Justification for why the corporation anticipates exceeding the 1% cap on participation in the Alternate Assessment for the 2018-2019 school year. (Select one)	Reason Explanation: Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year.	Describe or name program: Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area.	Overall student population: Corporation has small overall student population.	Other: Corporation to provide brief justification of variables not covered in previous options	The stakeholders selected below have watched the Alternate Assessment Prarticipation Training Webinar video. These stakeholders agree the appropriate students will participate in the Alternate Assessment during the 2018-2019 school year.	If all stakeholders have not been selected, please explain reasoning here.	The stakeholders selected below have reviewed the Alternate Assessment Pratticipation Guidance, Flowchart, and FAQ provided on the IDOE website. These stakeholders agree the appropriate students will participate in the Alternate Assessment during the 2018-2019 school year.		The stakeholders selected below have reviewed data from the 2017-2018 ISTAR Disaggregation Report as well as disproportionality data from IDOE. These stakeholders agree the appropriate students will participate in the Alternate Assessment during the 2018-2019 school year.	If all stakeholders have not been selected, please explain reasoning here. 3
Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below)	Beech Grove City Schools watched the webinar last year and reviewed our process when deciding which assessment is appropriate.				Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	The stakeholders selected are the people that work together in our district that help guide our decision when determining which students take the alternate assessment. Our district is smaller and does not have a school test coordinators.	Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	The stakeholders selected are the people that work together in our district that help guide our decision when determining which students take the alternate assessment. Our district is smaller and does not have a school test coordinators.	Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	The stakeholders selected are the people that work together in our district that help guide our decision when determining which students take the alternate assessment. Our district is smaller and does not have a school test coordinators.
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below)		IPS programs for students with significant disabilities such as life skills, intensive autism, Arches (functional academics), Project SITE, Project Search, and others attract large numbers of families with significant cognitive needs to IPS.			Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	There has not been an expectation set from IIOE about some of these groups watching the video.	Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	There has not been an expectation set from IDOE about some of these groups reviewing said guidance.	Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	There has not been an expectation set from IDOE about some of these groups reviewing this data.
Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below)	The number of students identified for alternate assessment does not exceed 1% at this time.				Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	

Corporation has school,		Crown Point		 Special Education		Special Education		Special Education	
community, or health		Schools has a		Teachers		Teachers		Teachers	
program that draws large		larger number of		General Education		General Education		General Education	
number of families of		students with		Teachers		Teachers		Teachers	
students with significant		significant		Building		Building		Building	
cognitive disabilities to		cognitive		Administrators		Administrators		Administrators	
area (describe or name		disabilities for our		Corporation Test		Corporation Test		Corporation Test	
program below)		district because of		Coordinators		Coordinators		Coordinators	
, ,		area resources and		School Test		School Test		School Test	
		a high performing		Coordinators		Coordinators		Coordinators	
		school district.		Special Education		Special Education		Special Education	
		Area resources		Directors,		Directors,		Directors,	
		include St.		Coordinators, and		Coordinators, and		Coordinators, and	
		Anthony's Hospital;		Assistant Directors		Assistant Directors		Assistant Directors	
		Innovations in		School		School		School	
		Learning ABA		Psychologists		Psychologists		Psychologists	
		therapy; Milestone		, ,		Parents of students		, ,	
		Therapy; Behavior				with significant			
		and Learning				cognitive			
		Solutions; Life				disabilities			
		Strategies therapy							
		Wee Care Therapy;							
		Children's Therapy							
		Plus							
		Autism Home							
		Services; All About							
		Kids; Jacobs Ladder							
		Pediatric							
Corporation has small			707	Special Education	The school	Special Education	The school	Special Education	The school
overall student				Teachers	psychologist and	Teachers	psychologist and	Teachers	psychologist and
population (provide					test coordinators	General Education	test coordinators	General Education	test coordinators
overall student				Teachers	do not participate	Teachers	do not participate	Teachers	do not participate
population below)				Building	in Case Conference	Building	in Case Conference	Building	in Case Conference
i				Administrators	Committee	Administrators	Committee	Administrators	Committee
				Special Education	decision making or	Special Education	decision making or	Special Education	decision making or
				Directors,	review of IAM	Directors,	review of IAM	Directors,	review of IAM
				Coordinators, and	student	Coordinators, and	student	Coordinators, and	student
				Assistant Directors	participation.	Assistant Directors	participation.	Assistant Directors	participation.
							Parents review		
							decision-making		
							and documents at		
							Case Conference		
							Committee		
							meetings though		
							cannot be held		
							accountable for		
							viewing these on a		
							regular basis or		
							current guidance		
							until such a date.		
anticipate exceeding the two	e will only have			Special Education	The psychologist	Special Education	The psychologist	Special Education	The psychologist
1	o students			Teachers	was not present	Teachers	The psychologist and parent were	Teachers	was not present
1% participation cap for tes	o students			Teachers General Education	was not present during the time	Teachers General Education	The psychologist and parent were not present during	Teachers General Education	was not present during the time
the 2018-2019 school	o students			Teachers General Education Teachers	was not present	Teachers General Education Teachers	The psychologist and parent were	Teachers General Education Teachers	was not present
the 2018-2019 school year (explain reasoning	o students			Teachers General Education Teachers Building	was not present during the time	Teachers General Education Teachers Building	The psychologist and parent were not present during	Teachers General Education Teachers Building	was not present during the time
the 2018-2019 school	o students			Teachers General Education Teachers Building Administrators	was not present during the time	Teachers General Education Teachers Building Administrators	The psychologist and parent were not present during	Teachers General Education Teachers Building Administrators	was not present during the time
the 2018-2019 school year (explain reasoning	o students			Teachers General Education Teachers Building Administrators Corporation Test	was not present during the time	Teachers General Education Teachers Building Administrators Corporation Test	The psychologist and parent were not present during	Teachers General Education Teachers Building Administrators Corporation Test	was not present during the time
the 2018-2019 school year (explain reasoning	o students			Teachers General Education Teachers Building Administrators Corporation Test Coordinators	was not present during the time	Teachers General Education Teachers Building Administrators Corporation Test Coordinators	The psychologist and parent were not present during	Teachers General Education Teachers Building Administrators Corporation Test Coordinators	was not present during the time
the 2018-2019 school year (explain reasoning	o students			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	was not present during the time	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	The psychologist and parent were not present during	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	was not present during the time
the 2018-2019 school year (explain reasoning	o students			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	was not present during the time	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	The psychologist and parent were not present during	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	was not present during the time
the 2018-2019 school year (explain reasoning	o students			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	was not present during the time	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	The psychologist and parent were not present during	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	was not present during the time
the 2018-2019 school year (explain reasoning	o students			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	was not present during the time	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	The psychologist and parent were not present during	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	was not present during the time
the 2018-2019 school year (explain reasoning	o students			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was not present during the time	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	The psychologist and parent were not present during	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was not present during the time
the 2018-2019 school year (explain reasoning	o students			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	was not present during the time	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	The psychologist and parent were not present during	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	was not present during the time

Corporation has small									
			1588	Special Education		Special Education		Special Education	
overall student				Teachers		Teachers		Teachers	
population (provide				General Education		General Education		General Education	
1, ,						Teachers			
overall student				Teachers				Teachers	
population below)				Building		Building		Building	
				Administrators		Administrators		Administrators	
				Corporation Test		Corporation Test		Corporation Test	
				Coordinators		Coordinators		Coordinators	
				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
						Parents of students			
						with significant			
						cognitive			
						disabilities			
						uisabilities			
Corporation has school,		Our school		Special Education	We have not	Special Education		Special Education	This is done with
				•		-			
community, or health		corporation	l	Teachers	provided the	Teachers		Teachers	our teams of
program that draws large		provides multiple		Building	webinar to our	General Education		Building	Special education
number of families of		pathways for our		Administrators	general education	Teachers		Administrators	teachers as well as
students with significant		scholars and	l	Corporation Test	teachers or school	Building		Corporation Test	our district data
cognitive disabilities to		parents call daily to		Coordinators	psychologists at	Administrators		Coordinators	team and this does
									not include general
area (describe or name		tell us they are		School Test	this time.	Corporation Test		School Test	
program below)		moving to our		Coordinators		Coordinators		Coordinators	education teachers
		district due to the		Special Education		School Test		Special Education	or school
		reputation we have		Directors,		Coordinators		Directors,	psychologists.
		received. Our		Coordinators, and		Special Education		Coordinators, and	
		faculty are the very		Assistant Directors		Directors,		Assistant Directors	
				Assistant Directors				Assistant Directors	
		best in serving				Coordinators, and			
		students with				Assistant Directors			
		significant				School			
		cognitive				Psychologists			
		disabilities and we				Parents of students			
		pride ourselves is				with significant			
		being the best fit				cognitive			
		for them.				disabilities			
Corporation has small									
			698	Building	This information	Building	This information	Building	The Disaggregated
Loverall student			698			_			
overall student			698	Administrators	has been shared	Administrators	has been shared	Administrators	Report has not
population (provide			698	Administrators Corporation Test	has been shared with all	Administrators Corporation Test	has been shared with all	Administrators Corporation Test	Report has not been shared or
population (provide overall student			698	Administrators Corporation Test Coordinators	has been shared with all stakeholders with a	Administrators Corporation Test Coordinators	has been shared with all stakeholders with a	Administrators Corporation Test Coordinators	Report has not been shared or reviewed by all
population (provide			698	Administrators Corporation Test	has been shared with all	Administrators Corporation Test	has been shared with all	Administrators Corporation Test	Report has not been shared or
population (provide overall student			698	Administrators Corporation Test Coordinators	has been shared with all stakeholders with a	Administrators Corporation Test Coordinators	has been shared with all stakeholders with a	Administrators Corporation Test Coordinators	Report has not been shared or reviewed by all
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors,	has been shared with all stakeholders with a request it be reviewed.	Administrators Corporation Test Coordinators Special Education Directors,	has been shared with all stakeholders with a request it be reviewed.	Administrators Corporation Test Coordinators Special Education Directors,	Report has not been shared or reviewed by all stakeholders. However, all
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors,	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that	Administrators Corporation Test Coordinators Special Education Directors,	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that	Administrators Corporation Test Coordinators Special Education Directors,	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time.	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be request. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions.	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions.	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the case conference	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and
population (provide overall student			698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant
population (provide overall student population below)	Corporation does		698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions.	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the case conference when alternative	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guilding
population (provide overall student population below)	Corporation does		698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions.	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	has been shared with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the case conference when alternative These are the	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding These are the
population (provide overall student population below) Corporation does not anticipate exceeding the	not anticipate		698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. These are the individuals	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the case conference when alternative.	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding These are the individuals
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for	not anticipate exceeding the 1%		698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. These are the individuals employed by our	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the case conference when alternative These are the individuals employed by our	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding These are the individuals employed by our
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school	not anticipate exceeding the 1% participation cap		698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. These are the individuals employed by our corporation that	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the case conference when alternative These are the individuals employed by our corporation that	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding These are the individuals employed by our corporation that
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for	not anticipate exceeding the 1%		698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. These are the individuals employed by our	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the case conference when alternative These are the individuals employed by our	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding These are the individuals employed by our
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school	not anticipate exceeding the 1% participation cap		698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. These are the individuals employed by our corporation that	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the case conference when alternative These are the individuals employed by our corporation that	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding These are the individuals employed by our corporation that
corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	not anticipate exceeding the 1% participation cap for the 2018-2019		698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Test Corporation Test Coordinators School Test	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. These are the individuals employed by our corporation that will be giving or have a need to	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Test Coordinators Teachers Corporation Test Coordinators School Test	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the case conference when alternative. These are the individuals employed by our corporation that will be giving or have a need to	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Test Coordinators Teachers Corporation Test Coordinators School Test	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding These are the individuals employed by our corporation that will be giving or have a need to
corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	not anticipate exceeding the 1% participation cap for the 2018-2019		698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Test Corporation Test Coordinators School Test	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. These are the individuals employed by our corporation that will be giving or have a need to know about the	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Test Coordinators Teachers Corporation Test Coordinators School Test	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the case conference when alternative These are the individuals employed by our corporation that will be giving or have a need to know about the	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Test Coordinators Teachers Corporation Test Coordinators School Test	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding These are the individuals employed by our corporation that will be giving or have a need to know about the
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	not anticipate exceeding the 1% participation cap for the 2018-2019		698	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Test Corporation Test Coordinators School Test	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. These are the individuals employed by our corporation that will be giving or have a need to	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Test Coordinators Teachers Corporation Test Coordinators School Test	has been shared with all stakeholders with all stakeholders with a request it be reviewed. However, we cannot verify that all staff have completed this review at this time. It should be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding these decisions. The four criteria within IIEP are reviewed and verified by all participants of the case conference when alternative. These are the individuals employed by our corporation that will be giving or have a need to	Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Test Coordinators Teachers Corporation Test Coordinators School Test	Report has not been shared or reviewed by all stakeholders. However, all teachers of students taking the alternative assessment are familiar with the criteria and are knowledgeable about their students' identified disabilities and present levels of performance. It should also be noted that the Director of Special Education participates in all case conferences of students with significant disabilities and assists in guiding These are the individuals employed by our corporation that will be giving or have a need to

Corporation has school,		Within the MSDWT		Special Education		Special Education		Special Education	
community, or health		we have multiple		Teachers		Teachers		Teachers	
program that draws large		group homes that		General Education		General Education		General Education	
number of families of		provide services to		Teachers		Teachers		Teachers	
students with significant		students with		Building		Building		Building	
cognitive disabilities to		significant		Administrators		Administrators		Administrators	
area (describe or name		disabilities.		Corporation Test		Corporation Test		Corporation Test	
program below)				Coordinators		Coordinators		Coordinators	
, ,				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
				r sychologists		Parents of students		r sychologists	
						with significant			
						cognitive			
						disabilities			
						disabilities			
Corporation does not	We have reviewed			Special Education	Internal local	Special Education	Internal local	Special Education	Internal local
anticipate exceeding the	our current			Teachers	control review of	Teachers	control review of	Teachers	control review of
1% participation cap for	students and			Building	students	Building	students	Building	students
the 2018-2019 school	numbers and will			Administrators	administratively.	Administrators	administratively.	Administrators	administratively.
year (explain reasoning	have under the 1%			Corporation Test	We have informed	Corporation Test	We have informed	Corporation Test	We have informed
				Coordinators	general education	Coordinators		Coordinators	general education
below)	participating. All students that are			School Test	teachers that	School Test	general education teachers that	School Test	teachers that
				Coordinators	alternative	Coordinators	alternative	Coordinators	alternative
	participating have								
	a significant			Special Education	assessments are	Special Education	assessments are	Special Education	assessments are
	cognitive disability.			Directors,	for students with	Directors,	for students with	Directors,	for students with
				Coordinators, and	significant 	Coordinators, and	significant	Coordinators, and	significant
				Assistant Directors School	cognitive	Assistant Directors	cognitive	Assistant Directors School	cognitive disabilities.
				ISCHOOL	disabilities.	School	disabilities.		
1									disabilities.
				Psychologists		Psychologists		Psychologists	disabilities.
						Parents of students			uisabilities.
						Parents of students with significant			uisaumties.
						Parents of students with significant cognitive			uisaumites.
						Parents of students with significant			uisaviittes.
						Parents of students with significant cognitive			uisaunities.
Companies	After soview of			Psychologists		Parents of students with significant cognitive disabilities		Psychologists	uisaumties.
Corporation does not	After review of			Psychologists Special Education		Parents of students with significant cognitive disabilities Special Education		Psychologists Special Education	usaumtes.
anticipate exceeding the	guidelines, we			Psychologists Special Education Teachers		Parents of students with significant cognitive disabilities Special Education Teachers		Psychologists Special Education Teachers	usabilities.
anticipate exceeding the 1% participation cap for	guidelines, we have fewer			Psychologists Special Education Teachers General Education		Parents of students with significant cognitive disabilities Special Education Teachers General Education		Psychologists Special Education Teachers General Education	usaunices.
anticipate exceeding the 1% participation cap for the 2018-2019 school	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers		Psychologists Special Education Teachers General Education Teachers	usabilities.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer			Psychologists Special Education Teachers General Education Teachers Building		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building		Psychologists Special Education Teachers General Education Teachers Building	usabilities.
anticipate exceeding the 1% participation cap for the 2018-2019 school	guidelines, we have fewer students taking the			Special Education Teachers General Education Teachers Building Administrators		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators		Psychologists Special Education Teachers General Education Teachers Building Administrators	usabilities.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test	usabilities.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	usaunites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	usabilites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	usaunites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	usabilities.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	usaumites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	usaunites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	usaunites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	usaunites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	usaumites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	usaumites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	usaumites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	usaumites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	usaumites.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	guidelines, we have fewer students taking the			Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	usaumites.

