

2023-2024 Policies and Procedures: Florida Atlantic University Lab School (Approved)

Section E: Participation in State and District Assessments

The school district administers districtwide assessments of academic student achievement.

- Yes
- No

History

If **yes**, include the name of each districtwide assessment and whether the assessment is administered to students on alternate academic achievement standards. If the districtwide assessment is not administered to students on alternate academic achievement standards, identify the corresponding alternate assessment. (If your school district uses a portfolio as a corresponding district alternate assessment, the data collected should be based on grade-level alternate academic achievement standards. For portfolios, indicate what information is being collected, how the information is being recorded, what type of scoring rubric is being used, and how the school district ensures that all teachers are collecting the same information and scoring the data the same way.)

District wide assessment at Palm Pointe Educational Research School at Tradition (St. Lucie County) only: St. Lucie Benchmarks Grades 3-8 Corresponding alternate assessment at Palm Pointe Educational Research School at Tradition (St. Lucie County) only: Grades 3-8 Brigance Inventory of Early Learning Development/Brigance Inventory of Basic Skills (as appropriate to the individual needs of the student) Grades 3-8 Assessment of Basic Language and Learning Skills - Students identified as eligible for Autism Spectrum Disorder Program services District-wide assessment at A.D. Henderson/FAU High School only: Edmentum Diagnostic assessments in reading, language arts, and math. There is no corresponding alternate assessment as all students in A.D. Henderson/FAU High School are working toward grade level state content standards pursuant to Rule 6A-1.09401, F.A.C. (with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials as needed)

History

Parental Consent Documentation

In accordance with s. 1003.5715, F.S., and Rule 6A-6.0331(10), F.A.C., the school district may not proceed with a student’s instruction in access points and the administration of an alternate assessment without written and informed parental consent unless the school district documents reasonable efforts to obtain parental consent and the student’s parent has failed to respond or the school district obtains approval through a due process hearing. The school district shall obtain written parental consent for the actions described above on the Parental Consent Form – Instruction in Access Points – Alternate Academic Achievement Standards (AP-AAAS) and Administration of the Statewide, Standardized Alternate Assessment, Form 313181 <https://www.flrules.org/Gateway/reference.asp?No=Ref-14585>.

The school district certifies that it either obtains prior parental consent or due process approval for every student participating in the FAA program. If prior parental consent is not obtained, the school district certifies that it has documentation of reasonable efforts to obtain that approval and consent, or a final order from DOAH.

- Yes
- No

History

Percentage of Students on Alternate Assessment

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (which can be found at <https://www.ed.gov/essa>), limits the percentage of students that a state may assess with an AA-AAAS to no more than 1 percent of all assessed students in the grades assessed in a state for each subject.

While there is a limit on the percentage of students statewide who may participate in the AA-AAAS, there is no such limit among school districts; however, 34 C.F.R. § 200.6(c)(3)(ii) and (iv) require that a school district submit information justifying the need to assess more than one percent of its students in any subject with an AA-AAAS. The state must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student.

It is understood that school districts have unique circumstances that may contribute to a higher number of students who are in access courses and participating in the FAA program. The purpose of this justification is to ensure that school districts are cognizant of their current processes and procedures to ensure that an IEP team decision to place a student in access courses is in alignment with state requirements and is the most appropriate academic decision for the student.

What is your school district's 2022-23 participation percentage in the FAA in the following areas?

The criteria for the following statement is outlined in s. 1008.22(3)(d), F.S., and Rule 6A-1.0943, F.A.C., and on the Checklist for Course and Assessment Participation, which can be found at <https://faa.fsassessments.org/-/media/project/client-portals/florida-alt/2023-2024-faa/manuals-and-guides/checklist-for-course-and-assessment-participation.pdf> for use in determining student eligibility for participation in the FAA program.

If the school district is over one percent in any area, please provide a description of how the school district is ensuring that IEP teams are adhering to the criteria (see above.)

FAU Lab School's charter school (Palm Pointe Educational Research School) in St. Lucie County has a small population of ESE students who are assessed through the FSAA. IEP teams follow the planning resources provided in PEER. In addition, continued professional development and training provided by St. Lucie County ensure that IEP teams adhere to the guidelines.

History

Provide a justification, with supporting evidence, that identifies specific programs or circumstances within the school district that may contribute to higher enrollment of students in access courses that exceeds one percent (e.g., center schools serving surrounding school districts).

Palm Pointe at Tradition in St. Lucie County is a K-8 educational research school with a unique partnership between FAU and St. Lucie County School District. As a charter school, the school will be governed by a not-for-profit Board made up of local community, St. Lucie school district and university leaders through a contract (charter) with FAU. Through partnership contact with the St. Lucie County School District, the daily operations of the FAU/SLCSB Lab School will be managed by the St. Lucie County School District. Because of Palm Pointe's partnership with FAU's Center of Autism and Related Disabilities, the school will provide services for students across the entire Autism Disorder Spectrum. The school has three self-contained ASD "units" and some of the students in these classes are assessed through the FSAA. As FAU Lab School has a small ESE population overall, this concentration of students taking the FSAA contributes to the district exceeding 1% of all assessed students in the grades assessed in math and reading.

