESE HIGH SCHOOL
Student:	JACK POTTER	Student Number:	8933221124
Date of Birth:	11/02/1997	Age:	17 Years 2 Months
Address:	555 SAMPLE AVE EXAMPLVILLE, FL 33221	Grade:	11
Parent/Guardian 1:	HENRY POTTER	Initiation Date of IEP:	01/06/2015
Parent/Guardian 2:		Duration Date:	01/05/2016
Purpose of Meeting:	Annual Review, Identify Transition Services Needs, Consider Postsecondary Goals and Transition Services, Evaluation/Reevaluation	Review Due Date:	01/05/2016
Other:		Reevaluation Due Date:	
Primary Exceptionality:	Language Impaired		
Other Program and Service Areas:	Other Health Impaired		

Special Considerations

The following factors must be considered in the development of the IEP.

Y	N	
	<input checked="" type="checkbox"/>	Does the student's behavior impede his or her learning or the learning of others?
		If Yes, does the student have a functional behavior assessment (FBA) and/or positive behavior intervention plan (PBIP)?
		If there is not a FBA/PBIP, the use of positive behavioral interventions, supports, and/or other strategies will be addressed in the following way:
	<input checked="" type="checkbox"/>	Does the student have limited English proficiency?
		If Yes, the student's needs as an English language learner will be addressed in the following way:
	<input checked="" type="checkbox"/>	Is the student blind or visually impaired?
		If Yes, is instruction in Braille or the use of Braille appropriate?
<input checked="" type="checkbox"/>		Does the student have communication needs? If Yes, they will be addressed under "Present Levels, Goals, and Objectives" and the applicable service or support area.
	<input checked="" type="checkbox"/>	Is the student deaf or hard-of-hearing?
		If Yes, the student's Communication Plan indicates the following opportunities for direct communication with peers and professionals in the student's language are needed:
		If Yes, the student's Communication Plan indicates the following opportunities for direct instruction in the student's language are needed:
<input checked="" type="checkbox"/>		Does the student need assistive technology devices or services? If Yes, the need will be addressed under "Present Levels, Goals, and Objectives" and the applicable service or support area.
<input checked="" type="checkbox"/>		Is the student able to participate in the regular physical education (PE) program available to all students? If No, the need for specially designed PE will be addressed under "Present Levels, Goals, and Objectives" and the applicable service or support area.
<input checked="" type="checkbox"/>		Does the student require instruction or the provision of information in the area of self-determination and self-advocacy to be able to actively participate in IEP team meetings and self-advocate?
		If Yes, the student's needs in the areas of self-determination and self-advocacy will be addressed in the following way: addressed in this way.

Planning for High School Graduation

How is the student being prepared to graduate with a standard diploma, and how have the student and parents been informed of the standard diploma options and designations that are available?

how he is being prepared.

The student is pursuing a course of study leading to:

Standard High School Diploma – In accordance with s. 1003.4282(11), F.S. (Available only to students with disabilities.)

Is the student pursuing a diploma designation?

Yes. The student is pursuing a Scholar Designation.

Yes. The student is pursuing a Merit Designation.

Section 1003.4282, F.S., states that, beginning with students entering grade 9 in the 2014-15 school year, any change in the student's graduation option specified in the IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S.

A change was made to the student's graduation option. The parent (or adult student) approved the change.

Domains

Transition Service Activity Area

The student's needs that result from his or her disability are addressed in present level statements and goals for the following domains or transition service activity areas:

Y	N		Y	N	
	X	Curriculum and Learning Environment		X	Instruction
	X	Independent Functioning		X	Related Services
X		Communication		X	Community Experience
	X	Social/Emotional Behavior		X	Employment
	X	Health Care		X	Post-School Adult Living
				X	Daily Living, if appropriate
				X	Functional Vocational Evaluation, if appropriate

General Factors and Assessment Data

Parent input was obtained through: **Prior communication via phone call**

The parents' concerns for enhancing the education of the student:

Describe the parent's concern for enhancing the education of the student.

Health Concerns:

Describe any health concerns.

Results of other statewide or districtwide assessments (e.g. Florida Comprehensive Achievement Test; Florida Alternate Assessment):

Results of other state-wide or district assessment(s): (e.g. Florida Alternate Assessment, FCAT retake)

Results of the initial or most recent evaluation:

Results of the initial or most recent evaluation

Transition Components

Student input was obtained through:

How was student input obtained:

The student's measurable long-term postsecondary goals related to education and/or training, employment and career, and if appropriate, independent functioning:

Postsecondary Education and/or Training:

What is/are the student's measurable postsecondary goal(s) related to postsecondary education and/or training?