Corporation has school,		North Daviess		Special Education		Special Education		Special Education	
community, or health		participates in the		Teachers		Teachers		Teachers	
program that draws large		Daviess-Martin		General Education		General Education		General Education	
number of families of				Teachers				Teachers	
		Special cooperative				Teachers			
students with significant		and houses a life		Building		Building		Building	
cognitive disabilities to		skills program. The		Administrators		Administrators		Administrators	
area (describe or name		school corporation		Corporation Test		Corporation Test		Corporation Test	
program below)		has a small overall		Coordinators		Coordinators		Coordinators	
		population,		School Test		School Test		School Test	
		therefore the life		Coordinators		Coordinators		Coordinators	
		skills program		Special Education		Special Education		Special Education	
		causes the corp to		Directors,		Directors,		Directors,	
		exceed the cap.		Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
				rsychologists				rsychologists	
						Parents of students			
						with significant			
						cognitive			
						disabilities			
		1							
		ļ							
Corporation has small	<u> </u>	1	1350	Special Education	The school	Special Education	The school	Special Education	1
overall student		1		Teachers	psychologist works	Teachers	psychologists are	Teachers	
population (provide				Building	within our	General Education	from our	General Education	
overall student		1		Administrators	cooperative. The	Teachers	cooperative.	Teachers	
population below)				Corporation Test	general educations	Building		Building	
population below,				Coordinators	teachers do not	Administrators		Administrators	
				School Test		Corporation Test		Corporation Test	
					participant in the				
				Coordinators	alternate	Coordinators		Coordinators	
				Special Education	assessment.	School Test		School Test	
				Directors,		Coordinators		Coordinators	
				Coordinators, and		Special Education		Special Education	
				Assistant Directors		Directors,		Directors,	
						Coordinators, and		Coordinators, and	
						Assistant Directors		Assistant Directors	
						Parents of students		School	
						with significant		Psychologists	
								rsychologists	
						cognitive			
						disabilities			
Corporation has school,		EACS special		Special Education	The decision re:	Special Education	The key district	Special Education	The key district
community, or health		education		Teachers	whether a student	Teachers	staff during case	Teachers	staff during case
program that draws large		programming for			will participate in	Building	conferences in	Building	conferences in
number of families of		students with more			ILEARN or IAM	Administrators	which decisions are	Administrators	which decisions are
students with significant		intensive support			rests primarily with	Corporation Test	made re: state	Corporation Test	made re: state
cognitive disabilities to		needs draws a			the special	Coordinators	assessment	Coordinators	assessment
area (describe or name		number of families			education	School Test	participation are	School Test	participation are
program below)		to request			teachers, as the	Coordinators	special education	Coordinators	special education
p. ogram octowj		placement via			CCC relies on their	Coordinators	teachers; however	Coordinators	teachers; however
		l'							
		tuition transfer			recommendation.		building		building
		requests into EACS					administrators and		administrators and
		for our					guidance		guidance
		programming, or to					counselors/student		counselors/student
		move to EACS in					assistance		assistance
		order for their					specialists (also		specialists (also
		students to attend					school test		corporation test
		our programs.					coordinators) were		coordinators) were
		Families either					provided this		provided this
		move here or					information as well		information as well
		request transfer					as a support for the		as a support for the
		tuition based on					special education		special education
		word of mouth					teachers.		teachers.
		recommendations							
		1	I I		1				
		parent to parent.							
		In addition, our							
		In addition, our							
		In addition, our district includes a							
		In addition, our							

Other Come			we have the state of	Constal Edition	hu	Constalled 11	Day	Constituted of	
Other: Corporation to			We have reviewed	Special Education	We are a very large	Special Education	We are a very large	Special Education	We are a very large
provide brief justification of variables not covered			all IEPs of students who are identified	Teachers Building	district, so a random sampling	Teachers Building	district, so a random sampling	Teachers Building	district, so a random sampling
in the previous options				Administrators	of general	Administrators	of general	Administrators	of general
in the previous options			as taking the alternative	Corporation Test	education teachers	Corporation Test	education teachers	Corporation Test	education teachers
			assessment and	Coordinators	were included in	Coordinators	reviewed the	Coordinators	were included in
			discussed the	School Test	viewing the	School Test	documents above.	School Test	reviewing this
			requirements with	Coordinators	webinar.	Coordinators	documents above.	Coordinators	data.
			TORs. At this	Special Education	webillar.	Special Education	Daronte are given	Special Education	data.
			point, sound	Directors,		Directors,	Parents are given the information at	Directors,	
			decisions have	Coordinators, and		Coordinators, and	case conferences,	Coordinators, and	
			been made	Assistant Directors			but the flowchart	Assistant Directors	
			regarding the	School		School	and FAQs aren't	School	
			students who are	Psychologists		Psychologists	always included.	Psychologists	
			taking the	1 Sychologists		1 Sychologists	The Participation	1 Sychologists	
			alternative				Guidance is		
			assessment. The				reviewed at case		
			special education				conferences.		
			coordinators have				conterences.		
			discussed the 1%						
			participation with						
			the other						
			coordinators in the						
			co-op to make sure						
			other programming						
			hasn't been						
			explored.						
Corporation has school,	 The Bloomington			Special Education		Special Education		Special Education	
community, or health	community has a			Teachers		Teachers		Teachers	
program that draws large	wide variety of			General Education		General Education		General Education	
number of families of	program/support			Teachers		Teachers		Teachers	
students with significant	opportunities that			Building		Building		Building	
cognitive disabilities to	are available to			Administrators		Administrators		Administrators	
area (describe or name	families (e.g. group			Corporation Test		Corporation Test		Corporation Test	
program below)	homes, ABA clinics,			Coordinators		Coordinators		Coordinators	
	community			School Test		School Test		School Test	
	support providers).			Coordinators		Coordinators		Coordinators	
	These			Special Education		Special Education		Special Education	
	programs/supports			Directors,		Directors,		Directors,	
	are located in or			Coordinators, and		Coordinators, and		Coordinators, and	
	near Bloomington			Assistant Directors		Assistant Directors		Assistant Directors	
	for which families often move to in			School		School		School	
				Psychologists		Psychologists		Psychologists	
	order to more					Parents of students with significant			
	conveniently access them.					cognitive			
	access them.					disabilities			
	MCCSC offers a					disabilities			
	continuum of								
	special education								
	services. These								
	services include a								
	comprehensive								
	program that								
	specifically								
Corporation has small		814		Special Education	Stakeholders have	Special Education	Stakeholders have	Special Education	Stakeholders have
overall student				Teachers	been selected.	Teachers	been selected.	Teachers	been selected.
population (provide				Building		Building	1	Building	
overall student				Administrators		Administrators		Administrators	
population below)				Corporation Test		Corporation Test		Corporation Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
1				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				I A!	I	Assistant Directors	I	Assistant Directors	1
				Assistant Directors				Assistant Directors	
				Assistant Directors		Parents of students		Assistant Directors	
				Assistant Directors		Parents of students with significant		Assistant Directors	
				Assistant Directors		Parents of students with significant cognitive		Assistant Directors	
				Assistant Directors		Parents of students with significant		Assistant Directors	
				Assistant Directors		Parents of students with significant cognitive		Assistant Directors	

Corporation has small		1650		Special Education		Special Education		Special Education	
overall student				Teachers		Teachers		Teachers	
population (provide				General Education		General Education		General Education	
overall student				Teachers		Teachers		Teachers	
population below)				Building		Building		Building	
				Administrators		Administrators		Administrators	
				Corporation Test		Corporation Test		Corporation Test	
				Coordinators		Coordinators		Coordinators	
				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
						Parents of students			
						with significant			
						cognitive			
						disabilities			
						uisabilities			
]									
Company 1 1 1	In access to			Constal Edition	C151	Consider to	Th	Caradal Edit 11	C
Corporation has school,	In our county, we			Special Education	General Ed	Special Education	The amount of	Special Education	Gen ed teachers
community, or health	have several			Teachers	teachers have been	Teachers	time to train ALL	Teachers	have reviewed
program that draws large	families that move			Building	trained on ILEARN.	Building	staff on ALL new	Building	disaggregated data
number of families of	specifically to			Administrators	School	Administrators	assessments this	Administrators	for the students
students with significant	Mooreville for our			Corporation Test	Administrators/Tes	Corporation Test	year is	Corporation Test	they teach.
_									tiley teatil.
cognitive disabilities to	alternative			Coordinators	t Coordinators will	Coordinators	problematic. We	Coordinators	
area (describe or name	curriculum			School Test	be asked to watch	School Test	have focused on	School Test	
program below)	programs			Coordinators	the video and sign	Coordinators	training those	Coordinators	
1				Special Education	off. School	Special Education	teachers that will	Special Education	
				Directors,	Psychologists will	Directors,	be given IAM and	Directors,	
							-		
				Coordinators, and	watch the video	Coordinators, and	other training for	Coordinators, and	
				Assistant Directors	and sign off.	Assistant Directors	the teachers who	Assistant Directors	
					Building	School	are giving ILEARN.	School	
					Administrators will	Psychologists		Psychologists	
					share the video	i sychologists		. 570.10106.505	
					with their gen ed				
					teachers at their				
					discretion.				
1									
	 				discretion.				
Other: Corporation to			High population	Special Education		Special Education	Our school district	Special Education	Our school district
Other: Corporation to			High population	Special Education	Our school district	Special Education	Our school district	Special Education	
provide brief justification			where the case	Teachers	Our school district did not have a	Teachers	did not have a	Teachers	did not have a
provide brief justification of variables not covered			where the case conference	Teachers General Education	Our school district did not have a school psychologist	Teachers General Education	did not have a school psychologist	Teachers General Education	did not have a school psychologist
provide brief justification			where the case	Teachers	Our school district did not have a	Teachers General Education	did not have a	Teachers	did not have a
provide brief justification of variables not covered			where the case conference committee	Teachers General Education Teachers	Our school district did not have a school psychologist on staff at the time	Teachers General Education Teachers	did not have a school psychologist on staff at the time	Teachers General Education Teachers	did not have a school psychologist on staff at the time
provide brief justification of variables not covered			where the case conference committee determined that	Teachers General Education Teachers Building	Our school district did not have a school psychologist on staff at the time this was	Teachers General Education Teachers Building	did not have a school psychologist on staff at the time this was	Teachers General Education Teachers Building	did not have a school psychologist on staff at the time this was
provide brief justification of variables not covered			where the case conference committee determined that the alternate	Teachers General Education Teachers Building Administrators	Our school district did not have a school psychologist on staff at the time this was completed. When	Teachers General Education Teachers Building Administrators	did not have a school psychologist on staff at the time this was completed. When	Teachers General Education Teachers Building Administrators	did not have a school psychologist on staff at the time this was completed. When
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is	Teachers General Education Teachers Building Administrators Corporation Test	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then	Teachers General Education Teachers Building Administrators Corporation Test	did not have a school psychologist on staff at the time this was completed. When once is hired then	Teachers General Education Teachers Building Administrators Corporation Test	did not have a school psychologist on staff at the time this was completed. When once is hired then
provide brief justification of variables not covered			where the case conference committee determined that the alternate	Teachers General Education Teachers Building Administrators	Our school district did not have a school psychologist on staff at the time this was completed. When	Teachers General Education Teachers Building Administrators	did not have a school psychologist on staff at the time this was completed. When	Teachers General Education Teachers Building Administrators Corporation Test Coordinators	did not have a school psychologist on staff at the time this was completed. When
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is	Teachers General Education Teachers Building Administrators Corporation Test	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then	Teachers General Education Teachers Building Administrators Corporation Test	did not have a school psychologist on staff at the time this was completed. When once is hired then	Teachers General Education Teachers Building Administrators Corporation Test	did not have a school psychologist on staff at the time this was completed. When once is hired then
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered			where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers General Education Teachers	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers General Education Teachers	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers General Education Teachers	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers General Education Teachers Gordinators Gordinators Corporation Test Coordinators	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Gueral Education Teachers General Education Teachers Guiding Administrators Corporation Test Coordinators	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers General Education Teachers Goneral Education Teachers School Test Coordinators School Test	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
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provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers General Education Teachers General Education Teachers School Test Coordinators School Test Coordinators	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
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provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Suiding Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Suidoria Teachers Suidoria Test Coordinators School Test Coordinators Special Education Directors,	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Directors Coordinators Coordinators Coordinators Coordinators Coordinators Coordinators, and	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers General Education Teachers Special Education Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
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provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Directors Coordinators Coordinators Coordinators Coordinators Coordinators Coordinators, and	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers General Education Teachers Special Education Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers General Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Assistant Directors General Education Teachers General Education Teachers General Education Teachers General Education Teachers Special Education Teachers Gordinators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers General Education Teachers Building Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers School Test Coordinators Special Education Directors, Coordinators Coordinators Coordinators Coordinators, and Assistant Directors	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers General Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers School Test Coordinators Special Education Directors Special Education Directors Special Education Directors Special Education Directors School Psychologists Parents of students	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers General Education Teachers Building Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers General Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors Special Education Directors School Psychologists Parents of students with significant	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers General Education Teachers Building Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers General Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors Special Education Directors School Test Coordinators Special Education Directors, Coordinators Special Education Directors Directors Directors Directors Directors Direct	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers General Education Teachers Building Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers General Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors Special Education Directors School Psychologists Parents of students with significant	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers General Education Teachers Building Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers General Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors Special Education Directors School Test Coordinators Special Education Directors, Coordinators Special Education Directors Directors Directors Directors Directors Direct	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers General Education Teachers Building Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		354	where the case conference committee determined that the alternate assessment is needed for these	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers General Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Our school district did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors Special Education Directors School Test Coordinators Special Education Directors, Coordinators Special Education Directors Directors Directors Directors Directors Direct	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with them.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers General Education Teachers Building Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	did not have a school psychologist on staff at the time this was completed. When once is hired then this will be completed with

Other: Corporation to provide brief justification of variables not covered in the previous options			We calculate 1% to be 67 -68 students. Of the students who have the AA indicated in their IEP, 46 have moderate cognition, 13 have multiple disabilities, 16 have autism, and 8 qualified as mild but function in a moderate range. We are following up with the students with autism and mild categories to assure that the CCC decision process is documented in the IEP based on the criteria.	Coordinators, and Assistant Directors School Psychologists	The general education teachers were not included with special education and other staff when Elkhart Community Schools special education administrators traveled to each school to present the webinar and other Alternative Assessment guidance.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	Special education staff were encouraged to share the information concerning Alternate Assessment guidance with general education teachers and parents within our school district as a part of the case conference when the Alternate Assessment was considered.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	Special education teachers were encouraged to share the data with general education teachers and school psychologists during case conferences when the Alternate Assessment consideration was discussed.
Corporation has small overall student population (provide overall student population below)		320		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	
Other: Corporation to provide brief justification of variables not covered in the previous options			YCS will be close to exceeding the 1% participation cap for the I AM alternate assessment for 2018-2019. YCS has gained more students with an eligibility that qualifies for the alternate assessment based on the IDOE's criteria for participation. Enrollment at the time of the I AM testing window will determine if we exceed the 1% cap on participation in the alternate assessment. The overall YCS student population that will participate in state testing is	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	

Corporation does not	At this time, our		Special Education					
anticipate exceeding the	entity count		Teachers	teachers and	Teachers	teachers and	Teachers	teachers and
	· ·							
1% participation cap for	indicates that there		Building	building	Building	building	Building	building
the 2018-2019 school	will be 1451		Administrators	administrators will	Administrators	administrators will	Administrators	administrators will
year (explain reasoning	students		Corporation Test	educate the	Corporation Test	educate general	Corporation Test	education general
below)	participating in		Coordinators	general education	Coordinators	education teachers	Coordinators	education staff
,	state assessment		School Test	teachers regarding	School Test	and parents of	School Test	regarding alternate
	and that 14		Coordinators	alternate	Coordinators	students with	Coordinators	assessment for
	students will		Special Education	assessment for	Special Education	significant	Special Education	students with
	participate in		Directors,	students.	Directors,	cognitive	Directors,	significant
	alternate		Coordinators, and		Coordinators, and	disabilities	Coordinators, and	cognitive
	assessment. Thus,		Assistant Directors		Assistant Directors	regarding alternate	Assistant Directors	disabilities.
	· .		Assistant Directors		Assistant Directors		Assistant Directors	uisabilities.
	we do not					assessment for		
	anticipate					students.		
	exceeding the 1%							
	participation cap							
	for the 2018-19							
	school year.							
Other: Corporation to	1	Corporation has a	Special Education	Those involved in	Special Education		Special Education	Those involved in
provide brief justification	1	larger number of	Teachers	most case	Teachers		Teachers	most case
of variables not covered	1	students with	Building	conferences of	General Education		Building	conferences of
in the previous options	1	higher LRE needs in	_	these students	Teachers		Administrators	these students
the previous options	1	_						
	1	life skills programs.	Corporation Test	have been	Building		Corporation Test	have been
	1	We provide for	Coordinators	included.	Administrators		Coordinators	included.
	1	students in other	School Test		Corporation Test		School Test	
	1	districts as well.	Coordinators		Coordinators		Coordinators	
		This creates a	Special Education		School Test		Special Education	
							1.5	
		situation where we			Coordinators		Directors,	
		have more than	Coordinators, and		Special Education		Coordinators, and	
		the I 1% cap taking	Assistant Directors		Directors,		Assistant Directors	
		I AM.			Coordinators, and			
					Assistant Directors			
					School			
					Psychologists			
					Parents of students			
					with significant			
					_			
					cognitive			
					disabilities			
Corporation does not	In 17-18 5845		Special Education		Special Education		Special Education	
anticipate exceeding the	tested 8 total		Teachers		Teachers		Teachers	
1% participation cap for	students using the		General Education		General Education		General Education	
the 2018-2019 school	alternate		Teachers		Teachers		Teachers	
year (explain reasoning	assessment. Grade		Building		Building		Building	
below)	3-1, Grade 4-2,		Administrators		Administrators		Administrators	
. ,	Grade 7-1, Grade 8-				Corporation Test		Corporation Test	
			Corporation Test					
	2, Grade 10-2.		Coordinators		Coordinators		Coordinators	
	Science was the		School Test		School Test		School Test	
	only area that was		Coordinators		Coordinators		Coordinators	
	exceeded with 4		Special Education		Special Education		Special Education	
	students at 1.11%.		Directors,		Directors,		Directors,	
	Students at 1.1170.							
			Coordinators, and		Coordinators, and		Coordinators, and	
	For 18-19 5845		Assistant Directors		Assistant Directors		Assistant Directors	
	anticipates testing		School		School		School	
	4 total students.		Psychologists		Psychologists		Psychologists	
	One in each grade		,		Parents of students		,	
	of 3, 4, 5 and 10.				with significant			
	The science area				cognitive			
	assesses students				disabilities			
	in grades 4 and 6.				l .			
	-							
	We only have one							
	student in 4th							
	grade participating							
	in the science							
	alternate							
	assessment and							
	therefore do not							

