

Exceptional Student Education

(ESE)

An exceptional education student must satisfy the requirements of a Standard Diploma and shall acquire credit requirements for a Standard Diploma through either of the following methods:

1. Attend exceptional education classes for instruction in basic courses with the same student performance standards as those required of non-exceptional students; or
2. Attend regular classes where the instruction accommodates the student's exceptionality. The determination of strategies to use shall be based on an assessment of the student's needs and this decision shall be reflected in the student's Individual Education Plan (IEP). Accommodations may include an increase or decrease in instructional time, variations in instructional strategies and materials, special teacher certification requirement adjustments, teacher or student use of special communication systems, classroom and district test administration procedures and other evaluation procedures to accommodate the student's disability.
 - When developing modifications for vocational courses, the particular outcomes and student performance standards – which a student must master to earn credit – must be specified on the student's IEP.
 - Some students with disabilities may need modified program requirements. Generally, these are students working toward a special diploma. For these students, expected outcomes and curriculum content can be modified.
 - Students seeking a standard diploma may receive accommodations for delivery of content, but not modification of the course requirement or student performance standards.
 - In some instances, the IEP committee may determine that the FCAT cannot accurately measure the student's abilities and can have the FCAT waived for the purpose of receiving a standard high school diploma if the student
 - completes the minimum number of credits and other requirements
 - does not pass the FCAT after one opportunity in grade ten (10) and two opportunities in grade eleven (11).
 - Eligible 504 students will receive course modifications as described in their accommodation plan.

Student Rights/Parent Notification

Nothing contained in this document or in S.B.R.6A-1.95 (4) shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma for exceptional students. Any such student shall, upon request, be afforded the opportunity to fully meet all requirements of Section 1003.43, F.S. through the procedures established therein, and thereby qualify for a Standard Diploma as prescribed in S.B.R.6A-1.995 (1) upon graduation. The parents of each exceptional student eligible for a Special Diploma for exceptional students shall be notified of the options available under S.B.R.6A-1.95 (4) (t) prior to tenth grade testing.



Criteria for Exceptional Student Education Special



Diploma

The Special Diploma Options are provided for students who have been properly identified as eligible for ESE services. A Special Diploma shall be consistent with requirements set forth by the State and shall be specified in the student's IEP.

Option 1: The student will master student performance standards for exceptional students as prescribed in S.B.R. 6A-IO996 and complete 24 credits as prescribed in this plan.

Option 2: The student will demonstrate mastery of specified employment and community competencies. The student will be successfully employed at a job in the community based on industry standards at or above minimum wage for at least 180 days, demonstrate mastery of the annual goals and short-term objectives related to employment and community competencies specified on the student's Transition Individual Education Plan, demonstrate mastery of the competencies specified in the Employment and Community Competencies Training Plan, and will be paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act.

For ESE students entering ninth grade, mastery of the Sunshine State Standards for a special diploma will be certified through completion of courses that address the relevant benchmarks through use of alternative assessment procedures at the student's level of functioning determined by the IEP committee.