Employment and Career:

What is/are the student's measurable postsecondary goal(s) related to employment?

Independent Living, if appropriate:

What is/are the student's measurable postsecondary goal(s) related to independent living (where appropriate)?

Section 1003.5716, F.S., states that any changes in the postsecondary goals must be approved by the parent and are subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572, F.S.

One or more changes were made to the student's postsecondary goal(s). The parent (or adult student) approved the changes.

The student's course of study, including how the student is expected to fully meet the requirements to receive a standard high school diploma by age 22 and how the student will meet the online course requirement under s. 1003.4282(4), F.S.:

stuff

Additional outcomes and/or benefits at the time of the student's graduation that the IEP team, including the parent and the student, expects:

concerns and benefits.

A student with a disability may defer the receipt of a standard high school diploma and continue to receive services if the IEP includes special education, transition planning, transition services, or related services through age 21 and the student is enrolled in:

- accelerated college credit instruction pursuant to 1007.27, F.S.;
- industry certification courses that lead to college credit;
- a collegiate high school program;
- courses necessary to satisfy the Scholar designation requirements; or
- a structured work-study, internship, or pre-apprenticeship program.

The decision to accept or defer receipt of a standard high school diploma and continue to receive services must be made during the school year in which the student is expected to meet all of the requirements.

This student will be deferring receipt of the diploma and continuing to receive services.

Present Level of Academic Achievement and Functional Performance*TRAINING*****

Information on transition needs and/or self-determination is included here as appropriate.

Domain / Transition Service Area: Post School Adult Living

The strengths of the student related to this domain(s) are as follows:

Describe the strengths of the student.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

Describe the levels of achievement and functioning based on classroom data including observations, work samples, and age appropriate transition assessments (if appropriate).

The student's exceptionality affects his/her involvement and progress in the general curriculum in this domain in the following ways:

Describe how the student's disability affects the student's involvement and progress in the general curriculum.

Annual Goals and Short-Term Objectives or Benchmarks

Goal:	Goal
Mastery Criteria:	75% Accuracy
Assessment Procedures:	Test(s): Teacher and/or Standardized, Student Work Product
Progress reports will be provided:	3 weeks

Short-term Objectives or Benchmarks:

Short Term Objective

Short Term Objective

Short Term Objective

Assessments

The student will be assessed through:

	N/A for student's current grade
	The student will participate in the General Statewide Assessment and/or End of Course assessment(s) WITH accommodations.
	General Statewide Assessment and/or End of Course assessment(s) the student will take:
<input checked="" type="checkbox"/>	The student will participate in the General Statewide Assessment and/or End of Course assessment(s) WITHOUT accommodations.
	General Statewide Assessment and/or End of Course assessment(s) the student will take:
	GSA and/or EOC
	The student will participate in the Florida Alternate Assessment.

In accordance with Rule 6A-1.0943(4), F.A.C., an IEP team may only select the Florida Alternate Assessment for a student if the answers to the following statements are "yes" (Y).

Y N

	<input checked="" type="checkbox"/>	The student has a significant cognitive disability.
	<input checked="" type="checkbox"/>	The student is unable to master the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C., even with the appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials.
	<input checked="" type="checkbox"/>	The student is participating in a curriculum based on the state standards access points, pursuant to Rule 6A-1.09401, F.A.C., for all academic areas.
	<input checked="" type="checkbox"/>	The student requires direct instruction in academics based on access points, pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings.
		This/these assessment(s) is/are appropriate for this student because:
	<input checked="" type="checkbox"/>	The IEP Team has made a decision to assess this student using the state standards access points. The parent has been notified and provided information regarding the implications of this decision by receipt of "Parental Consent Form: Instruction in State Standards Access Points Curriculum and Florida Alternate Assessment Administration."

The following districtwide assessments or alternate districtwide assessments will be administered. If assessment accommodations are indicated on the IEP, they will apply, if applicable, to districtwide assessments.

NA
Unique Accommodations
The IEP team is not requesting unique accommodations

Special Education Services

Specially Designed Instructions	Initiation	Duration	Frequency	Location
SDI 1	01/6/2015	01/5/2016	daily	classroom

There are no gifted services specified for this plan.