Corporation has school,	Our corporation		Special Education		Special Education		Special Education	
community, or health	houses all students		Teachers		Teachers		Teachers	
program that draws large	in Washington		General Education		General Education		General Education	
	_							
number of families of	County that are		Teachers		Teachers		Teachers	
students with significant	identified with a		Building		Building		Building	
cognitive disabilities to	severe/profound		Administrators		Administrators		Administrators	
area (describe or name	disability. These		Corporation Test		Corporation Test		Corporation Test	
program below)	students were all		Coordinators		Coordinators		Coordinators	
	identified as our		School Test		School Test		School Test	
	students last year.		Coordinators		Coordinators		Coordinators	
	Of the seven		Special Education		Special Education		Special Education	
	students list in the		Directors,		Directors,		Directors,	
					· ·		· ·	
	report, one was		Coordinators, and		Coordinators, and		Coordinators, and	
	from our school		Assistant Directors		Assistant Directors		Assistant Directors	
	district with the		School		School		School	
	remaining students		Psychologists		Psychologists		Psychologists	
	coming from Salem				Parents of students			
	and/or Eastern.				with significant			
					cognitive			
					disabilities			
					uisabilities			
	1							
Oth an Camanatian	-	Maria de la constanta de la co	Constitution of the control of the c	All Consist Ed	Constitution of the second	All Consider	Consider Educati	
Other: Corporation to	1	We have a larger	Special Education	All Special Ed	Special Education	All Special Ed	Special Education	Key stakeholders
provide brief justification	İ	number of	Teachers	Teachers, Special	Teachers	Teachers, Special	Teachers	always consider
of variables not covered		students with	Building	Ed Coordinator,	Building	Ed Coordinator,	Building	the general
in the previous options		significant	Administrators	and Building	Administrators	and Building	Administrators	statewide
		disabilities;	Corporation Test	Administrators that	Corporation Test	Administrators that	Corporation Test	assessment
		particularly in	Coordinators	are STCs over the	Coordinators	are STCs over the	Coordinators	(ISTEP+/ILEARN)
		lower grade-levels	School Test	Alt Assessments	School Test	Alt Assessments	School Test	whenever it may
		that require the	Coordinators	have been given	Coordinators	have been	Coordinators	be appropriate.
		alternate	Special Education	this video.	Special Education	provided this	Special Education	The Alternate
			-	tilis video.	7		-	
		assessment based	Directors,		Directors,	information.	Directors,	Assessment is only
		on case-conference	Coordinators, and		Coordinators, and		Coordinators, and	considered when a
		decisions for what	Assistant Directors		Assistant Directors		Assistant Directors	student's
		is most appropriate						curriculum and
		for their level of						programming is
		cognitive						altered due to their
		functioning.						cognitive ability
		runctioning.						level.
								level.
Other: Corporation to		I have reviewed	Special Education		Special Education		Special Education	
·			-		7		-	
provide brief justification		the 23 students	Teachers		Teachers		Teachers	
of variables not covered		that are included	General Education		General Education		General Education	
in the previous options		on our ISTAR	Teachers		Teachers		Teachers	
		roster. Of the 23	Building		Building		Building	
	İ	students:	Administrators		Administrators		Administrators	
	İ	18 are in our	Corporation Test		Corporation Test		Corporation Test	
	İ	Life/Functional	Coordinators		Coordinators		Coordinators	
	İ	Skills classrooms	School Test		School Test		School Test	
	İ	03 are currently on	Coordinators		Coordinators		Coordinators	
	1							
	İ	Certificate of	Special Education		Special Education		Special Education	
	1	Completion and	Directors,		Directors,		Directors,	
		participating in our	Coordinators, and		Coordinators, and		Coordinators, and	
		work study	Assistant Directors		Assistant Directors		Assistant Directors	
		program	School		School		School	
	İ	02 are receiving	Psychologists		Psychologists		Psychologists	
	İ	support services in	,		Parents of students		,	
	İ	their home school			with significant			
	İ	01 is a student with			cognitive			
	İ	a diagnosis of			disabilities			
	İ	Down Syndrome						
	İ	and has an IQ in						
	İ	the moderate						
	İ	Range						
	İ	01 student has a						
	1	borderline						
	1							
	1	mild/moderate IQ						

Other: Corporation to			Knox Community	Special Education	We do not have a	Special Education	We do not have a	Special Education	We do not have a
provide brief justification			School Corporation	Teachers	Special Education	Teachers	Special Education	Teachers	Special Education
of variables not covered				General Education	Director on site;	General Education	Director on site;	General Education	Director on site;
in the previous options			Knox Community	Teachers	however, I believe	Teachers	however, I believe	Teachers	however, I believe
			School Corporation	Building	that the overall	Building	that the overall	Building	that the overall
			(7525) tested 11 of	Administrators	director of JESSE,	Administrators	director of JESSE,	Administrators	director of JESSE,
			its 1,000 student	Corporation Test	who works with	Corporation Test	who works with	Corporation Test	who works with
			testers on the	Coordinators	Knox, has watched	Coordinators	Knox, has reviewed	Coordinators	Knox, has reviewed
			ISTAR assessment	School Test	it.	School Test	all material. As for	School Test	all data.
			in 2017-18. This	Coordinators		Coordinators	parents, I did not	Coordinators	
			exceeded the 1%	School		School	see them listed as	School	
			cap on	Psychologists		Psychologists	stakeholders on	Psychologists	
			participation by	.,		.,	the original	.,	
			1.1%, the				documentation		
			equivalent of one				request, and as		
			student. The KCSC				CTC, I did not reach		
			Curriculum				out to them.		
			Director/CTC met						
			with all special						
			education						
			teachers, building						
			administrators, and			1			
			STCS, as well as			1			
			general education			1			
			representatives in						
			the district to						
			review the 2017-18						
			corporation						
			corporation						
Corporation does not	WWS has			Special Education		Special Education		Special Education	
anticipate exceeding the	completed a record			Teachers		Teachers		Teachers	
1% participation cap for	review of all			General Education		General Education		General Education	
the 2018-2019 school	students selected			Teachers		Teachers		Teachers	
year (explain reasoning	to participate in			Building		Building		Building	
below)	the alternate			Administrators		Administrators		Administrators	
	assessment.			Corporation Test		Corporation Test		Corporation Test	
	Students not			Coordinators		Coordinators		Coordinators	
	meeting criteria			School Test		School Test		School Test	
	based on the IDOE			Coordinators		Coordinators		Coordinators	
	participation			Special Education		Special Education		Special Education	
	guidelines will			Directors,		Directors,		Directors,	
	begin ILEARN			Coordinators, and		Coordinators, and		Coordinators, and	
	assessments			Assistant Directors		Assistant Directors		Assistant Directors	
	beginning spring of			School		School		School	
	2019 window.			Psychologists		Psychologists		Psychologists	
						Parents of students			
						with significant			
						cognitive			
						disabilities			
Composition		Caria and i		Constal Edition	Matheile e e	Constal Ed. 11	Marile · · · ·	Caralal Ed	Marile a second
Corporation has school,		Socio-economic		Special Education	While a part of	Special Education	While a part of	Special Education	While a part of
community, or health		makeup of our		Teachers	Case Conference	Teachers	Case Conference	Teachers	Case Conference
program that draws large		county tends to		Building	Committees, the	Building	Committees, the	Building	Committees, the
number of families of		lead to higher		Administrators	groups not	Administrators	groups not	Administrators	groups not
students with significant		number of			selected above are		selected above are		selected above are
cognitive disabilities to		students with		Coordinators	not always	Coordinators	not always	Coordinators	not always
area (describe or name		significant		School Test	involved in the I	School Test	involved in the I	School Test	involved in the I
program below)		cognitive		Coordinators	AM testing	Coordinators	AM testing	Coordinators	AM testing
		disabilities. We		Special Education	determination at	Special Education	determination at	Special Education	determination at
		have a transient		Directors,	all case	Directors,	all case	Directors,	all case
		student population		Coordinators, and	conferences.	Coordinators, and	conferences.	Coordinators, and	conferences.
		of students with		Assistant Directors		Assistant Directors		Assistant Directors	
		significant				Parents of students			
		disabilities as well.				with significant			
						cognitive			
			1		1	disabilities	Ī		1
									1

Corporation has school,	CCSC hosts		Special Education	We have/will have	Special Education	We have/will have	Special Education	We have/will have
community, or health	multiple school,		Teachers	all staff that	Teachers	all staff that	Teachers	all staff that
program that draws large	community, and		Building	participate in the	Building	participate in the	Building	participate in the
number of families of	health programs		Administrators	determination of	Administrators	determination of	Administrators	determination of
students with significant	that draw families		Corporation Test	student testing	Corporation Test	student testing	Corporation Test	student testing
cognitive disabilities to	with special needs		Coordinators	method and the	Coordinators	method and the	Coordinators	method and the
area (describe or name	students. Program		School Test	testing of the	School Test	testing of the	School Test	testing of the
program below)	such as the life		Coordinators	students with the	Coordinators	students with the	Coordinators	students with the
program below)								
	skills program and		Special Education	Alternative	Special Education	Alternative	Special Education	Alternative
	the developmental		Directors,	assessment	Directors,	assessment	Directors,	assessment
	preschool, which		Coordinators, and	complete our	Coordinators, and	complete our	Coordinators, and	complete our
	are hosted in our			training.	Assistant Directors	training. Parents	Assistant Directors	training including
	corporation		School		School	are provided an	School	the review of the
	represent these		Psychologists		Psychologists	explanation of the	Psychologists	disaggregation
	programs.					assessment		report.
						selection process		
						but do not receive		
						training.		
Corporation has small		3200	Special Education		Special Education		Special Education	
overall student			Teachers		Teachers		Teachers	
population (provide			General Education		General Education		General Education	
overall student			Teachers		Teachers		Teachers	
population below)			Building		Building		Building	
			Administrators		Administrators		Administrators	
			Corporation Test		Corporation Test		Corporation Test	
			Coordinators		Coordinators		Coordinators	
			School Test		School Test		School Test	
							Coordinators	
			Coordinators		Coordinators			
			Special Education		Special Education		Special Education	
			Directors,		Directors,		Directors,	
			Coordinators, and		Coordinators, and		Coordinators, and	
			Assistant Directors		Assistant Directors		Assistant Directors	
			School		School		School	
			Psychologists		Psychologists		Psychologists	
					Parents of students			
					with significant			
					cognitive			
					disabilities			
Corporation has school,	 We have a for-		 Special Education	We do not have	Special Education	We do not have	Special Education	
community, or health	profit agency that		Teachers	general ed	Teachers	general ed	Teachers	
program that draws large	provides		Building	teachers review as	Building	teachers review as	General Education	
number of families of	residential care for		Administrators	alternative	Administrators	alternative	Teachers	
students with significant	moderate/severe		Corporation Test	assessment is a CC	Corporation Test	assessment is a CC	Building	
cognitive disabilities to	kids. This		Coordinators	decision and the	Coordinators	decision and the	Administrators	
area (describe or name	population makes		School Test	rationale for	School Test	rationale for	Corporation Test	
	up about 25% of		Coordinators		Coordinators		Coordinators	
program below)	*			moving a student		moving a student	School Test	
	our kids that take		Special Education	to alternative	Special Education	to alternative		
	alternative		Directors,	assessments is	Directors,	assessments is	Coordinators	
	assessment.		Coordinators, and	best explained	Coordinators, and	best explained	Special Education	
			Assistant Directors	based on unique	Assistant Directors	based on unique	Directors,	
			School	needs of students.	School	needs of students.	Coordinators, and	
			Psychologists		Psychologists	In similar fashion,	Assistant Directors	
						we make a review	School	
						of state testing and	Psychologists	
						accommodations a	, 3	
						routine part of IEP		
						meetings, so		
						rationale is		
						explained to the		
						parent directly in		
						regards to his/her		
						student. There is		
						also concern		
						parents may		
						become more		
						confused with		
		ļ.	<u> </u>		<u> </u>	<u> </u>		<u> </u>

Corporation does not	We do not			Special Education		Special Education		Special Education	
anticipate exceeding the	anticipate			Teachers		Teachers		Teachers	
1% participation cap for	exceeding the 1%			General Education		General Education		General Education	
the 2018-2019 school	participation cap			Teachers		Teachers		Teachers	
year (explain reasoning	this year. Last year			Building		Building		Building	
below)	we exceeded the			Administrators		Administrators		Administrators	
	cap by a fraction of			Corporation Test		Corporation Test		Corporation Test	
	a percent, and this			Coordinators		Coordinators		Coordinators	
	year we have			School Test		School Test		School Test	
	fewer students			Coordinators		Coordinators		Coordinators	
	taking the			Special Education		Special Education		Special Education	
	alternative			Directors,		Directors,		Directors,	
	assessment, and			Coordinators, and		Coordinators, and		Coordinators, and	
	more students			Assistant Directors		Assistant Directors		Assistant Directors	
	participating in			School		School		School	
	state testing as a			Psychologists		Psychologists		Psychologists	
	whole.					Parents of students			
						with significant			
						cognitive			
						disabilities			
	1	1220 10		0 1151 11		0 1151 11		0 1151 11	
Corporation has small		1328.49		Special Education	We are part of a	Special Education	As I have indicated	Special Education	These individuals
overall student				Teachers	special education	Teachers	above, school	Teachers	work closely with
population (provide				Building	cooperative. As	General Education	psychologists are	Building	those students
overall student				Administrators	such, I know the	Teachers	not employees of	Administrators	who take the
population below)				Corporation Test	directors and	Building Administrators	our district. They	Corporation Test Coordinators	alternate assessments in our
				Coordinators School Test	coordinators have reviewed these	Corporation Test	are part of a special education	Special Education	corporation and/or
				Coordinators		Coordinators		-	set up the testing
				Special Education	policies per conversations we	School Test	cooperative.	Directors, Coordinators, and	for them. They
				Directors,	have had. I cannot,	Coordinators		Assistant Directors	have made
				Coordinators, and	however,	Special Education		Assistant Directors	recommendations
				Assistant Directors	guarantee the	Directors,			for CCC meetings
				Assistant Directors	school	Coordinators, and			regarding alternate
					psychologists have	Assistant Directors			assessments and
					done this as they	Parents of students			verified the need
					are not employees	with significant			for the students to
					of our district.	cognitive			take the
					of our district.	disabilities			assessment.
						uisabilities			assessment.
Other: Corporation to			Per case	Special Education		Special Education		Special Education	
provide brief justification			conference	Teachers		Teachers		Teachers	
of variables not covered			decision, using	General Education		General Education		General Education	
in the previous options			Article 7 and data,	Teachers		Teachers		Teachers	
			it was determined	Building		Building		Building	
			students were	Administrators		Administrators		Administrators	
			identified as	Corporation Test		Corporation Test		Corporation Test	
			qualifying for	Coordinators		Coordinators		Coordinators	
			Alternative	School Test		School Test		School Test	
			Assessment.	Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
	1			1		Parents of students			
						with significant			
						with significant cognitive			
						_			
						cognitive			

Corporation has school,	We offer multiple		Special Education	Special Education		Special Education	
community, or health	level (pre-k to 12)		Teachers	Teachers		Teachers	
program that draws large	services to our		General Education	General Education		General Education	
number of families of	severe and		Teachers	Teachers		Teachers	
students with significant	profound students.		Building	Building		Building	
cognitive disabilities to	We work diligently		Administrators	Administrators		Administrators	
area (describe or name	to have inclusion		Corporation Test	Corporation Test		Corporation Test	
program below)	offerings which		Coordinators	Coordinators		Coordinators	
	attracts families		School Test	School Test		School Test	
	from other		Coordinators	Coordinators		Coordinators	
	districts.		Special Education	Special Education		Special Education	
			Directors,	Directors,		Directors,	
			Coordinators, and	Coordinators, and		Coordinators, and	
			Assistant Directors	Assistant Directors		Assistant Directors	
			School	School		School	
			Psychologists	Psychologists		Psychologists	
				Parents of students			
				with significant			
				cognitive			
				disabilities			
Corporation has small		2158	Special Education	Special Education	Parents will review	Special Education	
overall student			Teachers		the Alternate	Teachers	
population (provide					Assessment	General Education	
			General Education				
overall student			Teachers	Teachers	Participation	Teachers	
population below)			Building	Building	Guidance	Building	
			Administrators		documents during	Administrators	
			Corporation Test	Corporation Test	annual case review	Corporation Test	
			Coordinators	Coordinators	meetings. These	Coordinators	
			School Test	School Test	documents will be	School Test	
			Coordinators	Coordinators	mailed to all	Coordinators	
			Special Education		parents, as well,	Special Education	
			-			•	
			Directors,	Directors,		Directors,	
			Coordinators, and	Coordinators, and	so changes can be	Coordinators, and	
			Assistant Directors		made to individual	Assistant Directors	
			School	School	student	School	
			Psychologists	Psychologists	assessment plans,	Psychologists	
					if necessary.		
					•		
Corporation has small		658	Special Education	Special Education		Special Education	
overall student			Teachers	Teachers		Teachers	
population (provide			General Education	General Education		General Education	
overall student			Teachers	Teachers		Teachers	
population below)			Building	Building		Building	
			Administrators	Administrators		Administrators	
			Corporation Test	Corporation Test		Corporation Test	
			Coordinators	Coordinators		Coordinators	
			School Test	School Test		School Test	
			Coordinators	Coordinators		Coordinators	
			Special Education	Special Education		Special Education	
			Directors,	Directors,		Directors,	
						· ·	
			Coordinators, and	Coordinators, and		Coordinators, and	
			Assistant Directors	Assistant Directors		Assistant Directors	
			School	School		School	
			Psychologists	Psychologists		Psychologists	
				Parents of students			
				with significant			
				cognitive			
				disabilities			

Soporation for such as activated received by a control of transfer or such as a control of transfer										
anticipate receivant the Expressional processor of the 2016-2016 should be provided as the 2016-2016 s	Corporation does not	Brown County			Special Education		Special Education		Special Education	
Use participation case for intentionally classed and exclusive and exclusive and principation and control and activated all principations and exclusive and principation in a section of the Composition for C	T				-					
the 2016 2019 school year (regian recent) recording to taches on the leading participation on the taches on the leading and taches on the leading an										
peticy of regards and seadings and seed significant guidelines (accelerate or the digibility guidelines (accelerate or the digibility guidelines (accelerate or the digibility guidelines) (accelerate		,								
belawy reachers on the digibility quotients for student for stu	the 2018-2019 school	educated all								
elightifity published for student pertupation for student pertupation for student pertupation from the control feat of the con	year (explain reasoning	Principals and			Building		Building		Building	
Coordinators processor of training and incidency Alternate Assessment units of the Coordinators of School Test Coordinators (Coordinators) School Test Coordinators (Coordinators) School Test Coordinators (Coordinators) Security (Coordinators) Sec	below)	teachers on the			Administrators		Administrators		Administrators	
Coordinators processor of training and incidency Alternate Assessment units of the Coordinators of School Test Coordinators (Coordinators) School Test Coordinators (Coordinators) School Test Coordinators (Coordinators) Security (Coordinators) Sec		eligibility guidelines			Corporation Test		Cornoration Test		Cornoration Test	
intribution in inclinate in the contract transport of the contract tra										
Accessment solide The resources Accessment solide The resources Accessment solide The resources Accessment solide The resources Accessment solide The resources Accessment solide The resources Accessment solide The resources Accessment solid The resources Accessment solid The resources Accessment solid Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources Accessment solid The resources The re										
Assessment using the resource available from the flow for several examination from the flower of the resource available from the flower of the resource available from the flower of the resource available from the flower of the resource available from the flower of the resource and the resource		participation in			School Test		School Test		School Test	
be resources valiable from the IOD's Office of		Indiana's Alternate			Coordinators		Coordinators		Coordinators	
be resources valiable from the IOD's Office of		Assessment using			Special Education		Special Education		Special Education	
Additional Procession Coordinators, and Additional Procession Coordinators, and Additional Procession Coordinators, and Additional Procession Coordinators Coor					-				-	
Special Education in addition, school administrators in reviewed each case where Attenuals administrators is reviewed each case where Attenuals been assigned in the past. Multiple instances in which students did not meet the criteria program based was larger and the past. Multiple instances in which students did not meet the criteria program based was larger and the past. Multiple instances in which students did not meet the criteria program based was larger and the past. Multiple instances in which students did not meet the criteria program based was larger and the criteria program based was larger and the past. Multiple instances in which students did not meet the criteria program based was larger and the past. Multiple instances in which students did not meet the criteria program based was larger and the past. Multiple instances in which students did not meet the criteria program based was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and past and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past. Multiple instances in which students was larger and the past of the past was larger and the past of the past was larger and the past of the past was larger and the past of the past was larger and the past of the past was larger and the past o										
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	community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		School Corporation 4690 is requesting a waiver for 1% cap for IAM participation for the Alternate Assessment 2018 - 2019. Our schools and community have a large number of families of students with		Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative	Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative	Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative
uisabilities uisabilities	community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		School Corporation 4690 is requesting a waiver for 1% cap for IAM participation for the Alternate Assessment 2018 - 2019. Our schools and community have a large number of families of students with significant		Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative	Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators of students with significant	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative	Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative
	community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		School Corporation 4690 is requesting a waiver for 1% cap for IAM participation for the Alternate Assessment 2018 - 2019. Our schools and community have a large number of families of students with significant cognitive		Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative	Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Assistant Directors Parents of students with significant	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative	Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative
	community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		School Corporation 4690 is requesting a waiver for 1% cap for IAM participation for the Alternate Assessment 2018 - 2019. Our schools and community have a large number of families of students with significant cognitive		Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative	Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Assistant Directors Parents of students with significant	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative	Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative
	community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		School Corporation 4690 is requesting a waiver for 1% cap for IAM participation for the Alternate Assessment 2018 - 2019. Our schools and community have a large number of families of students with significant cognitive		Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative	Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Assistant Directors Parents of students with significant	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative	Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	Education Director General Education Teachers and School Psychologists are not involved with our Cognitive disability students. They will not be involved with Alternative

