

EXCEPTIONAL STUDENT EDUCATION (ESE)

Lemon Bay High School provides for the curriculum needs of all identified ESE students. Students are provided a continuum of services as specified by their Individualized Educational Plan (IEP). The IEP is developed and reviewed annually by the IEP team.

EXCEPTIONAL STUDENT EDUCATION CRITERIA FOR A STANDARD DIPLOMA

An exceptional education student must satisfy the requirements of a Standard Diploma as detailed in the Graduation Requirements section, 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 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 2.0/FSA or EOC (end of course) exam cannot accurately measure the student's abilities, thus the FCAT 2.0/FSA and/or EOC exam results may be waived for the purpose of receiving a standard high school diploma if the student does the following:
 - Completes the minimum number of credits and other requirements;
 - Does not pass the grade 10 FCAT 2.0/FSA with allowable accommodations after taking the test twice, once in grade 10 and once in grade 11;
 - Demonstrates mastery of standards in the core content knowledge and skills necessary for grade-to-grade and high school graduation after being provided instruction; and
 - Takes but does not pass the EOC exam, and has demonstrated mastery of the course standards benchmarks.

EXCEPTIONAL STUDENT EDUCATION CRITERIA FOR SPECIAL DIPLOMA

The Special Diploma options are provided for students who have been properly identified as intellectually disabled (InD), Hearing impaired (HI), specific learning disabled (SLD), physically impaired (PI), dual-sensory impaired, emotionally/behaviorally disordered, on the autism spectrum (ASD) or language impaired (LI). Language impaired is only for students whose ability to communicate orally or in writing is seriously impaired.

Requirements for a Special Diploma do not include passing FCAT 2.0/FSA or a minimum GPA of 2.0

Option 1: The student will master access points of the State of Florida standards and complete 24 credits as prescribed in this plan.

Option 2: The student will demonstrate mastery of specified employment community competencies. The student will be successfully employed at a job in the community, based on industry standards, employed 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 paid at least a minimum wage in compliance with the requirements of the Fair Labor Standards Act.

Students with disabilities entering grade nine (9) in 2000-2001 and thereafter, mastery of the State of Florida standards will be certified through completion of courses that address the relevant access points through use of alternative assessment procedures at the student's level of functioning.

If the student does not take the grade 10 FCAT 2.0/FSA or demonstrate mastery of the performance standards for ESE students, but does meet all other graduation requirements, the student will receive a special certificate of completion. For more specific information on special diploma, refer to the CCPS exceptional student education diploma options manual. **Please note that students that were not designated to be on a Special Diploma track may no longer apply for an ESE Special Diploma.** Students may apply for a standard diploma for ESE students through an alternative pathway or through academic and employment competencies.

504 STUDENT

Section 504 is a broad civil rights law which protects the rights of individuals with disabilities in any agency, school or institution receiving federal funds to provide persons with disabilities to the greatest extent possible, an opportunity to fully participate with their peers. These plans are not automatic. A plan requires the use of evaluation to ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials. Medical diagnosis, illnesses or impairments are not sufficient on their own to warrant a 504 plan, but will be considered if they substantially limit a major life activity. Minor limitations may disqualify a student for eligibility under the 504. Section 504 defines a person with a disability as:

- Having a physical or mental impairment which limits one or more major life activity;

- Have a record of such an impairment; or
- Are regarded as having an impairment.

Section 504 identifies accommodations as “reasonable” and appropriately based on the nature of the student’s disability. The accommodations are those deemed necessary to ensure the disabled student access to the general curriculum equal to that of a non-disabled peer. Accommodations should not alter the content, provide an unfair advantage or change the target skills.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Students are identified as possibly needing the services of the ESOL program according to their responses on the Home Language Survey, which is administered upon registration. The student is tested in aural/oral proficiency and/or reading/writing proficiency. ESOL students are placed in one of four levels (English I, II, III, IV through ESOL) depending on the degree of English proficiency. Each level constitutes one (1) credit of English toward graduation. A student at the high school level is exited from the ESOL program by scoring above the 45th percentile in both Reading and Writing as determined by a standardized test.

- 1002300 ESOL I (Satisfies grade 9 English)
- 1002319 ESOL II (Satisfies grade 10 English)
- 1002320 ESOL III (Satisfies grade 11 English)
- 1002520 ESOL IV (Satisfies grade 12 English)

The purpose of ESOL courses is to provide instruction in the language arts skills of listening, speaking, reading, and writing to speakers of a language other than English. The content includes, but is not limited to, instruction and practice in the development of vocabulary, reading, and writing skills. Reading skills are developed through the study of literary works. Writing instruction includes analysis of sentence structure and practice in paragraph development. ESOL reading & Writing courses are for students in grades 9-12 who have not yet received a passing score on the FCAT Reading/FSA. These courses provide increased practice in speaking, listening, reading, and writing.

**NOTE: FOR ADDITIONAL INFORMATION ABOUT DISTRICT ELL SERVICES, PLEASE GO TO [HTTP://WWW.YOURCHARLOTTECHOOLS.NET/DOCUMENTS/STUDENTS/DISTRICTELLSERVIC
ESPLAN.PDF](http://www.yourcharlotteschoools.net/documents/students/districtellserviceplan.pdf)**