Related Services	Initiation	Duration	Frequency	Location
Speech Therapy	01/6/2015	01/5/2016	weekly	pullout

The team considered the need for supplementary aids and services and determined none are needed at this time.

The team considered the need for extended school year services and determined none are needed at this time.

Yes	The IEP team has considered the guiding questions prior to the selection of the accommodations
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There are no classroom accommodations specified for this plan.

Supports for school personnel (describe):	Yes
describe the supports needed	
(Supports required for the student to advance appropriately toward attaining goals, be involved and progress in the general education curriculum, and to be educated and participate with other students.)	
Person responsible for transition services follow-up (can be identified by title):	

Least Restrictive Environment

Explain the extent, if any, to which the student will not participate with nondisabled peers in the general education class and extracurricular and other nonacademic settings.

will not participate with nondisabled peers in the general education class and extracurricular and nonacademic settings

This placement's initiation date is 01/06/2015.

This placement's duration date is 01/05/2016.

The student's time in total school week is 2000 minutes.

The student's time with nondisabled peers is 1200 minutes.

60%: Resource - inside the regular class no more than 79% of the day and no less than 40% of the day.

The student receives his or her educational services in a home or hospital.(H)

Accessibility and Implementation

The IEP is accessible to each of the student's teachers who are responsible for implementation and each teacher of the student has been informed of the specific responsibilities related to implementing the IEP.

Rule 6A-6.03028, FAC

Transfer of Rights

Yes At least one year prior to the student's eighteenth birthday, the student was informed of his or her rights under Part B of the Individuals with Disabilities Education Act (IDEA 2004) that will transfer from the parent to the student on reaching the age of majority, which is eighteen years of age.

Yes A separate and distinct notice of the transfer of rights was provided closer to the time of the student's eighteenth birthday.

Additional information, as appropriate (e.g., date of receipt; initials documenting receipt):

Conference Notes

NOTES

Meeting Participants

Student Name: Suzy Sample

Student Name: **Suzy Sample** Student ID: _____ Date of Meeting: **12/18/2014**

Purpose of Meeting: **Annual Review, Consider Postsecondary Goals and Transition Services**

The signatures below represent individuals who were in attendance at the meeting. Pre-printed names alone represent individuals who participated in the meeting via individual or conference telephone call, video conferencing or other similar method.

Section 1002.20, Florida Statutes, states that parents may be accompanied by another adult of their choice at any meeting with school district personnel, and the school district may not, through any actions taken or statements made, object, discourage or attempt to discourage the attendance of an adult of the parent's choice. Prohibited actions include attempted or actual coercion or harassment, retaliation or threats of consequence. The statute requires parents and school district personnel to sign a document at the end of the meeting stating whether anyone from the school district prohibited, discouraged or attempted to discourage you from inviting a person of your choice.

Parent or Guardian: When signing below, please check the appropriate box in response to the following question:

Did any school personnel prohibit, discourage or attempt to discourage you from inviting a person of your choice to today's meeting?

	No	Yes		
Mother Sample	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Parent or Guardian			Signature	Date
Father Sample	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Parent or Guardian			Signature	Date
Suzy Sample	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Student			Signature	Date

School District Personnel in Attendance: When signing below, please check the appropriate box in response to the question:

Did any school personnel prohibit, discourage or attempt to discourage the parents from inviting a person of their choice to today's meeting?

	No	Yes		
Ms. Algebra	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
General Education Teacher			Signature	Date
Mr. Learning Strategies	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Spec. Education Teacher/Service Provider			Signature	Date
Ms. Assistant Principal	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
LEA Representative			Signature	Date
Mr. Learning Strategies	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Interpreter of Instructional Implications of Evaluation			Signature	Date
Other Agency Representative	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
			Signature	Date
Other	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
			Signature	Date
Other	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
			Signature	Date
Other	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
			Signature	Date
Other	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
			Signature	Date

A copy of the IEP was provided to the parent: **YES** in the following manner: **IEP finalized, printed, and provided to the parent at the conclusion of the meeting.**

Section 1002.39, Florida Statutes, The John M. McKay Scholarships for Students with Disabilities Program, provides parents the option of keeping their child in the assigned school or requesting a McKay Scholarship to: (1) enroll their child in another public school within the same district; (2) enroll their child in another public school in an adjacent district; or (3) enroll their child in a participating private school. Information on the McKay Scholarship Program is available on the Florida Department of Education website at www.floridaschoolchoice.org or on the Department's telephone hotline at 1-800-447-1636.