Corporation has school,	Adams Central			Special Education		Special Education		Special Education	
community, or health	Community School			Teachers		Teachers		Teachers	
	has a large Amish			General Education		General Education		General Education	
program that draws large									
number of families of	population which			Teachers		Teachers		Teachers	
students with significant	brings a high			Building		Building		Building	
cognitive disabilities to	number of			Administrators		Administrators		Administrators	
area (describe or name	students to our			Corporation Test		Corporation Test		Corporation Test	
program below)	school district with			Coordinators		Coordinators		Coordinators	
	heredity cognitive			School Test		School Test		School Test	
	disabilities such as			Coordinators		Coordinators		Coordinators	
	Battens disease,			Special Education		Special Education		Special Education	
	GM3 synthase			Directors,		Directors,		Directors,	
	deficiency,			Coordinators, and		Coordinators, and		Coordinators, and	
	Zellweger disease,			Assistant Directors		Assistant Directors		Assistant Directors	
	Pelizaeus			School		School		School	
	Merzbacher, SNIP			Psychologists		Psychologists		Psychologists	
	1, and					Parents of students			
	Microcephaly.					with significant			
	In addition, Adams					cognitive			
	Central Community					disabilities			
	School's population								
	is less than 1,300								
	students.								
	Judenies.								
Corporation has small		1750		Special Education	Our General	Special Education	Our General	Special Education	Our General
		1/30		-		-			
overall student				Teachers	Education teachers	Teachers	Education teachers	Teachers	Education teachers
population (provide				Building	do not have a say	Building	do not have a say	Building	do not have a say
overall student				Administrators	in whether a	Administrators	in whether a	Administrators	in whether a
population below)				Corporation Test	student is given	Corporation Test	student is given	Corporation Test	student is given
				Coordinators	ISTAR/IAM.	Coordinators	ISTAR/IAM. The	Coordinators	ISTAR/IAM.
				School Test		School Test	parents are shown	School Test	
				Coordinators		Coordinators	the documents in	Coordinators	
				Special Education		Special Education	Case Conferences.	Special Education	
				-		*	case conferences.	I -	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
Corporation has small		2460		Special Education	Alternate	Special Education	Alternate	Special Education	Alternate
					Aiterrate				
overall student				Teachers	assessment	Teachers	assessment	Teachers	assessment data
overall student population (provide				Teachers		*		-	
population (provide				Teachers Building	assessment participation	Teachers Building	assessment participation	Teachers Building	assessment data will be reviewed
population (provide overall student				Teachers Building Administrators	assessment participation guidance will be	Teachers Building Administrators	assessment participation guidance will be	Teachers Building Administrators	assessment data will be reviewed with general
population (provide				Teachers Building Administrators Corporation Test	assessment participation guidance will be discussed with	Teachers Building Administrators Corporation Test	assessment participation guidance will be discussed with	Teachers Building Administrators Corporation Test	assessment data will be reviewed with general education teachers
population (provide overall student				Teachers Building Administrators Corporation Test Coordinators	assessment participation guidance will be discussed with parents and	Teachers Building Administrators Corporation Test Coordinators	assessment participation guidance will be discussed with parents and	Teachers Building Administrators Corporation Test Coordinators	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student				Teachers Building Administrators Corporation Test Coordinators School Test	assessment participation guidance will be discussed with parents and general education	Teachers Building Administrators Corporation Test Coordinators School Test	assessment participation guidance will be discussed with parents and general education	Teachers Building Administrators Corporation Test Coordinators School Test	assessment data will be reviewed with general education teachers
population (provide overall student				Teachers Building Administrators Corporation Test Coordinators	assessment participation guidance will be discussed with parents and	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	assessment participation guidance will be discussed with parents and general education teacher during case	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student				Teachers Building Administrators Corporation Test Coordinators School Test	assessment participation guidance will be discussed with parents and general education	Teachers Building Administrators Corporation Test Coordinators School Test	assessment participation guidance will be discussed with parents and general education	Teachers Building Administrators Corporation Test Coordinators School Test	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student				Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	assessment participation guidance will be discussed with parents and general education teacher during case	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	assessment participation guidance will be discussed with parents and general education teacher during case	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student				Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student				Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student				Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student				Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student				Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student			Michigan City	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to				Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification			Areas Schools has	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification			Areas Schools has had a large number of students with	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building	assessment data will be reviewed with general education teachers on an as needed
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population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years. From 2016-2018	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years. From 2016-2018 there were about	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators School Psychologists Special Education Teachers General Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Coordinators Corporation Test Coordinators School Test Coordinators Special Education Teachers Special Education Teachers Special Education Teachers Special Education Test Coordinators Special Education	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years. From 2016-2018 there were about 30 students who	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Test Coordinators School Test Coordinators Special Education Directors,	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teschers Special Education Teschers Special Education Teschers Special Education Teschers School Test Coordinators Special Education Directors,	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years. From 2016-2018 there were about 30 students who moved in that were	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors School Test Coordinators Special Education Directors, Coordinators, and	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Education Teachers Directors Coordinators Coordinators Coordinators Special Education Directors, Coordinators, and	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years. From 2016-2018 there were about 30 students who moved in that were on alternate	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Under Teachers School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers General Education Teachers Building Teachers School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Coordinators School Test Coordinators Corporation Test Coordinators Coordinators Coordinators Coordinators Coordinators, and Assistant Directors	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years. From 2016-2018 there were about 30 students who moved in that were on alternate assessment.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment data will be reviewed with general education teachers on an as needed
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population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years. From 2016-2018 there were about 30 students who moved in that were on alternate assessment. However, it is important to note that our alternate assessment participation in ELA went down from	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on an as needed basis.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment data will be reviewed with general education teachers on an as needed
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population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years. From 2016-2018 there were about 30 students who moved in that were on alternate assessment. However, it is important to note that our alternate assessment participation in ELA went down from 2.10% to 1.77% and our math went	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on an as needed basis.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment data will be reviewed with general education teachers on an as needed
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population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years. From 2016-2018 there were about 30 students who moved in that were on alternate assessment. However, it is important to note that our alternate assessment participation in ELA went down from 2.10% to 1.77% and our math went	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on an as needed basis.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years. From 2016-2018 there were about 30 students who moved in that were on alternate assessment. However, it is important to note that our alternate assessment participation in ELA went down from 2.10% to 1.77% and our math went down from 2.08%	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on an as needed basis.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment data will be reviewed with general education teachers on an as needed
population (provide overall student population below) Other: Corporation to provide brief justification of variables not covered			Areas Schools has had a large number of students with significant cognitive disabilities move into our area over the last few years. From 2016-2018 there were about 30 students who moved in that were on alternate assessment. However, it is important to note that our alternate assessment participation in ELA went down from 2.10% to 1.77% and our math went down from 2.08% to 1.78% from last	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	assessment participation guidance will be discussed with parents and general education teacher during case conferences or on an as needed basis.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	assessment data will be reviewed with general education teachers on an as needed
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Other: Corporation to			 As we have stated	Special Education	Lake Station	Special Education	Lake Station	Special Education	Lake Station
provide brief justification			in our previous	Teachers	Community	Teachers	Community	Teachers	Community
of variables not covered			year justification,	Corporation Test	Schools belongs to	Corporation Test	Schools belongs to	Corporation Test	Schools belongs to
in the previous options			research shows	Coordinators	the Northwest	Coordinators	the Northwest	Coordinators	the Northwest
			that there is a	Special Education	Indiana Special	Special Education	Indiana Special	Special Education	Indiana Special
			direct correlation	Directors,	Education	Directors,	Education	Directors,	Education
			between poverty	Coordinators, and	Cooperative. The	Coordinators, and	Cooperative. The	Coordinators, and	Cooperative. The
			and cognitive	Assistant Directors	students that take	Assistant Directors	students that take	Assistant Directors	students that take
			functioning.	School	the IAM	School	the IAM	School	the IAM
			Nutrition, brain	Psychologists	assessment, even	Psychologists	assessment, even	Psychologists	assessment, even
			stimulation and		though they live in	Parents of students	though they live in		though they live in
			emotional support		our district, have	with significant	our district, have		our district, have
			impact brain		never attended our	cognitive	never attended our		never attended our
			development.		schools. After	disabilities	schools. After		schools. After
			When children are		discussion with our		discussion with our		discussion with our
			raised in a poverty		superintendent, it		superintendent, it		superintendent, it
			ridden		is our intention for		is our intention for		is our intention for
			environment their		our NISEC District		our NISEC District		our NISEC District
			cognitive		Director, Candi		Director, Candi		Director, Candi
			development is		Dines-Cress to first		Dines-Cress to first		Dines-Cress to first
			likely to be		address the		address the		address the
			lessened.		administrators in		administrators in		administrators in
			Parenting skills are		the district and		the district and		the district and
			often limited and		answer any		answer any		answer any
			the home is		questions that they		questions that they		questions that they
			typically stress		may have about		may have about		may have about
			ridden. Research		the Alternate		the Alternate		the Alternate
			indicates that		Assessment, the		Assessment, the		Assessment, the
Corporation has school,		We are an online		Special Education		Special Education		Special Education	
community, or health		program that		Teachers		Teachers		Teachers	
program that draws large		allows students		General Education		General Education		General Education	
number of families of		with significant		Teachers		Teachers		Teachers	
students with significant		cognitive		Building		Building		Building	
cognitive disabilities to		disabilities the		Administrators		Administrators		Administrators	
area (describe or name		flexibility to attend		Corporation Test		Corporation Test		Corporation Test	
program below)		school and have		Coordinators		Coordinators		Coordinators	
		additional needs		School Test		School Test		School Test	
		met as well as		Coordinators		Coordinators		Coordinators	
		eliminate some of		Special Education		Special Education		Special Education	
		the negative social		Directors,		Directors,		Directors,	
		consequences		Coordinators, and		Coordinators, and		Coordinators, and	
1				Assistant Directors		Assistant Directors		Assistant Directors	
		inherent in the							
		traditional public		School		School		School	
						School Psychologists		School Psychologists	
		traditional public		School		School Psychologists Parents of students			
		traditional public		School		School Psychologists Parents of students with significant			
		traditional public		School		School Psychologists Parents of students with significant cognitive			
		traditional public		School		School Psychologists Parents of students with significant			
		traditional public		School		School Psychologists Parents of students with significant cognitive			
Corneration does not	Our Fall 2019 ADNA	traditional public		School Psychologists	The general	School Psychologists Parents of students with significant cognitive disabilities	Only our general	Psychologists	The district did not
Corporation does not	Our Fall 2018 ADM	traditional public		School Psychologists Special Education	The general education teachers	School Psychologists Parents of students with significant cognitive disabilities Special Education	Only our general	Psychologists Special Education	The district did not
anticipate exceeding the	count was 12,519.	traditional public		School Psychologists Special Education Teachers	education teachers	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers	education teachers	Psychologists Special Education Directors,	download the
anticipate exceeding the 1% participation cap for	count was 12,519. With Advanced	traditional public		School Psychologists Special Education Teachers Building	education teachers that have viewed	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building	education teachers that serve as	Psychologists Special Education Directors, Coordinators, and	download the disaggregated
anticipate exceeding the 1% participation cap for the 2018-2019 school	count was 12,519. With Advanced Reporting out of	traditional public		School Psychologists Special Education Teachers Building Administrators	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators	education teachers that serve as school test	Psychologists Special Education Directors, Coordinators, and Assistant Directors	download the disaggregated report. Special
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test	education teachers that have viewed	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test	education teachers that serve as school test coordinators have	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS,	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators	education teachers that serve as school test coordinators have viewed the	Psychologists Special Education Directors, Coordinators, and Assistant Directors	download the disaggregated report. Special Education Administration,
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test	education teachers that serve as school test coordinators have viewed the flowchart. Parents	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers,
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of 118 participants.	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	education teachers that serve as school test coordinators have viewed the flowchart. Parents of students with	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers, School
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of 118 participants. We have not	traditional public		Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	education teachers that serve as school test coordinators have viewed the flowchart. Parents of students with significant	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers, School Psychologists, and
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of 118 participants. We have not reached out 1%	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	education teachers that serve as school test coordinators have viewed the flowchart. Parents of students with significant cognitive	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers, School Psychologists, and some special
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of 118 participants. We have not	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	education teachers that serve as school test coordinators have viewed the flowchart. Parents of students with significant cognitive disabilities are	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers, School Psychologists, and some special education teachers
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of 118 participants. We have not reached out 1%	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	education teachers that serve as school test coordinators have viewed the flowchart. Parents of students with significant cognitive disabilities are receiving the	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers, School Psychologists, and some special education teachers have viewed our
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of 118 participants. We have not reached out 1%	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	education teachers that serve as school test coordinators have viewed the flowchart. Parents of students with significant cognitive disabilities are receiving the flowcharts as their	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers, School Psychologists, and some special education teachers have viewed our overall pass rates
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of 118 participants. We have not reached out 1%	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	education teachers that serve as school test coordinators have viewed the flowchart. Parents of students with significant cognitive disabilities are receiving the flowcharts as their child's annual case	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers, School Psychologists, and some special education teachers have viewed our overall pass rates and current
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of 118 participants. We have not reached out 1%	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	education teachers that serve as school test coordinators have viewed the flowchart. Parents of students with significant cognitive disabilities are receiving the flowcharts as their child's annual case reviews are	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers, School Psychologists, and some special education teachers have viewed our overall pass rates and current alternate test
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of 118 participants. We have not reached out 1%	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	education teachers that serve as school test coordinators have viewed the flowchart. Parents of students with significant cognitive disabilities are receiving the flowcharts as their child's annual case reviews are happening	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers, School Psychologists, and some special education teachers have viewed our overall pass rates and current
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of 118 participants. We have not reached out 1%	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	education teachers that serve as school test coordinators have viewed the flowchart. Parents of students with significant cognitive disabilities are receiving the flowcharts as their child's annual case reviews are happening throughout the	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers, School Psychologists, and some special education teachers have viewed our overall pass rates and current alternate test
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	count was 12,519. With Advanced Reporting out of our Indiana IEP system and our SIS, we have a total of 118 participants. We have not reached out 1%	traditional public		School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	education teachers that have viewed are their school's	School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	education teachers that serve as school test coordinators have viewed the flowchart. Parents of students with significant cognitive disabilities are receiving the flowcharts as their child's annual case reviews are happening	Psychologists Special Education Directors, Coordinators, and Assistant Directors School	download the disaggregated report. Special Education Administration, Case Managers, School Psychologists, and some special education teachers have viewed our overall pass rates and current alternate test

