

## 2023-2024 Policies and Procedures: Union (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 assessments for students on alternate achievement standards and alternate assessment include: \*Unique Learning System \*Bracken (LBES) \*BDI-2 (LBES) \*Brigance (LBES/LBMS/UCHS) \*i-Ready (K-5) \*FAA

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?

#### **Reading**

2.4

History

#### **Mathematics**

2.5

History

#### **Science**

3.3

History

Is the school district over one percent in any area?

- Yes
- No

History

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.)**

All students complete the MTSS process and are evaluated by the school psychologist to determine current levels of cognitive, academic, and adaptive functioning. The IEP team meets to review the evaluation and determine if the students meet the criteria to be instructed on Access points. An IEP is generated with parental consent as to why the student is unable to participate in the general curriculum and the general statewide assessment. The IEP includes a statement of why the alternate standards and the alternate assessment is appropriate.

#### 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).**

At this time, our ESE services support all the students in Union County. While we don't have a center school, our ESE population has some significant needs that would qualify for a center school if we had one. At the current time, we serve all students at one elementary, one middle, and one high school. Our elementary school, which serves students in Pre-K through 4th grade, has over 1,000 students so it is considerably larger than many other elementary schools. Only students who have a documented cognitive impairment through such disabilities as intellectual disability or autism spectrum disorder are eligible to receive instruction on the Access points curriculum and the Florida Alternate Assessment (FAA). At each student's annual IEP meeting, the team reviews the student's present levels of performance to determine if the student still meets the criteria to be on Access points. Union County has one particular characteristic that may not be comparable to other districts which may increase the number of students with disabilities moving into our district on a regular basis. We have several Department of Corrections facilities either in our county or a neighboring county. The Reception and Medical Center is located in Union County, Union Correctional Institution is in Union County, and Florida State Prison (FSP) is just across the county line from us in Bradford County. We believe that many families from around the state move to Union County to be close to loved ones who may be incarcerated. In comparison to other surrounding or similar-size districts, Union County has a comparable percentage of students taking the FAA. Finally, Union County School District is so small in size that even a minor increase in the number of students taking an AA-AAAS could result in a participation rate exceeding 1.0% from one year to the next.

#### 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**

| 1.61

[History](#)

**ELA Hispanic**

| 1.46

[History](#)

**ELA Asian or Pacific Islander**

| 0

[History](#)

**ELA White, non-Hispanic**

| 0.74

[History](#)

**ELA Economically Disadvantaged**

| 1.88 Free/Reduced Lunch

[History](#)

**ELA English Language Learner**

| 10.87

History

**Math American Indian or Alaskan Native**

| 0

History

**Math Black, non-Hispanic**

| 1.55

History

**Math Hispanic**

| 1.41

History

**Math Asian or Pacific Islander**

| 0

History

**Math White, non-Hispanic**

| 0.79

History

**Math Economically Disadvantaged**

| 2.21 Free/Reduced Lunch

History

**Math English Language Learner**

| 10.36

History

**Science American Indian or Alaskan Native**

| 0

History

**Science Black, non-Hispanic**

| 3.83

History

**Science Hispanic**

| 0

History

**Science Asian or Pacific Islander**

| -

History

**Science White, non-Hispanic**

| 0.49

[History](#)

**Science Economically Disadvantaged**

| 2.67 Free/Reduced Lunch

[History](#)

**Science English Language Learner**

| -

[History](#)

**Social Studies American Indian or Alaskan Native**

| N/A

[History](#)

**Social Studies Black, non-Hispanic**

| N/A

[History](#)

**Social Studies Hispanic**

| N/A

[History](#)

**Social Studies Asian or Pacific Islander**

N/A

History

**Social Studies White, non-Hispanic**

N/A

History

**Social Studies Economically Disadvantaged**

N/A

History

**Social Studies English Language Learner**

N/A

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.**

In ELA and Math, we were at 10.87 and 10.36, respectively, for English Language Learners (ELLs). For Science, we were at 3.83 for Black, Non-Hispanic students.

The cause for the high risk ratio for ELLs is that we are a very small district and don't have very many ELLs to begin with. The performance of black students in Science will be reviewed so that school principals can talk to their teachers/staff about examining their practices with this subgroup in Science. It is worth noting that Science is the only subject that the risk ratio is at 3 or above for Black, Non-Hispanic students.

History

## 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 school psychologist will observe the student and/or interview the teacher in order to select the most appropriate test(s) for the student's measured ability. The district will attempt two separate and individually administered measures of global cognitive functioning with all students suspected of having a most significant cognitive disability. An assessment will be considered INVALID if the student is unable to respond with purposeful and intentional responses, if the student is unable to understand the presented tasks, or if a valid basal is not obtained on the measure of global cognitive ability.

## 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 an individually administered measure of global cognitive functioning is not able to be obtained, the evaluator(s) will be asked to obtain additional assessments to include a developmental assessment and a measure of adaptive behavior collected from the teacher and/or parent/guardian. Observations of the student during attempted direct assessment and any previous assessment information will also be considered. The Speech and Language Pathologist will conduct an indirect assessment of language/communication OR a review of communication methods in place for students without intentional language. Those scores, along with a review of previous attempts at direct assessment, and any evidence of medical conditions that impact global functioning will be documented. The IEP team will consider all available data and evidence regarding the student's cognitive ability. A decision will be made by the IEP team based on a thorough review of the student's diagnostic information, adaptive functioning, academic performance data, and the guidelines outlined in Rule 6A-1.0943, Florida Administrative Code.

## History

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

The Union County School District will continue having professional development trainings provided by the discretionary projects and/or the FLDOE. Once the ESE P&P is approved by the FLDOE, it will be shared with all school administrators, ESE staffing specialists, the school psychologist, and ESE therapists. They will receive direct training on procedures 1 and 2. The school psychologist will be involved in the evaluations, monitoring the data, and in determining what information and training should be provided. The ESE department will ensure compliance by monitoring the procedures in steps 1 and 2.

## History