History

What is your school district's risk ratio for disproportionality in each content area for each subgroup?

ELA American Indian or Alaskan Native

0

History

ELA Black, non-Hispanic

2.35

History

ELA Hispanic

0.78

History

ELA Asian or Pacific Islander

0

History

ELA White, non-Hispanic

1.15

History

ELA Economically Disadvantaged

4.72

History

ELA English Language Learner

0

History

Math American Indian or Alaskan Native

0

History

Math Black, non-Hispanic

2.11

History

Math Hispanic

0.77

History

Math Asian or Pacific Islander

0

History

Math White, non-Hispanic

1.09

History

Math Economically Disadvantaged

3.90

History

Math English Language Learner

0

History

Science American Indian or Alaskan Native

0

History

Science Black, non-Hispanic

0

History

Science Hispanic

1.28

History

Science Asian or Pacific Islander

0

History

Science White, non-Hispanic

3.45

History

Science Economically Disadvantaged

1.72

History

Science English Language Learner

0

History

Social Studies American Indian or Alaskan Native

NA

History

Social Studies Black, non-Hispanic

NA

History

Social Studies Hispanic

NA

History

Social Studies Asian or Pacific Islander

NA

History

Social Studies White, non-Hispanic

NA

History

Social Studies Economically Disadvantaged

NA

History

Social Studies English Language Learner

NA

History

If an identified risk ratio is 3 or above in any area, describe the school district's plan to address this disproportionality. This could include examining practices, such as the training and technical assistance provided to personnel on culturally responsive practices; working within a multi-tiered system of supports (MTSS) to promote best practices in screening; progress monitoring; and initial eligibility determination. School districts may also refer to their efforts to decrease disproportionality in evaluation, identification and discipline if similar efforts are made in that area.

Palm Pointe at Tradition in St. Lucie County is a K-8 educational research school with a unique partnership between FAU and St. Lucie County School District. As a charter school, the school will be governed by a not-for-profit Board made up of local community, St. Lucie school district and university leaders through a contract (charter) with FAU. Through partnership contact with the St. Lucie County School District, the daily operations of the FAU/SLCSB Lab School will be managed by the St. Lucie County School District. Because of Palm Pointe's partnership with FAU's Center of Autism and Related Disabilities, the school will provide services for students across the entire Autism Disorder Spectrum. The school has three self-contained ASD "units" and some of the students in these classes are assessed through the FSAA. As FAU Lab School has a small ESE population overall, this concentration of students taking the FSAA contributes to the districts risk ratio being a 3 or above for disproportionality in specified subgroups.

History

Rule 6A-1.0943, F.A.C., Statewide Assessment for Students with Disabilities

District-Specific Procedures

These are the criteria required for participation in the statewide, standardized alternate assessment as per Rule 6A-1.0943(5), F.A.C.:

Section A: The decision that a student with a significant cognitive disability will participate in the statewide, standardized alternate assessment as defined in Rule 6A-1.0943(5)(a), F.A.C., must be made by the IEP team and recorded on the IEP.

If the definition of "most significant cognitive disability" is not met according to the criteria set in Rule 6A-1.0943(1)(f)1., F.A.C., then complete Section E of this document, which satisfies Rule 6A-1.0943(1)(f)2., F.A.C.

Section B: The provisions regarding parental consent for participation in the statewide, standardized alternate assessment found in Rule 6A-6.0331(10), F.A.C., must be followed.

Section C: In order for a student to participate in the statewide, standardized alternate assessment, all of the following criteria must be met:

1. The student must receive exceptional student education (ESE) services as identified through a current IEP and be enrolled in the appropriate and aligned courses using alternate achievement standards for two consecutive full-time equivalent reporting periods prior to the assessment;

Evidence of criteria will be provided through the student's current IEP and student schedule.

2. The student must be receiving specially designed instruction, which provides unique instruction and intervention support that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and exhibits very limited to no progress in the general education curriculum standards;

Evidence of criteria will be provided through MTSS or response-to-intervention (RtI) documentation.

3. The student must be receiving support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards;

Evidence of criteria will be provided through MTSS or RtI documentation.

4. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, the student requires modifications to the general education curriculum standards;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of services provided—accommodation logs, accommodation logs compared to classroom performance).

5. Even after documented evidence of accessing a variety of supplementary instructional materials, the student requires modifications to the general education curriculum standards;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of the provision of supplementary instructional materials—may be a summary from teacher, speech-language pathologist (SLP) or other service providers).

6. Even with documented evidence of the provision and use of assistive technology, the student requires modifications to the general education curriculum standards;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of the provision assistive technology services provided).