Corporation does not	A thorough review			Special Education		Special Education		Special Education	The above
anticipate exceeding the	was conducted			Teachers		Teachers		Teachers	individuals did
1% participation cap for	regarding the			General Education		General Education		Building	review information
the 2018-2019 school	students identified			Teachers		Teachers		Administrators	related to why
year (explain reasoning	for taking I AM this			Building		Building		Corporation Test	students were
	-			-		-		-	
below)	year utilizing the			Administrators		Administrators		Coordinators	selected for ISTAR
	Alternative			Corporation Test		Corporation Test		Special Education	testing in 2017-
	Assessment			Coordinators		Coordinators		Directors,	2018 and did look
	Participation			School Test		School Test		Coordinators, and	at 2018-2019 IDOE
	flowchart and			Coordinators		Coordinators		Assistant Directors	State Data. The
	Participation			Special Education		Special Education		School	corporation has a
	Guidelines. There			Directors,		Directors,		Psychologists	small overall
	were only 10			Coordinators, and		Coordinators, and		, sychologists	student population
	-			Assistant Directors		Assistant Directors			and it takes only a
	students identified								-
	as meeting the			School		School			few students
	criteria for taking			Psychologists		Psychologists			participating in the
	the alternative					Parents of students			alternate
	assessment.					with significant			assessment to
						cognitive			exceed 1%. In 2017-
						disabilities			2018, only 11
									students took
									ISTAR putting us
									over the 1% by a
									very small margin.
Oth C · · ·			O 1 if - C1 '''	Caradal Edition	Community	Consisted of	Companie III III	Caradal Edition	Carantel "
Other: Corporation to			Our Life Skills	Special Education	General Education	Special Education	General Education	Special Education	General Education
provide brief justification			program that we	Teachers	teachers look for	Teachers	teachers look for	Teachers	teachers look for
of variables not covered			have in the district	Building	guidance on this	Building	guidance on this	Building	guidance on this
in the previous options			offers a variety of	Administrators	decision from the	Administrators	decision from the	Administrators	decision from the
			opportunities in	Corporation Test	special education	Corporation Test	special education	Corporation Test	special education
			school as well as in	Coordinators	staff and	Coordinators	staff and	Coordinators	staff and
			the community.	School Test	administration.	School Test	administration.	School Test	administration.
			We are continuing	Coordinators	We will continue to				We will continue to
			to look at our	Special Education	look at training all	Special Education	look at training all	Special Education	look at training all
				l -					_
			program and	Directors,	staff, but at this	Directors,	staff, but at this	Directors,	staff, but at this
			inclusion as well as	Coordinators, and	time moving our	Coordinators, and	time moving our	Coordinators, and	time moving our
			programming on	Assistant Directors	special education	Assistant Directors	special education	Assistant Directors	special education
			the continuum.	School	staff and	School	staff and	School	staff and
			We have multiple	Psychologists	administrators	Psychologists	administrators	Psychologists	administrators
			students we will be		from alternate		from alternate		from alternate
			moving to regular		assessment		assessment		assessment
			assessments.		thinking to ILEARN		thinking to ILEARN		thinking to ILEARN
			doscosincinos.		is priority.		is priority.		is priority.
					is priority.				is priority.
							Information will be		
		ļ					shared with		
							parents throughout		
							parents throughout the year at annual		
							the year at annual		
							the year at annual		
Other: Corporation to			As we improved	Special Education	Information will be	Special Education	the year at annual	Special Education	The alternate
•			As we improved our teacher		Information will be shared with	Special Education Teachers	the year at annual case reviews. We will be working	Special Education Teachers	The alternate assessment scores
provide brief justification			our teacher	Teachers	shared with	Teachers	the year at annual case reviews. We will be working to implement	Teachers	assessment scores
provide brief justification of variables not covered			our teacher professional	Teachers Building	shared with general education	Teachers Building	the year at annual case reviews. We will be working to implement practices to include	Teachers Corporation Test	assessment scores will be utilized with
provide brief justification			our teacher professional development over	Teachers Building Administrators	shared with general education teachers through	Teachers Building Administrators	the year at annual case reviews. We will be working to implement practices to include the general	Teachers Corporation Test Coordinators	assessment scores will be utilized with the other
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we	Teachers Building Administrators Corporation Test	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test	the year at annual case reviews. We will be working to implement practices to include the general education teachers	Teachers Corporation Test Coordinators Special Education	assessment scores will be utilized with the other stakeholders
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a	Teachers Building Administrators Corporation Test Coordinators	shared with general education teachers through	Teachers Building Administrators Corporation Test Coordinators	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when	Teachers Corporation Test Coordinators Special Education Directors,	assessment scores will be utilized with the other stakeholders during future
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the	Teachers Building Administrators Corporation Test Coordinators School Test	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a	Teachers Building Administrators Corporation Test Coordinators	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when	Teachers Corporation Test Coordinators Special Education Directors,	assessment scores will be utilized with the other stakeholders during future
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate Assessment video	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate Assessment video	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate Assessment video and flowchart to	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate Assessment video and flowchart to administration and special education	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate Assessment video and flowchart to administration and special education teachers. There will	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate Assessment video and flowchart to administration and special education teachers. There will follow up	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate Assessment video and flowchart to administration and special education teachers. There will follow up discussion through	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate Assessment video and flowchart to administration and special education teachers. There will follow up discussion through Professional	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate Assessment video and flowchart to administration and special education teachers. There will follow up discussion through Professional Learning	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional
provide brief justification of variables not covered			our teacher professional development over the last 4 years, we have noticed a decrease in the number of students taking the alternate assessment. Our work is still progressing. We have sent the DOE Alternate Assessment video and flowchart to administration and special education teachers. There will follow up discussion through Professional	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	shared with general education teachers through the building level	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	the year at annual case reviews. We will be working to implement practices to include the general education teachers and families when the alternate assessment is considered at case	Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	assessment scores will be utilized with the other stakeholders during future professional

Corporation has small overall student population (provide overall student population below)		1837	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	General Education teachers not affected by student group participating in alternative assessment.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities	General Education teachers not affected by student group participating in alternative assessment.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	General Education teachers not affected by student group participating in alternative assessment.
Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below)	Case conference committees are currently scheduled to review ILEARn/ISTEP I AM participation. With this adjustment, we anticipate that we will be within the 1% cap for participation in alternate assessments.		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	
Corporation has small overall student population (provide overall student population below)		1250	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	The Special Education teachers make these decisions with the Building Administrators. The General Ed teachers and school psychologist are not involved in these decisions. We do not have a Special Ed Director.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	The Special Education teachers make these decisions with the Building Administrators. The General Ed teachers and school psychologist are not involved in these decisions. We do not have a Special Ed Director.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	The Special Education teachers make these decisions with the Building Administrators. The General Ed teachers and school psychologist are not involved in these decisions. We do not have a Special Ed Director.
Corporation has small overall student population (provide overall student population below)		1960	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	

Other: Corporation to provide brief justification of variables not covered in the previous options			We have students that have cognitive disabilities, but their behaviors impede their learning. We also have a prevocational program at our middle school for students with cognitive disabilities that feed into the program at our Coop. The students on the alternate assessment will most likely not have the skills to live and function on their own.	School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	
Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below)	Anticipating 9 students taking the alternate assessment this year, which puts our corporation at 1.0%.			Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	We did not show this to all Gen Ed teachers as the vast majority do not have students eligible to take the alternate assessments in their classrooms.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	We did not show this to all Gen Ed teachers as the vast majority do not have students eligible to take the alternate assessments in their classes. All parents of students with students with students with significant have received the flowchart but not necessarily the guidance and FAQ at this time	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	We did not show this to all Gen Ed teachers as the vast majority do not have students eligible to take the alternate assessments in their classes.
Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below)	Rush County Schools has experienced a decline in terms of students with significant cognitive disabilities.			Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The RCS school psychologist is on contract, as needed, and does not play a direct role in the decision-making process. RCS only has two buildings with students that have significant cognitive disabilities. The general education teachers are only involved in the determination of the appropriate assessment (as per DOE determination guidelines), but not the assessment process itself.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities	at this time.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The school psychologist is a contracted employee and only provides data for the determination of eligibility.

Corporation has small overall student population (provide overall student population below)		513	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	
Corporation has small overall student population (provide overall student population below)		899	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	FRHC does not have school test coordinators. Building administrators, general ed teachers, and the school psychologist do not administer the test.	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	FRHC does not have school test coordinators. Building administrators, general ed teachers, and the school psychologist do not administer the test.	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	FRHC does not have school test coordinators. Building administrators, general ed teachers, and the school psychologist do not administer the test.
Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below)	There will be fewer students taking the Science portion of IAM for 18-19 school year.		Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	Although General Education Teachers and School Psychologists were involved with the decision for Alternate Assessment, they will not be administering the Alternate Assessment.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities	General Education Teachers and School Psychologists will not be involved with administering the Alternate Assessment.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	General Education Teachers were not selected to be on the committee to review this data.
Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below)	After review of the webinar it was determined that there will be less than 1% participation on IAM testing.		Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	All Stakeholders who determine and identify participation in testing and accommodations for students IEP's watched the Alternate Assessment Participation Webinar.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities	All Stakeholders who determine and identify participation in testing and accommodations for students IEP's reviews the guidance listed above.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	All Stakeholders who determine and identify participation in testing and accommodations for students IEP's reviewed the 2017- 2018 ISTAR data.

Corporation does not	This school year we			Special Education		Special Education		Special Education	
anticipate exceeding the	do not have any			Teachers		Teachers		Teachers	
	1			General Education		General Education		General Education	
1% participation cap for	students who will								
the 2018-2019 school	be participating in			Teachers		Teachers		Teachers	
year (explain reasoning	the new I AM			Building		Building		Building	
below)	Alternative			Administrators		Administrators		Administrators	
	Assessment.			Corporation Test		Corporation Test		Corporation Test	
				Coordinators		Coordinators		Coordinators	
				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
				r sychologists		Parents of students		r sychologists	
						with significant			
						cognitive			
						disabilities			
Company 1	The section of			Consists to the	All -t-1	Consider St.	All Chall 1 11	Constal Edition	All Challed All
Corporation does not	The school			Special Education	All stakeholders	Special Education	All Stakeholders	Special Education	All Stakeholders
anticipate exceeding the	anticipates a small]		Teachers	who determine	Teachers	who determine	Teachers	who determine
1% participation cap for	number of]		Building	and identify	Building	and identify	Building	and identify
the 2018-2019 school	students (2) will			Administrators	participation in	Administrators	participation in	Administrators	participation in
year (explain reasoning	take the alternate			Corporation Test	testing and	Corporation Test	testing and	Corporation Test	testing and
below)	assessment.			Coordinators	accommodations	Coordinators	accommodations	Coordinators	accommodations
	ĺ			Special Education	for students IEP's	Special Education	for students IEP's	Special Education	for students IEP's
				Directors,	watched the	Directors,	reviews the	Directors,	reviewed the data
	1			Coordinators, and	webinar.	Coordinators, and	guidance listed	Coordinators, and	from the 2017-
				Assistant Directors		Assistant Directors	above.	Assistant Directors	2018 ISTAR
						Parents of students			reports.
						with significant			герогіз.
						_			
						cognitive			
						disabilities			
						6 1151 11		6 1151 11	
Corporation has school,		Our Intense		Special Education		Special Education		Special Education	
community, or health		Intervention		Teachers		Teachers		Teachers	
program that draws large		Program (Grades		General Education		General Education		General Education	
number of families of		preK-12+) draws a		Teachers		Teachers		Teachers	
students with significant		large number of		Building		Building		Building	
cognitive disabilities to		students from our		Administrators		Administrators		Administrators	
area (describe or name		local Amish		Corporation Test		Corporation Test		Corporation Test	
program below)		community. Many		Coordinators		Coordinators		Coordinators	
		of these families		School Test		School Test		School Test	
		send their students		Coordinators		Coordinators		Coordinators	
		with special needs		Special Education		Special Education		Special Education	
		to South Adams,		Directors,		Directors,		Directors,	
		while their General		Coordinators, and		Coordinators, and		Coordinators, and	
		Education siblings		Assistant Directors		Assistant Directors		Assistant Directors	
		attend local Amish		School		School		School	
		schools.		Psychologists		Psychologists		Psychologists	
						Parents of students			
	ĺ					with significant			
						cognitive			
						disabilities			
	ĺ								
Othor: C :	1		MCC hc = - C001	Consist Fd	 	Consist Educati	 	Coordal Educati	
Other: Corporation to	ĺ		MCS has a 60%	Special Education		Special Education		Special Education	
provide brief justification	1		free/reduced lunch			Teachers		Teachers	
of variables not covered]	rate. The closing of			General Education		General Education	
in the previous options]	factories have	Teachers		Teachers		Teachers	
ı		i	decreased the	Building		Building		Building	
				Administrators	I	Administrators	ı	A sheet at same a see	1
			population	Administrators		Auministrators		Administrators	<u> </u>
			population increased the	Corporation Test		Corporation Test		Corporation Test	
			increased the	Corporation Test		Corporation Test		Corporation Test	
			increased the poverty level in	Corporation Test Coordinators		Corporation Test Coordinators		Corporation Test Coordinators	
			increased the poverty level in Marion. The	Corporation Test Coordinators School Test		Corporation Test Coordinators School Test Coordinators		Corporation Test Coordinators School Test Coordinators	
			increased the poverty level in Marion. The methadone clinic located in Marion	Corporation Test Coordinators School Test Coordinators Special Education		Corporation Test Coordinators School Test Coordinators Special Education		Corporation Test Coordinators School Test Coordinators Special Education	
			increased the poverty level in Marion. The methadone clinic located in Marion serves clients who	Corporation Test Coordinators School Test Coordinators Special Education Directors,		Corporation Test Coordinators School Test Coordinators Special Education Directors,		Corporation Test Coordinators School Test Coordinators Special Education Directors,	
			increased the poverty level in Marion. The methadone clinic located in Marion serves clients who often have children	Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	
			increased the poverty level in Marion. The methadone clinic located in Marion serves clients who often have children with significant	Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	
			increased the poverty level in Marion. The methadone clinic located in Marion serves clients who often have children with significant disabilities who	Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
			increased the poverty level in Marion. The methadone clinic located in Marion serves clients who often have children with significant	Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	
			increased the poverty level in Marion. The methadone clinic located in Marion serves clients who often have children with significant disabilities who	Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
			increased the poverty level in Marion. The methadone clinic located in Marion serves clients who often have children with significant disabilities who	Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Spychologists Parents of students with significant		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
			increased the poverty level in Marion. The methadone clinic located in Marion serves clients who often have children with significant disabilities who	Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
			increased the poverty level in Marion. The methadone clinic located in Marion serves clients who often have children with significant disabilities who	Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Spychologists Parents of students with significant		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
			increased the poverty level in Marion. The methadone clinic located in Marion serves clients who often have children with significant disabilities who	Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	

Corporation does not	Our school		Special Education		Special Education		Special Education	
anticipate exceeding the	corporation will be		Teachers		Teachers		Teachers	
1% participation cap for	testing 13 kids with		General Education		General Education		General Education	
the 2018-2019 school	the I AM		Teachers		Teachers		Teachers	
year (explain reasoning	assessment this		Building		Building		Building	
below)	school year, but		Administrators		Administrators		Administrators	
	only 5 of those kids		Corporation Test		Corporation Test		Corporation Test	
	reside in the RCSC		Coordinators		Coordinators		Coordinators	
	district. The		School Test		School Test		School Test	
	remaining 8		Coordinators		Coordinators		Coordinators	
	students are bused		Special Education		Special Education		Special Education	
	to our district in		Directors,		Directors,		Directors,	
	order to be		Coordinators, and		Coordinators, and		Coordinators, and	
	serviced according		Assistant Directors		Assistant Directors		Assistant Directors	
	to their IEP		School		School		School	
	because their		Psychologists		Psychologists		Psychologists	
	home district does				Parents of students			
	not have a				with significant			
	classroom to				cognitive			
	accommodate their				disabilities			
	needs.							
Composition has an "		4000	Consist Educati	0	Consideration of the control of the	0	Consist Educati	0
Corporation has small overall student		4000	Special Education Teachers	Our general education teachers	Special Education Teachers	Our general education teachers	Special Education Teachers	Our general education teachers
			Building	do not provide	Building	do not provide	Building	do not provide
population (provide overall student			Administrators	direct support to	Administrators	direct support to	Administrators	direct support to
population below)			Corporation Test	students who	Corporation Test	students who	Corporation Test	students who
population below)			Coordinators	qualify for the	Coordinators	qualify for the	Coordinators	qualify for the
			School Test	ISTAR assessments	School Test	ISTAR assessments	School Test	ISTAR assessments
			Coordinators	and they do not	Coordinators	and they do not	Coordinators	and they do not
			Special Education	assess these	Special Education	assess these	Special Education	assess these
			Directors,	students.	Directors,	students.	Directors,	students.
			Coordinators, and	students.	Coordinators, and	students.	Coordinators, and	students.
			Assistant Directors		Assistant Directors		Assistant Directors	
			School		School		School	
			Psychologists		Psychologists		Psychologists	
			1 Sychologists		Parents of students		1 Sychologists	
					with significant			
					cognitive			
					disabilities			
Corporation does not	For years Penn-		 Special Education		Special Education		Special Education	
anticipate exceeding the	Harris-Madison		Teachers		Teachers		Teachers	
1% participation cap for	Schools has been		General Education		General Education		General Education	
the 2018-2019 school	known for fully		Teachers		Teachers		Teachers	
year (explain reasoning	inclusive program		Building		Building		Building	
below)	which draws many		Administrators		Administrators		Administrators	
	families, even from		Corporation Test		Corporation Test		Corporation Test	
	other states, who		Coordinators		Coordinators		Coordinators	
	want their children		School Test		School Test		School Test	
	included in the		Coordinators		Coordinators		Coordinators	
	gen. ed. setting		Special Education		Special Education		Special Education	
	regardless of the		Directors,		Directors,		Directors,	
	severity of the		Coordinators, and		Coordinators, and		Coordinators, and	
	disability.		Assistant Directors		Assistant Directors		Assistant Directors	
			School		School		School	
			Psychologists		Psychologists		Psychologists	
					Parents of students			
					with significant			
					cognitive			
					disabilities			
1	i I				i .			
	l l							

				T			T	1	
Other: Corporation to			We have a group of		In our district,	Special Education	In our district,	Special Education	In our district,
provide brief justification			several high school	Teachers	these are the	Teachers	these are the	Teachers	these are the
of variables not covered			students with Mild	Building	individuals that	Building	individuals that	Building	individuals that
in the previous options			Cognitive	Administrators	make the decisions	Administrators	make the decisions	Administrators	make the decisions
			Disabilities that	Corporation Test	about alternate	Corporation Test	about alternate	Corporation Test	about alternate
			function much	Coordinators	assessment	Coordinators	assessment	Coordinators	assessment
				Special Education	participation. We	Special Education	participation. The	Special Education	participation.
			environment and	Directors,	are all watching	Directors,	criteria are	Directors,	
			have been on alternate	Coordinators, and Assistant Directors	the video again within the next	Coordinators, and Assistant Directors	reviewed with parents but we	Coordinators, and Assistant Directors	
			assessment and	School	month.	School	have not provided	School	
			certificate of	Psychologists	month.	Psychologists	them with the	Psychologists	
			completion for	1 Sychologists			flowchart and FAQ.	1 Sychologists	
			many years. After			with significant	nowchart and rAQ.		
			this school year,			cognitive			
			we anticipate that			disabilities			
			those numbers will						
			drop considerably						
			and be within the						
			1% since we have						
			made changes to						
			how students are		1				
			identified to		1				
			participate in the						
			alternate						
			assessment.						
Comparation because 1	Me are ar			Coopiel Education	Our build':	Consist Education	Our build'	Consist Education	Our buildir -
Corporation has school,	We are an open			Special Education Teachers	Our building	Special Education	Our building	Special Education	Our building administrators are
community, or health program that draws large	enrollment school district, this			Building	administrators are our test	Teachers Building	administrators are our test	Teachers Building	our test
number of families of	attracts many			Administrators	coordinators.	Administrators	coordinators.	Administrators	coordinators.
students with significant	families to enroll			Corporation Test	coordinators.	Corporation Test	coordinators.	School Test	Coordinatorsi
cognitive disabilities to	their child in our			Coordinators		Coordinators		Coordinators	
area (describe or name	school district. We			Special Education		Special Education		Special Education	
program below)	have one family			Directors,		Directors,		Directors,	
	that has adopted			Coordinators, and		Coordinators, and		Coordinators, and	
	14 students that			Assistant Directors		Assistant Directors		Assistant Directors	
	have severe			School		School		School	
	cognitive			Psychologists		Psychologists		Psychologists	
	disabilities, all of					Parents of students			
	which take the IAM					with significant			
	assessment.					cognitive disabilities			
						disabilities			
Corporation has small		1435		Building	Special education	Building	Special education	Building	Special education
overall student		1.33		Administrators	teachers & general	Administrators	teachers & general	Administrators	teachers & general
population (provide				Corporation Test	education teachers		education teachers	Corporation Test	education teachers
overall student				Coordinators	were not required	Coordinators	were not required	Coordinators	were not required
population below)				School Test	to watch the video	School Test	to watch the video	School Test	to review data due
				Coordinators	due to their limited	Coordinators	due to their limited	Coordinators	to their limited
				Special Education	amount of time	Special Education	amount of time	Special Education	amount of time
				Directors,	available	Directors,	available	Directors,	available
					throughout the day		throughout the day		throughout the day
				Assistant Directors		Assistant Directors		Assistant Directors	
				School	testing, meeting	School	testing, meeting	School	testing, meeting
				Psychologists	IEP deadlines, etc.	Psychologists	IEP deadlines, etc.	Psychologists	IEP deadlines, etc.
					There is always a building admin or		Parents do not always have		There is always a building admin or
					Loculous Admin or	I .			
					STC available		internet available		STC available
					STC available during all case		internet available to view DOE		STC available during all case
					STC available		internet available to view DOE videos. There is		STC available
					STC available during all case		internet available to view DOE		STC available during all case
					STC available during all case		internet available to view DOE videos. There is always a building admin or STC available during all		STC available during all case
					STC available during all case		internet available to view DOE videos. There is always a building admin or STC		STC available during all case
					STC available during all case		internet available to view DOE videos. There is always a building admin or STC available during all		STC available during all case

Corporation does not	With guidance			Special Education		Special Education	Special Education	
anticipate exceeding the	from local special			Teachers		Teachers	Teachers	
1% participation cap for	education			General Education		General Education	General Education	
the 2018-2019 school	cooperative, the			Teachers		Teachers	Teachers	
year (explain reasoning	district has			Building		Building	Building	
				_		-	_	
below)	reviewed students'			Administrators		Administrators	Administrators	
	participation in the			Corporation Test		Corporation Test	Corporation Test	
	Alternate			Coordinators		Coordinators	Coordinators	
	Assessment. Per			School Test		School Test	School Test	
	this guidance,			Coordinators		Coordinators	Coordinators	
	adjustments were			Special Education		Special Education	Special Education	
	made where it was			Directors,		Directors,	Directors,	
	appropriate.			Coordinators, and		Coordinators, and	Coordinators, and	
	арргорпасе.			Assistant Directors		Assistant Directors	Assistant Directors	
				School		School	School	
				Psychologists		Psychologists	Psychologists	
						Parents of students		
						with significant		
						cognitive		
						disabilities		
						disabilities		
Other: Corporation to			Our corporation is	Special Education		Special Education	Special Education	
provide brief justification			part of a	Teachers		Teachers	Teachers	
of variables not covered			cooperative that	General Education		General Education	General Education	
			houses intense	Teachers		Teachers	Teachers	
in the previous options								
			needs programs.	Building		Building	Building	
				Administrators		Administrators	Administrators	
				Corporation Test		Corporation Test	Corporation Test	
				Coordinators		Coordinators	Coordinators	
				School Test		School Test	School Test	
				Coordinators		Coordinators	Coordinators	
				Special Education		Special Education	Special Education	
				Directors,		Directors,		
							Directors,	
				Coordinators, and		Coordinators, and	Coordinators, and	
				Assistant Directors		Assistant Directors	Assistant Directors	
				School		School	School	
				Psychologists		Psychologists	Psychologists	
						Parents of students		
						with significant		
						cognitive		
						disabilities		
						uisabilities		
Corporation has small		1381		Special Education	We focused on the	Special Education	Special Education	We focused on the
overall student				Teachers	key decision	Teachers	Teachers	key decision
population (provide				Building	makers at case	General Education	Building	makers at case
				_			-	
overall student				Administrators	conferences and	Teachers	Administrators	conferences and
population below)				Corporation Test	those in charge of	Building	Corporation Test	those in charge of
				Coordinators	administering the	Administrators	Coordinators	administering the
				School Test	tests.	Corporation Test	School Test	tests.
				Coordinators	They will then	Coordinators	Coordinators	They will then
				Special Education	share this	School Test	Special Education	share this
				Directors,	information with	Coordinators	Directors,	information with
				Coordinators, and	the general	Special Education	· ·	the general
				Assistant Directors	-	Directors,	Assistant Directors	-
				School	teachers.	Coordinators, and	School	teachers.
				Psychologists		Assistant Directors	Psychologists	
				İ		School		
				İ		Psychologists		
				ĺ		Parents of students		
				İ		with significant		
				ĺ		cognitive		
				1		disabilities		
				1				
				1				
		•					 	

Corporation does not	I have confirmed			Special Education	The other	Special Education	The others have	Corporation Test	There was no need
anticipate exceeding the	the number of			Teachers	individuals are not	Teachers	not been given a	Coordinators	to review the data
1% participation cap for	students in the			Corporation Test	involved in the	Corporation Test	sign-off for the	Special Education	with all. There
the 2018-2019 school	district taking IAM			Coordinators	direct decision of	Coordinators	videos and	Directors,	were conversations
year (explain reasoning	assessment the			Special Education	this for this year.	Special Education	materials to assure	Coordinators, and	with special ed and
below)	numbers are Math			Directors,	There is no sign off	Directors,	they have	Assistant Directors	building as needed,
	and English			Coordinators, and	for current	Coordinators, and	read/viewed. With		but no sign-offs
	7/1222=.57,			Assistant Directors	viewing. This will	Assistant Directors	regard to parents,		kept.
	Science 4/500=.80				be done for future		discussions are		
					years. The		held in the CCC. I		
					materials were		am not sure how I		
					sent and students		would assure that		
					are appropriate		parents have		
							viewed materials.		
							These will continue		
							to be provided to		
							the parties. For		
							the coming school		
							year this can be		
							done.		
Other: Corporation to			School City of East	Special Education	The General	Special Education	- ·	Special Education	The General
provide brief justification			Chicago	Teachers	Education Teachers	Teachers	The General	Teachers	Education Teachers
of variables not covered			Special Education	Building	have not been	Building		Building	have not been
in the previous options			Department	Administrators	trained to date, but	Administrators	have not been	Administrators	trained to date, but
			Justification for	Corporation Test	will receive	Corporation Test	trained to date, but	Corporation Test	will receive
			exceeding 1% cap	Coordinators	guidance and	Coordinators	will receive	Coordinators	guidance and
			for ISTAR	School Test	information in the	School Test	guidance and	School Test	information in the
				Coordinators	form of an email. They will receive	Coordinators Special Education	information in the	Coordinators	form of an email and training
			Thoro oro o	Special Education	guidance while	-	form of an email. They will receive	Special Education	
			There are a	Directors,	ľ	Directors,	guidance while	Directors,	throughout the
			number of reasons	Coordinators, and	participating in a case conference	Coordinators, and Assistant Directors	~	Coordinators, and	school year. They
			for the large number of	Assistant Directors School	when making a	School	participating in a case conference	Assistant Directors School	will receive guidance while
			students that are	Psychologists	decision to place	Psychologists	when making a	Psychologists	participating in a
			assessed on the	rsychologists	students on the	rsychologists	decision to place	rsychologists	case conference
			ISTAR Alternative		alternative		students on the		when making a
			Assessment each		assessment. The		alternative		decision to place
			school year.		Special Education		assessment. The		students on the
			School year.		Administrator will		Special Education		alternative
			The School City of		provide the		Administrator will		assessment. The
			East Chicago		guidance.		provide the		Special Education
			selected: Other		galadiicei		guidance.		Administrator will
			Corporation to		The Special		0		provide the
			provide brief		Education		The Special		guidance and
			justification of		Department has		Education		review the data
			variables not		created a new		Department has		with the general
			covered in the		procedure that		created a new		education Teachers
			previous options		states if students		procedure that		at staff meetings .
Corporation does not	Special Education			Special Education		Special Education		Special Education	
anticipate exceeding the	Coordinator			Teachers		Teachers		Teachers	
1% participation cap for	reviewed the			General Education		General Education		General Education	
the 2018-2019 school	Alternate			Teachers		Teachers		Teachers	
year (explain reasoning	Assessment			Building		Building		Building	
below)	Participation Video.			Administrators		Administrators		Administrators	
	Coordinator			Corporation Test		Corporation Test		Corporation Test	
	reviewed the			Coordinators		Coordinators		Coordinators	
	guidance,			School Test		School Test		School Test	
	flowchart, and FAQ			Coordinators		Coordinators		Coordinators	
	with all special			Special Education		Special Education		Special Education	
	education staff			Directors,		Directors,		Directors,	
	members. We			Coordinators, and		Coordinators, and		Coordinators, and	
	reviewed the			Assistant Directors		Assistant Directors		Assistant Directors	
	disaggregation			School		School		School	
	Report.			Psychologists		Psychologists		Psychologists	
						Parents of students			
						with significant			
						cognitive			
						disabilities			
I	ıl		i .	i	i .	i			i

T				T	To	To 151 11	To the contract of	To 1=1 ::	lo . 151	lo 151 11
Other: Corporation to	1	1	1	As a virtual school,		General Education	Special Education	General Education	Special Education	General Education
provide brief justification	1	1	Ī	we tend to attract		teachers are not	Teachers	teachers are not	Teachers	teachers are not
of variables not covered	1	1	1	students with	-		Building	typically the ones	Building	typically the ones
in the previous options	1	1	1	significant medical	Administrators	making the	Administrators	making the	Administrators	making the
ĺ	1	1	1	and/or behavior		decision about	Corporation Test	decision about	Corporation Test	decision about
ĺ	1	1	1	issues. Many		alternate	Coordinators	alternate	Coordinators	alternate
ĺ	1	1	1	students come to			School Test	placement. They	School Test	placement. They
ĺ	i '	1	1	our school on				are part of the case		are part of the case
ĺ	1	1	1	alternate		conference team,	Special Education	conference team,	Special Education	conference team,
ĺ	1	1	1	assessment	Directors,	but don't have the	Directors,	but don't have the	Directors,	but don't have the
ĺ	1	1	1	placement.	Coordinators, and	expertise in that	Coordinators, and	expertise in that	Coordinators, and	expertise in that
ĺ	1	1	1	1		type of placement.			Assistant Directors	type of placement.
ĺ	(1	1	1	The school	1	The school	1	The school
ĺ	1	1	1	1	1	psychologists	1	psychologists	1	psychologists
ĺ	1	1	1	1		attend the case	1	attend the case	1	attend the case
ĺ	1	1	1	1	1	conferences and	1	conferences and	1	conferences and
ĺ	1	1	1	1	1	give	1	give	1	give
ĺ	1	1	1	1	1	recommendations	1	recommendations	1	recommendations
ĺ	1	1	1	1	1	based on	1	based on	1	based on
ĺ	1	1	1	1	1		1		1	
ĺ	1	1	1	1	1	evaluation results.	1	evaluation results.	1	evaluation results.
ĺ	1	1	1	1	1	1	1	We plan to send	1	We plan to send
ĺ	1	1	1	1	1	1	1	the flowchart out	1	the flowchart out
ĺ	(1	1	1	1	1	to parents of	1	to parents of
ĺ	1	1	1	1	1	1	1	students with	1	students with
ĺ	1	1	1	1	1	1	1	cognitive	1	cognitive
ĺ	1	1	1	1	1	1	1	disabilities.	1	disabilities.
11	+		1	<u> </u>	1 2 2 4 2 2	 '		ļ'	<u> </u>	1
Corporation has small	1	1	1538	1	1 -	Participation	Special Education	See above	Special Education	See above
overall student	1	1	1	1				reasoning.	Teachers	reasoning.
population (provide	1	1	1	1		by our Special	Corporation Test	1	Corporation Test	1
overall student	1	1	1	1		Education	Coordinators	1	Coordinators	1
oopulation below)	1	1	1	1	Special Education	cooperative and	Special Education	1	Special Education	1
ĺ	1	1	1	1	Directors,	related staff.	Directors,	1	Directors,	1
ĺ	1	1	1			Additionally, some	Coordinators, and	1	Coordinators, and	1
ĺ	1	1	1	1		students are	Assistant Directors	. [Assistant Directors	1
ĺ	f	1	I	1	School		School	1	School	1
ĺ	f	1	I	1	Psychologists			1	Psychologists	1
ĺ	1	1	1	1		facility.	Parents of students		PSychologists	1
ĺ	1	1	1	1	1	тасшту.		1	1	1
ĺ	1	1	1	1	1	1	with significant	1	1	1
ĺ	1	1	1	1	1	1	cognitive	1	1	1
ĺ	1	1	1	1	1	1	disabilities	1	1	1
	1	1	1	1	1	1	1	1	1	1
Corporation has school,	ſ	South Harrison is		+	Special Education	General education	Special Education	The school	Special Education	General education
community, or health	1	part of a	1	1	1 -		1 -	psychologist has	Teachers	teachers are
program that draws large	1	cooperative.	1	1		the case	Building	reviewed these	Building	included in
number of families of	1	Students with	1	1	_	conference	Administrators	documents but is	Administrators	discussions but
	f		I	1						
students with significant	(significant	1	1	Corporation Test	committee, take	Corporation Test	not involved with	Corporation Test	have not reviewed
cognitive disabilities to	1	cognitive	1	1		7	Coordinators	every case	Coordinators	the
area (describe or name	1	disabilities from	1			about alternative	School Test	conference where	School Test	disproportionality
program below)	f	one neighboring	I	1		assessments, but	Coordinators	final decisions are	Coordinators	data to my
ĺ	1	district (Lanesville,	1	1				made about	Special Education	knowledge. Each
ĺ	1	3160) are served	1	1	Directors,	monitored by the	Directors,	assessment	Directors,	building staff
ĺ	1	on the Corydon	1	1	Coordinators, and	public agency	Coordinators, and	options.	Coordinators, and	routinely reviews
ĺ	f	campus of South	I	1			Assistant Directors		Assistant Directors	
ĺ	1	Harrison schools.	1	1		each meeting.		been given the	1	and this includes
ĺ	1	Last school year,	1	1	Psychologists	edenez 5	1	FAQ document, but	' ا	those students
ĺ	1	three students	1	1	Psychologists	1	1	participation	1	who are assessed
ĺ	1	from Lanesville	1		1	1	1	guidance is	1	via the alternative
ĺ	f		I	1	1	1	1		1	
ĺ	1	were served by	1	1	1	1	1	reviewed during	1	assessment.
ĺ	1	South Harrison and	1	1	1	1	1	each case	1	School
	1	counted toward	1	1	1	1	1	conference	1	psychologists
	1	their 1% cap.	1		1	1	1	committee	1	review information
	1	Additionally, within	1	1	'	1	1	meeting.	1	that is pertinent
	•	Carrella Hamila anda	1	1	'	1	1	'	1	during evaluation
		South Harrison's		1		1	1	1	1	data collection.
		district, a	ļ					1	1	1
			ļ		1		Ţ	١	٠.	
		district, a residential home						Ι,	١ .	
		district, a residential home that specifically								
		district, a residential home that specifically serves students								
		district, a residential home that specifically						ļ		

Corporation has small			1661	Special Education		Special Education		Special Education	
overall student				Teachers		Teachers		Teachers	
population (provide				General Education		General Education		General Education	
overall student				Teachers		Teachers		Teachers	
population below)				Building		Building		Building	
				Administrators		Administrators		Administrators	
				Corporation Test		Corporation Test		Corporation Test	
				Coordinators		Coordinators		Coordinators	
				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				-		-		*	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
				rsychologists				rsychologists	
						Parents of students			
						with significant			
						cognitive			
						disabilities			
						disabilities			
Composition ! "			4726	Constalled 11	Community ::	Constal Ed. 11	Community ::	Constalled 11	Consented
Corporation has small			1736	Special Education	General Education	Special Education	General Education	Special Education	General Education
overall student				Teachers	Teachers may	Teachers	Teachers may	Teachers	Teachers may
population (provide				Building	recommend a	Building	recommend a	Building	recommend a
overall student				Administrators	student for Special	Administrators	student for Special	Administrators	student for Special
population below)				Corporation Test	Education that	Corporation Test	Education that	Corporation Test	Education that
				Coordinators	results in the	Coordinators	results in the	Coordinators	results in the
				School Test	student	School Test	student	School Test	student
				Coordinators	participating in the	Coordinators	participating in the	Coordinators	participating in the
				Special Education					
				•	Alternative	Special Education	Alternative	Special Education	Alternative
				Directors,	Assessments but	Directors,	Assessments but	Directors,	Assessments but
				Coordinators, and	they do not make	Coordinators, and	they do not make	Coordinators, and	they do not make
				Assistant Directors	the final decisions.	Assistant Directors	the final decisions.	Assistant Directors	the final decisions.
				School		School		School	
				Psychologists		Psychologists	Parents meet with	Psychologists	
							the teachers who		
							explain the		
							participation		
							guidelines but we		
							do not require		
							do not require		
							do not require them to access the		
							do not require them to access the IDOE website		
							do not require them to access the		
							do not require them to access the IDOE website information.		
Corporation does not	We are closely			Special Education	General education	Special Education	do not require them to access the IDOE website	Special Education	Exceptional
	-			-		-	do not require them to access the IDOE website information.	-	
anticipate exceeding the	monitoring our			Teachers	teachers are not	Teachers	do not require them to access the IDOE website information. Exceptional learners staff and	Teachers	learners staff and
anticipate exceeding the 1% participation cap for	monitoring our population of			Teachers Building	teachers are not the decision-	Teachers Building	do not require them to access the IDOE website information. Exceptional learners staff and administrators	Teachers Building	learners staff and administrators
anticipate exceeding the 1% participation cap for the 2018-2019 school	monitoring our population of students and			Teachers Building Administrators	teachers are not the decision- makers for these	Teachers Building Administrators	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for	monitoring our population of			Teachers Building	teachers are not the decision-	Teachers Building Administrators Corporation Test	do not require them to access the IDOE website information. Exceptional learners staff and administrators	Teachers Building	learners staff and administrators
anticipate exceeding the 1% participation cap for the 2018-2019 school	monitoring our population of students and			Teachers Building Administrators	teachers are not the decision- makers for these	Teachers Building Administrators	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	monitoring our population of students and verifying the			Teachers Building Administrators Corporation Test	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	monitoring our population of students and verifying the number of students who have			Teachers Building Administrators Corporation Test Coordinators School Test	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	monitoring our population of students and verifying the number of students who have this assessment			Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	monitoring our population of students and verifying the number of students who have			Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	monitoring our population of students and verifying the number of students who have this assessment			Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	monitoring our population of students and verifying the number of students who have this assessment			Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	monitoring our population of students and verifying the number of students who have this assessment			Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	monitoring our population of students and verifying the number of students who have this assessment			Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	monitoring our population of students and verifying the number of students who have this assessment			Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	monitoring our population of students and verifying the number of students who have this assessment			Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below)	monitoring our population of students and verifying the number of students who have this assessment			Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	monitoring our population of students and verifying the number of students who have this assessment	We host an applied		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school,	monitoring our population of students and verifying the number of students who have this assessment			Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health	monitoring our population of students and verifying the number of students who have this assessment	skills class		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large	monitoring our population of students and verifying the number of students who have this assessment	skills class (functional skills) in		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of	monitoring our population of students and verifying the number of students who have this assessment	skills class		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large	monitoring our population of students and verifying the number of students who have this assessment	skills class (functional skills) in		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of	monitoring our population of students and verifying the number of students who have this assessment	skills class (functional skills) in		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers	learners staff and administrators have received this
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anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	monitoring our population of students and verifying the number of students who have this assessment	skills class (functional skills) in		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Teachers Corporation Test Coordinators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	monitoring our population of students and verifying the number of students who have this assessment	skills class (functional skills) in		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Building Teachers School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators School Psychologists Special Education Teachers General Education Teachers General Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received these resources.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers General Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	monitoring our population of students and verifying the number of students who have this assessment	skills class (functional skills) in		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Teachers Corporation Test Coordinators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received these resources.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	monitoring our population of students and verifying the number of students who have this assessment	skills class (functional skills) in		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Teachers Corporation Test Coordinators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators School Psychologists Special Education Teachers General Education Teachers General Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received these resources.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	monitoring our population of students and verifying the number of students who have this assessment	skills class (functional skills) in		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Teachers Corporation Test Coordinators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received these resources.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	monitoring our population of students and verifying the number of students who have this assessment	skills class (functional skills) in		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Teachers Corporation Test Coordinators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators, and Assistant Directors School Psychologists Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received these resources.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	monitoring our population of students and verifying the number of students who have this assessment	skills class (functional skills) in		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Teachers Corporation Test Coordinators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Coordinators Special Education Directors, Coordinators Special Education Directors Coordinators of Special Education Directors School Psychologists Psychologists Psychologists Parents of students with significant	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received these resources.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	learners staff and administrators have received this
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	monitoring our population of students and verifying the number of students who have this assessment	skills class (functional skills) in		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Teachers Corporation Test Coordinators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	teachers are not the decision- makers for these	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators, and Assistant Directors School Psychologists Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	do not require them to access the IDOE website information. Exceptional learners staff and administrators have received these resources.	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers General Education Teachers Gomeral Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	learners staff and administrators have received this