7. Even with direct instruction in all core academic areas (i.e., ELA, mathematics, social studies and science), the student is exhibiting limited or no progress on the general education curriculum standards, and requires modifications;

Evidence of criteria will be provided with _____ (the required IEP and school district documentation of the provision of supplementary instructional materials—may be a summary from teacher, SLP or other service providers).

8. Unless the student is a transfer student, the student must have been available and present for grade-level general education curriculum standards instruction for at least 70 percent of the school year prior to the assessment;

Evidence of criteria will be provided through the student's attendance report.

9. Unless the student is a transfer student, the student must have been instructed by a certified teacher for at least 80 percent of the school year prior to the assessment; and

Evidence of criteria will be provided through the teacher's certificate and teacher's attendance record.

10. The assessment instrument used to measure the student's global level of cognitive functioning was selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility).

Evidence of criteria will be provided through available evaluations, medical reports or screeners provided in the past.

11. The student has a most significant cognitive disability.

Section D: A student is not eligible to participate in the statewide, standardized alternate assessment if any of the following apply:

1. The student is identified as a student with a specific learning disability or as gifted;

Evidence of criteria will be provided through IEP and applicable evaluation results.

2. The student is identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment; or

Evidence of criteria will be provided through IEP and applicable data.

3. The student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered pursuant to Section 1008.22(3)(e), F.S., unless there is medical documentation that the student experienced a traumatic brain injury or other health-related complications subsequent to the administration of that assessment that led to the student having the most significantly below-average global cognitive impairment.

Evidence of criteria will be provided through statewide standard assessment results, if applicable.

Section E: In the extraordinary circumstance when a global, full-scale intelligent quotient score is unattainable, a school district will comply as follows:

More specifically, in the event when a student cannot be directly assessed, the student who has a suspected most significant cognitive disability for whom assessment via the FAA may be appropriate as defined in Rule 6A-1.0943(1)(f)1., F.A.C., will be identified through the following detailed procedure:

List the factors the school district will use to determine that a direct assessment of cognitive functioning is not achievable.

The factors that might be consider when determining that a direct assessment of cognitive functioning is not achievable typically revolve around the individual student's abilities, circumstances, and any existing conditions that may impede the assessment process. These factors include but are not limited to a severe intellectual disability, communication disorders or language barriers, visual or auditory impairments, significant motor impairments, behavioral disorders or emotional disturbances, medical conditions or health issues may temporarily or permanently affect a student's cognitive functioning, etc. The IEP team follows the procedures identified in PEER.

History

Describe the assessment process the school district will use to determine if a student has a most significant cognitive disability in the absence of reliable direct assessment of cognitive functioning.

When assessing students for significant cognitive disabilities without reliable direct assessment of cognitive functioning, the district utilize a comprehensive and multi-faceted approach. The school district will gather and review all available data on the student, including previous assessments, academic performance, behavior records, and input from teachers and parents. This helps in understanding the student's strengths, weaknesses, and any patterns of behavior or learning difficulties. Trained professionals, such as special education teachers, psychologists, or behavioral specialists, may conduct direct observations of the student in various settings (classroom, playground, etc.). These observations provide insights into the student's behavior, social interactions, communication skills, and adaptive functioning. If behavior is a significant concern, the school may conduct an FBA to analyze the function or purpose of the student's behaviors. This involves identifying triggers for behaviors, their frequency and intensity, and the consequences that maintain them. The information gathered helps in developing behavior intervention plans tailored to the student's needs. Adaptive Behavior Assessment are used to evaluate the student's adaptive behavior skills, including communication, daily living skills, socialization, and motor skills. These assessments provide valuable information about the student's ability to function independently in various environments. A multidisciplinary team, including educators, psychologists, therapists, and parents, collaborates to analyze assessment data, identify the student's strengths and needs, and determine eligibility for special education services. The team considers all available information to make informed decisions about the student's educational programming and support needs.

History

Describe how the school district will train and monitor staff with compliance of the determination and assessment process.

Training and monitoring staff to ensure compliance with the determination and assessment process for students with significant cognitive disabilities is crucial for maintaining consistency, fairness, and effectiveness in special education services. The school district provides comprehensive initial training to all staff members involved in the determination and assessment process or assigned to work with students within the classroom setting. This includes special education teachers, general education teachers, paraprofessionals, psychologists, counselors, administrators, and support staff. The initial training covers legal requirements, assessment procedures, eligibility criteria, and best practices for working with students with significant cognitive disabilities. Continuous professional development opportunities are offered, as needed, to staff members to deepen their understanding of assessment procedures and stay updated on best practices in special education. This may include workshops, seminars, webinars, conferences, and online courses focused on topics such as functional assessment, adaptive behavior assessment, behavior intervention strategies, and individualized education program (IEP) development. The school district establishes monitors the quality and fidelity of the determination and assessment process. This may involve review of IEPs and observations of staff members conducting assessments. Feedback is provided to staff members to address areas for improvement and ensure adherence to established procedures.

History