Corporation has small			302	Special Education	General Education	Special Education	General Education	Special Education	General Education
overall student				Teachers	Teachers don't	Teachers	Teachers do not	Teachers	teachers do not
population (provide				Building	administer the	Building	administer the	Building	administer this
overall student				Administrators	test.	Administrators	test. Alternate	Administrators	test.
population below)				Corporation Test		Corporation Test	testing is discussed	Corporation Test	
population selow)						Coordinators			
				Coordinators			in case conferences		
				School Test		School Test	with parents,	School Test	
				Coordinators		Coordinators	however, they	Coordinators	
				Special Education		Special Education	have not reviewed	Special Education	
				Directors,		Directors,	the FAQ provided	Directors,	
				Coordinators, and		Coordinators, and	on the website.	Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
				1 Sychologists		1 Sychologists		1 Sychologists	
Corporation does not	Our numbers for			Special Education		Special Education		Special Education	
anticipate exceeding the	this year should be:			Teachers		Teachers		Teachers	
1% participation cap for	ELA & Math: 4 out			General Education		General Education		General Education	
the 2018-2019 school	of 464 - 0.86%			Teachers		Teachers		Teachers	
year (explain reasoning	Science: 1 out of			Building		Building		Building	
				-		-		-	
below)	198 - 0.51%			Administrators		Administrators		Administrators	
				Corporation Test		Corporation Test		Corporation Test	
				Coordinators		Coordinators		Coordinators	
				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
						Parents of students			
						with significant			
						cognitive			
						disabilities			
Corporation has school,		Applied Skills		Special Education	School	Special Education	While they have	Special Education	While they have
community, or health		students (those		Teachers	Psychologists are	Teachers	access to the	Teachers	access to the
program that draws large		with Moderate and			not typically	General Education	guidance, the	General Education	Disaggregation
number of families of		Severe Cognitive		Teachers	directly involved in	Teachers	flowchart, and	Teachers	Report and
students with significant		Disabilities) from 4		Building	making these	Building	FAQ, unless a	Building	disproportionality
cognitive disabilities to		districts come to		Administrators	decisions unless a	Administrators	student is being	Administrators	data, School
area (describe or name		the program		Corporation Test	student is being	Corporation Test	initially evaluated	Corporation Test	Psychologists do
program below)		housed in our		Coordinators	initially evaluated	Coordinators	or re-evaluated,	Coordinators	not typically
		buildings.		School Test	or re-evaluated.	School Test	the school	School Test	request or need
				Coordinators	Our School	Coordinators	psychologist is not	Coordinators	this information.
				Special Education	Psychologists are	Special Education	typically a	Special Education	
				Directors,	employed by our 4-	Directors,	participant at the	Directors,	
				Coordinators, and	county co-	Coordinators, and	case conference	Coordinators, and	
				Assistant Directors	operative and	Assistant Directors	where these	Assistant Directors	
					cannot be in	Parents of students	decisions are		
					attendance at	with significant	made. Our School		
					every meeting.	cognitive	Psychologists are		
						disabilities	employed by our 4-		
							county co-		
							operative and		
							cannot be at every		
1							meeting.		

				1	1					
Corporation has small			300		Special Education	General education	Special Education	General education	Special Education	Due to only have a
overall student					Teachers	teachers are part	Teachers	teachers are part	Teachers	handful of students
population (provide					Building	of the case	Building	of the case	Building	participate on the
overall student					Administrators	conference	Administrators	conference	Administrators	alternative
population below)					Corporation Test	discussion when	Corporation Test	discussion when	Corporation Test	assessment,
Page 11 1 1 1 1 1 1 1 1 1					Coordinators	determining if an	Coordinators	determining if an	Coordinators	general education
					School Test	alternative	School Test	alternative	School Test	teachers did not
							Coordinators			
					Coordinators	assessment is		assessment is	Coordinators	review the
					Special Education	appropriate. Their	Special Education	appropriate. Their	Special Education	assessment data.
					Directors,	input will be given	Directors,	input will be given	Directors,	This information is
					Coordinators, and	at the case	Coordinators, and	at the case	Coordinators, and	handled on a case
					Assistant Directors	conference. Due	Assistant Directors	conference. Due	Assistant Directors	by case basis, not
					School	to having such a	School	to having such a	School	as an all staff share
					Psychologists	low incidence of	Psychologists	low incidence of	Psychologists	of information.
						students	Parents of students	students		
						participating on the		participating on the		
						alternative	cognitive	alternative		
							-			
						assessment, all	disabilities	assessment, all		
						staff training for all		staff training for all		
						general education		general education		
						teachers was not		teachers was not		
						conducted.	1	conducted.		
						General education	1	General education		
						teachers are	1	teachers are		
						informed of the	1	informed of the		
						process when a	1	process when a		
						case arises and the	1	case arises and the		
						Teacher of Record	1	Teacher of Record		
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Corporation has small			300		Special Education	General education	Special Education	General education	Special Education	Due to only have a
overall student					Teachers	teachers are part	Teachers	teachers are part	Teachers	handful of students
population (provide					Building	of the case	Building	of the case	Building	participate on the
overall student					Administrators	conference	Administrators	conference	Administrators	alternative
population below)					Corporation Test	discussion when	Corporation Test	discussion when	Corporation Test	assessment,
					Coordinators	determining if an	Coordinators	determining if an	Coordinators	general education
					School Test	alternative	School Test	alternative	School Test	teachers did not
					Coordinators	assessment is	Coordinators	assessment is	Coordinators	review the
					Special Education	appropriate. Their	Special Education	appropriate. Their	Special Education	assessment data.
					Directors,	input will be given	Directors,	input will be given	Directors,	This information is
					Coordinators, and	at the case	Coordinators, and	at the case	Coordinators, and	handled on a case
							· ·			
					Assistant Directors	conference. Due	Assistant Directors	conference. Due	Assistant Directors	by case basis, not
					Assistant Directors School	conference. Due to having such a	Assistant Directors School	conference. Due to having such a	Assistant Directors School	
										by case basis, not
					School	to having such a	School	to having such a	School	by case basis, not as an all staff share
					School	to having such a low incidence of students	School Psychologists Parents of students	to having such a low incidence of students	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the	School Psychologists Parents of students with significant	to having such a low incidence of students participating on the	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative	School Psychologists Parents of students with significant cognitive	to having such a low incidence of students participating on the alternative	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative assessment, all	School Psychologists Parents of students with significant	to having such a low incidence of students participating on the alternative assessment, all	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative assessment, all staff training for all	School Psychologists Parents of students with significant cognitive	to having such a low incidence of students participating on the alternative assessment, all staff training for all	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education	School Psychologists Parents of students with significant cognitive	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not	School Psychologists Parents of students with significant cognitive	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted.	School Psychologists Parents of students with significant cognitive	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted.	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education	School Psychologists Parents of students with significant cognitive	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are	School Psychologists Parents of students with significant cognitive	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education	School Psychologists Parents of students with significant cognitive	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are	School Psychologists Parents of students with significant cognitive	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the	School Psychologists Parents of students with significant cognitive	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the	School	by case basis, not as an all staff share
					School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a	School Psychologists Parents of students with significant cognitive	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a	School	by case basis, not as an all staff share
Corporation by school		Wa haya rayaral			School Psychologists	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record	School Psychologists Parents of students with significant cognitive disabilities	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record	School Psychologists	by case basis, not as an all staff share of information.
Corporation has school,		We have several			School Psychologists Corporation Test	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will	School Psychologists Parents of students with significant cognitive disabilities Corporation Test	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being	School Psychologists Corporation Test	by case basis, not as an all staff share of information.
community, or health		hospitals:			School Psychologists Corporation Test Coordinators	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the	School Psychologists Corporation Test Coordinators	by case basis, not as an all staff share of information. This will be reviewed with
community, or health program that draws large		hospitals: Lutheran,			School Psychologists Corporation Test Coordinators Special Education	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to	School Psychologists Corporation Test Coordinators Special Education	by case basis, not as an all staff share of information. This will be reviewed with teachers and
community, or health program that draws large number of families of		hospitals: Lutheran, Parkview, Dupont			School Psychologists Corporation Test Coordinators Special Education Directors,	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors,	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the	School Psychologists Corporation Test Coordinators Special Education Directors,	by case basis, not as an all staff share of information. This will be reviewed with
community, or health program that draws large number of families of students with significant		hospitals: Lutheran, Parkview, Dupont and St. Josephs			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and
community, or health program that draws large number of families of students with significant cognitive disabilities to		hospitals: Lutheran, Parkview, Dupont and St. Josephs that have			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to	School Psychologists Corporation Test Coordinators Special Education Directors,	by case basis, not as an all staff share of information. This will be reviewed with teachers and
community, or health program that draws large number of families of students with significant		hospitals: Lutheran, Parkview, Dupont and St. Josephs			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and
community, or health program that draws large number of families of students with significant cognitive disabilities to		hospitals: Lutheran, Parkview, Dupont and St. Josephs that have			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below)	Wo will have for	hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers awas not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to teachers.	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to teachers and staff.	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	by case basis, not as an all staff share of information. This will be reviewed with teachers and principals.
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below) Corporation does not	We will have fewer	hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Corporation Test	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to teachers.	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to teachers and staff.	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	by case basis, not as an all staff share of information. This will be reviewed with teachers and principals. Only those with
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below) Corporation does not anticipate exceeding the	than 219 students	hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers awas not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to teachers.	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to teachers and staff. Determination for taking IAM is done	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	by case basis, not as an all staff share of information. This will be reviewed with teachers and principals. Only those with direct involvement
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below) Corporation does not anticipate exceeding the 1% participation cap for	than 219 students taking the	hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Corporation Test	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to teachers.	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Special Education	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to teachers and staff. Determination for taking IAM is done within the case	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and principals. Only those with direct involvement have been involved
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school	than 219 students taking the alternative	hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Corporation Test	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to teachers.	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Special Education Directors,	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to teachers and staff. Determination for taking IAM is done	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	by case basis, not as an all staff share of information. This will be reviewed with teachers and principals. Only those with direct involvement have been involved in these
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	than 219 students taking the	hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Corporation Test	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to teachers.	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Special Education Directors, Coordinators, and	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to teachers and staff. Determination for taking IAM is done within the case	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and principals. Only those with direct involvement have been involved
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school	than 219 students taking the alternative	hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Corporation Test	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to teachers.	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Special Education Directors,	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to teachers and staff. Determination for taking IAM is done within the case	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and principals. Only those with direct involvement have been involved in these
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	than 219 students taking the alternative	hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Corporation Test	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to teachers.	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Special Education Directors, Coordinators, and	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to teachers and staff. Determination for taking IAM is done within the case	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and principals. Only those with direct involvement have been involved in these
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	than 219 students taking the alternative	hospitals: Lutheran, Parkview, Dupont and St. Josephs that have specialists that provide services to high need			School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Corporation Test	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Administration will watch videos and provide information to teachers.	School Psychologists Parents of students with significant cognitive disabilities Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Special Education Directors, Coordinators, and	to having such a low incidence of students participating on the alternative assessment, all staff training for all general education teachers was not conducted. General education teachers are informed of the process when a case arises and the Teacher of Record Training is being provided on the materials to teachers and staff. Determination for taking IAM is done within the case	School Psychologists Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and	by case basis, not as an all staff share of information. This will be reviewed with teachers and principals. Only those with direct involvement have been involved in these

Corporation has small overall student population (provide overall student population below)		1559	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	We do not employ any School Psychologists.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities	We do not employ any School Psychologists.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	We do not employ any School Psychologists.
Corporation has small overall student population (provide overall student population below)		960	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	Students who take the alternate assessment are in self contained rooms. We are a part of a coop, Joint Services, that trained the director, assistant director and psychologist separately.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	Students who take the alternate assessment are in self contained rooms. We are a part of a coop, Joint Services, that trained the director, assistant director and psychologist separately. Parents of students are notified at annual case conference committees	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	Students who take the alternate assessment are in self contained rooms. We are a part of a coop, Joint Services, that trained the director, assistant director and psychologist separately.
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below)	We house our own student programs for moderate disabilities K-12, that configured with a small students population in general is rationale to exceed the 1% cap.		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	
Corporation has small overall student population (provide overall student population below)		934	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	Special education teachers handle all I AM testing.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities	Special education teachers handle all I AM testing.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	Special education teachers handle all I AM testing.

Corporation has small		1890		Special Education		Special Education		Special Education	
overall student				Teachers		Teachers		Teachers	
population (provide				General Education		General Education		General Education	
overall student				Teachers		Teachers		Teachers	
population below)				Building		Building		Building	
				Administrators		Administrators		Administrators	
				Corporation Test		Corporation Test		Corporation Test	
				Coordinators		Coordinators		Coordinators	
				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
						· ·			
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
						Parents of students			
						with significant			
						cognitive			
						disabilities			
Corporation has school,	Paoli is one of the			Special Education	Our general	Special Education	Our general	Special Education	Our general
community, or health	larger schools in			Teachers	education teachers	Teachers	education teachers	Teachers	education teachers
program that draws large	the area and			Building	do not have direct	Building	do not have direct	Building	do not have direct
number of families of	provides more			Administrators	contact with the	Administrators	contact with the	Administrators	contact with the
students with significant	l'								
	resources and			Corporation Test	alternate testing.	Corporation Test	alternate testing.	Corporation Test	alternate testing so
cognitive disabilities to	programs than our			Coordinators		Coordinators		Coordinators	the data would not
area (describe or name	neighboring			School Test		School Test		School Test	apply to their
program below)	schools for special			Coordinators		Coordinators		Coordinators	classrooms or
	education			Special Education		Special Education		Special Education	students.
	populations.			Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
				r sychologists		Parents of students		r sychologists	
						with significant			
						cognitive			
						disabilities			
Other: Corporation to			Mississinewa	Special Education		Special Education		Special Education	
provide brief justification			Community	Teachers		Teachers		Teachers	
of variables not covered			Schools resides in	General Education		General Education		General Education	
in the previous options			an area with high	Teachers		Teachers		Teachers	
in the previous options			_						
			poverty. In 2017,	Building		Building		Building	
			62.2% of	Administrators		Administrators		Administrators	
			Mississinewa	Corporation Test		Corporation Test		Corporation Test	
			students received	Coordinators		Coordinators		Coordinators	
			free and reduced	School Test		School Test		School Test	
			lunch. The per	Coordinators		Coordinators		Coordinators	
			capita income is	Special Education		Special Education		Special Education	
			\$19,141. Our	Directors,		Directors,		Directors,	
			county contains a	Coordinators, and		Coordinators, and		Coordinators, and	
			vast variety of	Assistant Directors		Assistant Directors		Assistant Directors	
			resources for	School		School		School	
			family suffering	Psychologists		Psychologists		Psychologists	
			with poverty. We	.,		Parents of students		,	
			have high			with significant			
			percentages of			cognitive			
			families receiving			disabilities			
			SSI benefits,						
			accessing the BDDS						
			waiver, accessing						
			subsidized housing,						
			and utilizing the						
			ABA clinics in our						
			county. We have						
			many students						
i l		l .	l .	l .		1	i	1	1

Cooperation serviced community, or found to the community of the community									
Jackment of familiars of contractions of compression and contractions of familiars of contractions of contract	Corporation has school,	Our school district		Special Education	Students	Special Education	Students	Special Education	Students
Jackment of familiars of contractions of compression and contractions of familiars of contractions of contract	community, or health	houses several		Teachers	participating in the	Teachers	participating in the	Teachers	participating in the
Administration programme for companies for c	**								
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Automation and Autogramment of Contributions, and Autogramment of Autogramment	program below)	disabilities who		Coordinators	of record. The	Coordinators	of record. The	Coordinators	of record. The
Assignation for the control of the c		participate in the		Special Education	alternative	Special Education	alternative	Special Education	alternative
Assistant interests and Assist		alternative		Directors,	assessment	Directors,	assessment	Directors,	assessment
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withis a short offer of the school of the sc		children with			other stakeholders		other stakeholders		other stakeholders
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distinct. Issuing female in June 1997 (a) an an engitherioring female in June 1997 (b) and an engitherioring female in Section 1 (a) and a section of the se		within a short drive			the special		the special		the special
distinct. Issuing female in June 1997 (a) an an engitherioring female in June 1997 (b) and an engitherioring female in Section 1 (a) and a section of the se		of the school			education teacher		education teacher		education teacher
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Corporation has school,		Hannah and		Special Education		Special Education		Special Education	
				-					
community, or health		Friends, multiple		Teachers		Teachers		Teachers	
program that draws large		ABA centers		General Education		General Education		General Education	
number of families of				Teachers		Teachers		Teachers	
students with significant				Building		Building		Building	
cognitive disabilities to				Administrators		Administrators		Administrators	
area (describe or name				Corporation Test		Corporation Test		Corporation Test	
						Coordinators			
program below)				Coordinators				Coordinators	
				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
						Parents of students			
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Corporation has school,		The Warrick		Special Education		Special Education]	Special Education	
community, or health		County School		Teachers		Teachers		Teachers	
program that draws large		Corporation has		General Education		General Education		General Education	
number of families of		several		Teachers		Teachers		Teachers	
students with significant		programs/items to		Building		Building		Building	
cognitive disabilities to		pull people to our		Administrators		Administrators		Administrators	
area (describe or name		community. Our		Corporation Test		Corporation Test		Corporation Test	
program below)		schools are A rated		Coordinators		Coordinators		Coordinators	
program selow,		and some of the		School Test		School Test		School Test	
		only A rated		Coordinators		Coordinators		Coordinators	
		schools in the		Special Education		Special Education		Special Education	
		region. Our		Directors,		Directors,		Directors,	
		communities are		Coordinators, and		Coordinators, and		Coordinators, and	
		desirable and		Assistant Directors		Assistant Directors		Assistant Directors	
		people that sent to		School		School		School	
		the area from out		Psychologists		Psychologists		Psychologists	
		of state come to		Psychologists		Psychologists Parents of students		Psychologists	
				Psychologists		Parents of students		Psychologists	
		of state come to live within our		Psychologists		Parents of students with significant		Psychologists	
		of state come to live within our school corporation.		Psychologists		Parents of students with significant cognitive		Psychologists	
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		of state come to live within our school corporation. Our special education programs have		Psychologists		Parents of students with significant cognitive		Psychologists	
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		of state come to live within our school corporation. Our special education programs have been recognized as outstanding		Psychologists		Parents of students with significant cognitive		Psychologists	
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		of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising		Psychologists		Parents of students with significant cognitive		Psychologists	
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		of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising		Psychologists		Parents of students with significant cognitive		Psychologists	
Corporation does not	There will be a	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area			The webinary video	Parents of students with significant cognitive disabilities			Report was not
Corporation does not	There will be a	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education	The webinar video	Parents of students with significant cognitive disabilities	School Psychologist	Special Education	Report was not
anticipate exceeding the	fewer number of	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers	was shared with	Parents of students with significant cognitive disabilities Special Education Teachers	School Psychologist does not	Special Education Directors,	available at the
anticipate exceeding the 1% participation cap for	fewer number of students with a	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test	was shared with the General	Parents of students with significant cognitive disabilities Special Education Teachers General Education	School Psychologist does not participate in all	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the	fewer number of	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers	was shared with	Parents of students with significant cognitive disabilities Special Education Teachers	School Psychologist does not	Special Education Directors,	available at the
anticipate exceeding the 1% participation cap for the 2018-2019 school	fewer number of students with a significant	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators	was shared with the General Education	Parents of students with significant cognitive disabilities Special Education Teachers General Education	School Psychologist does not participate in all	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test	was shared with the General Education teachers, Building	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building	School Psychologist does not participate in all case conference committee	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school	fewer number of students with a significant cognitive disability required to take	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators	was shared with the General Education teachers, Building Administrators and	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators	School Psychologist does not participate in all case conference committee meetings. All other	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test	School Psychologist does not participate in all case conference committee meetings. All other stakeholders	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors,	was shared with the General Education teachers, Building Administrators and	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test	School Psychologist does not participate in all case conference committee meetings. All other stakeholders	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors,	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the decision making	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the decision making	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the decision making	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the decision making	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the decision making	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the decision making	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the decision making	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the decision making	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the decision making	Special Education Directors, Coordinators, and	available at the time this report
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	fewer number of students with a significant cognitive disability required to take the State standardized	of state come to live within our school corporation. Our special education programs have been recognized as outstanding programs from the IDOE for Promising Practice in the area		Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	was shared with the General Education teachers, Building Administrators and School	Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive	School Psychologist does not participate in all case conference committee meetings. All other stakeholders participate in CCC meetings and the decision making	Special Education Directors, Coordinators, and	available at the time this report

Corporation does not	The number of	1		Special Education		Special Education	Verification was	Special Education	
anticipate exceeding the	students on a			Teachers		Teachers	received that all	Teachers	
1% participation cap for	certificate of			General Education		General Education	school employees	General Education	
the 2018-2019 school	completion are not			Teachers		Teachers	have completed	Teachers	
year (explain reasoning	expected to cause			Building		Building	these	Building	
below)	numbers to			Administrators		Administrators	requirements.	Administrators	
,	increase over 1%.			Corporation Test		Corporation Test	Parents of students	Corporation Test	
				Coordinators		Coordinators	with significant	Coordinators	
				School Test		School Test	cognitive	School Test	
				Coordinators		Coordinators	disabilities were	Coordinators	
				Special Education		Special Education	informed of the	Special Education	
				Directors,		Directors,	alternate	Directors,	
				Coordinators, and		Coordinators, and	assessment at their	Coordinators, and	
				Assistant Directors		Assistant Directors	previous ACR.	Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
Other: Corporation to			Manual has a large	Special Education		Special Education	Verification was	Special Education	
provide brief justification			number of SPED	Teachers		Teachers	received that all	Teachers	
of variables not covered			students compared	General Education		General Education	school employees	General Education	
in the previous options			to their overall	Teachers		Teachers	have completed	Teachers	
, ,			small school	Building		Building	these	Building	
			population.	Administrators		Administrators	requirements.	Administrators	
			140/650 = 21.5%.	Corporation Test		Corporation Test	Parents of students	Corporation Test	
				Coordinators		Coordinators	with significant	Coordinators	
				School Test		School Test	cognitive	School Test	
				Coordinators		Coordinators	disabilities were	Coordinators	
				Special Education		Special Education	informed of the	Special Education	
				Directors,		Directors,	alternate	Directors,	
				Coordinators, and		Coordinators, and	assessment at their	Coordinators, and	
				Assistant Directors		Assistant Directors	previous ACR.	Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
Corporation does not	Combination of			Special Education	I had all potential	Special Education	I had all potential	Special Education	I had all potential
anticipate exceeding the	reviewing student			Teachers	Teacher of Records	Teachers	Teacher of Records	Teachers	Teacher of Records
1% participation cap for	records and a large			Special Education	to watch the video	Special Education	review the	Special Education	review the
the 2018-2019 school	number not being			Directors,	as TOR's and	Directors,	documents on the	Directors,	disaggregation
year (explain reasoning	in the testing			Coordinators, and	myself are	Coordinators, and	DOE website as	Coordinators, and	report as TOR's and
below)	window next year.			Assistant Directors	conference leaders	Assistant Directors	TOR's and myself	Assistant Directors	myself are
					who would lead a		are conference		conference leaders
					conference in		leaders who would		who would lead a
					determining		lead a conference		conference in
					alternate		in determining		determining
					placement.		alternate		alternate
							placement.		placement.
Other: Corporation to			Our alternative	Special Education	I let the directors	Special Education	I let the directors	Special Education	I let the directors
provide brief justification			assessment	Teachers	and admin decide	Teachers	and admin decide	Teachers	and admin decide
of variables not covered			student population	Building	how to share this	Building	how to share this	Building	how to share this
in the previous options			in our community	Administrators	information as the	Administrators	information as the	Administrators	information as the
			is high due to	Corporation Test	CTC.	Corporation Test	CTC.	Corporation Test	CTC.
			various factors.	Coordinators		Coordinators		Coordinators	
				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
1			1		l	1	l	l	

Corporation has small		1319	Special Education	The classroom,	Special Education	Only those	Special Education	Only those
overall student			Teachers	building, and	Teachers	stakeholders that	Teachers	stakeholders that
population (provide			Building	corporation level	Building	have direct	Building	have direct
overall student			Administrators	personnel required	Administrators	instructional,	Administrators	instructional or
population below)			Corporation Test	to watch the	Corporation Test	administrative, or	Corporation Test	administrative
			Coordinators	webinar are the	Coordinators	parental/guardians		contact with
			School Test	instructors and	School Test	hip contact with	School Test	students
			Coordinators	administrators	Coordinators	students	Coordinators	participating in the
			Special Education	responsible for the	Special Education	participating in the	Special Education	Alternative
			Directors,	alternate	Directors,	Alternative	Directors,	Assessment will
					· ·			
			Coordinators, and	assessment	Coordinators, and	Assessment have	Coordinators, and	review data from
			Assistant Directors	administration,	Assistant Directors	had an opportunity	Assistant Directors	the 2017-2018
			School	determination, and	School	to review the	School	ISTAR
			Psychologists	maintenance.	Psychologists	Alternate	Psychologists	Disaggregation
			1 Sychologists	maintenance.			1 Sychologists	
						Assessment		Report as well as
					with significant	Participation		disproportionality
					cognitive	Guidance,		data from IDOE.
					disabilities	Flowchart, and FAQ		These stakeholders
					disabilities			
						provided on the		have agreed the
						IDOE website.		appropriate
								students will
			l		İ			participate in the
			l		İ			
			l		İ			Alternate
								Assessment during
								the 2018-2019
			l		İ			school year.
								school year.
Corporation has sales -1	Monroe County		Special Education	Cornoration and	Consist Education	Cornoration and	Coocial Education	School Tost
Corporation has school,	Monroe County		l ·	Corporation and	Special Education	Corporation and	Special Education	School Test
community, or health	provides a large		Teachers	School Test	Teachers	School Test	Teachers	coordinators do
program that draws large	number of		General Education	Coordinators do	General Education	Coordinators do	General Education	not have this
number of families of	resources for		Teachers	not hold any	Teachers	not hold any	Teachers	responsibility.
				-	Building	-		responsibility.
students with significant	families who have		Building	responsibility nor	_	responsibility nor	Building	
cognitive disabilities to	children with		Administrators	are involved in	Administrators	are involved in	Administrators	
area (describe or name	disabilities. Having		Special Education	making any	Special Education	making any	Corporation Test	
program below)	Indiana University		Directors,	decisions regarding	Directors.	decisions regarding	Coordinators	
, ,	residing within the		Coordinators, and	students who may	Coordinators, and	students who may	Special Education	
	_			-	· ·	-	*	
	county also		Assistant Directors	or may not be	Assistant Directors	or may not be	Directors,	
	contributes to		School	selected for	School	selected for	Coordinators, and	
	additional supports		Psychologists	Alternate	Psychologists	Alternate	Assistant Directors	
	for families of		.,	Assessment. In this	Parents of students	Assessment. In this		
	children with			corporation, they	with significant	corporation, they	Psychologists	
	disabilities. These			are responsible for	cognitive	are responsible for		
	factors seem to			administering test	disabilities	administering test		
	draw more families			security, ensuring		security, ensuring		
	to this area. RBB			all administering		all administering		
	has the reputation			the test are		the test are		
	the contract of							
I	of having a good			trained, and		trained, and		
	of having a good special education			confirming that		confirming that		
	of having a good special education program which			confirming that accommodations		confirming that accommodations		
	of having a good special education program which seems to also			confirming that accommodations match those listed		confirming that accommodations match those listed		
	of having a good special education program which			confirming that accommodations		confirming that accommodations		
	of having a good special education program which seems to also			confirming that accommodations match those listed		confirming that accommodations match those listed		
	of having a good special education program which seems to also increase the number of			confirming that accommodations match those listed		confirming that accommodations match those listed		
	of having a good special education program which seems to also increase the number of students with			confirming that accommodations match those listed		confirming that accommodations match those listed		
	of having a good special education program which seems to also increase the number of students with disabilities who			confirming that accommodations match those listed		confirming that accommodations match those listed		
	of having a good special education program which seems to also increase the number of students with			confirming that accommodations match those listed		confirming that accommodations match those listed		
Corporation has small	of having a good special education program which seems to also increase the number of students with disabilities who	847	Special Education	confirming that accommodations match those listed on the IEP.	Special Education	confirming that accommodations match those listed on the IEP.	Special Education	General Education
	of having a good special education program which seems to also increase the number of students with disabilities who	847	Special Education	confirming that accommodations match those listed on the IEP. General Education	Special Education	confirming that accommodations match those listed on the IEP. General Education	Special Education	General Education
overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers	confirming that accommodations match those listed on the IEP. General Education Teachers were not	Teachers	confirming that accommodations match those listed on the IEP. General Education Teachers were not	Teachers	Teachers were not
overall student population (provide	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch	Teachers Building	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch	Teachers Building	Teachers were not required to watch
overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers	confirming that accommodations match those listed on the IEP. General Education Teachers were not	Teachers	confirming that accommodations match those listed on the IEP. General Education Teachers were not	Teachers	Teachers were not
overall student population (provide	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch	Teachers Building	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch	Teachers Building	Teachers were not required to watch
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not	Teachers Building Administrators Corporation Test	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not	Teachers Building Administrators Corporation Test	Teachers were not required to watch the webinar since most are not
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to	Teachers Building Administrators Corporation Test Coordinators	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to	Teachers Building Administrators Corporation Test Coordinators	Teachers were not required to watch the webinar since most are not required to
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC	Teachers Building Administrators Corporation Test Coordinators School Test	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC	Teachers Building Administrators Corporation Test Coordinators School Test	Teachers were not required to watch the webinar since most are not required to participate in a CC
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to	Teachers Building Administrators Corporation Test Coordinators	Teachers were not required to watch the webinar since most are not required to
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC	Teachers Building Administrators Corporation Test Coordinators School Test	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC	Teachers Building Administrators Corporation Test Coordinators School Test	Teachers were not required to watch the webinar since most are not required to participate in a CC
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would db a circumstance in which a gen ed teacher would	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be
overall student population (provide overall student	of having a good special education program which seems to also increase the number of students with disabilities who	847	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	confirming that accommodations match those listed on the IEP. General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be

Corporation has small overall student population (provide overall student population below)		1396	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be informed.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities	General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be informed.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be informed.
Corporation has small overall student population (provide overall student population below)		1070	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be informed.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities	General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be informed.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be informed.
Corporation has small overall student population (provide overall student population below)		1195	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be informed.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities	General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be informed.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	General Education Teachers were not required to watch the webinar since most are not required to participate in a CC for the students that qualify for I AM. If there would be a circumstance in which a gen ed teacher would need to participate in the CC, materials can be given to him/her to be informed.

Corporation has school,	Muncie			Special Education		Special Education		Special Education	
community, or health	Community			Teachers		Teachers		Teachers	
program that draws large	Schools serves a			General Education		General Education		General Education	
number of families of	high number of			Teachers		Teachers		Teachers	
students with significant	students who have			Building		Building		Building	
cognitive disabilities to	moderate and			Administrators		Administrators		Administrators	
area (describe or name	severe cognitive			Corporation Test		Corporation Test		Corporation Test	
program below)	disabilities, in			Coordinators		Coordinators		Coordinators	
, ,	addition to Autism.			School Test		School Test		School Test	
	In reviewing our			Coordinators		Coordinators		Coordinators	
	disagregated data,			Special Education		Special Education		Special Education	
	we provide			Directors,		Directors,		Directors,	
	services for 108			Coordinators, and		Coordinators, and		Coordinators, and	
	students in grades			Assistant Directors		Assistant Directors		Assistant Directors	
	3-8 & 10 who have			School		School		School	
						Psychologists			
	significant			Psychologists		, ,		Psychologists	
	disabilities or					Parents of students			
	Autism. Our 1% cap					with significant			
	is at 26 students,					cognitive			
	which we					disabilities			
	exceeded by 33								
	students. Although								
	-								
	we do not look at			İ					[
	the area of			İ					
	eligibility as criteria			İ					
	for the alternative			İ					
	assessment, the								
	reality of the			1					[
	reality of the								
Other: Corporation to			There was an error	Special Education	The appropriate	Special Education	The appropriate	Special Education	The appropriate
provide brief justification			in data reporting	Teachers	people that will be	Teachers	people that will be	Teachers	people that will be
of variables not covered			for the school of	Building	administering the	Building	administering the	Building	administering the
in the previous options			accountability of 3	Administrators	test and	Administrators	test and	Administrators	test and
in the previous options			-						
			of the 4 students	Corporation Test	responsible for	Corporation Test	responsible for	Corporation Test	responsible for
			listed. This has	Coordinators	those students	Coordinators	those students	Coordinators	those students
			been identified,	School Test	have completed	School Test	have completed	School Test	have completed
			corrected, and will	Coordinators	the required	Coordinators	the required	Coordinators	the required
			clear us from the		trainings for the		trainings for the		trainings for the
			violation.		alternate		alternate		alternate
			VIOIALIOII.		alternate		alternate		aiternate
1					assessment.		assessment.		assessment.
Other: Corporation to			We have six	Special Education	assessment. The people that	Special Education	assessment. The people that are	Special Education	assessment. The people that
1			We have six students with	Special Education Teachers	The people that	Special Education Teachers	The people that are	•	
provide brief justification			students with	Teachers	The people that weren't checked	Teachers	The people that are checked above are	Teachers	The people that aren't checked
provide brief justification of variables not covered			students with significant	Teachers Building	The people that weren't checked aren't a part of the	Teachers General Education	The people that are checked above are a part of the case	Teachers Building	The people that aren't checked above aren't a part
provide brief justification			students with significant cognitive	Teachers Building Administrators	The people that weren't checked aren't a part of the process of	Teachers General Education Teachers	The people that are checked above are a part of the case conference	Teachers Building Administrators	The people that aren't checked above aren't a part of the decision-
provide brief justification of variables not covered			students with significant cognitive disabilities in our	Teachers Building Administrators Corporation Test	The people that weren't checked aren't a part of the process of whether, or not the	Teachers General Education Teachers Building	The people that are checked above are a part of the case conference decision on	Teachers Building Administrators Special Education	The people that aren't checked above aren't a part of the decision- making process of
provide brief justification of variables not covered			students with significant cognitive	Teachers Building Administrators	The people that weren't checked aren't a part of the process of	Teachers General Education Teachers Building	The people that are checked above are a part of the case conference	Teachers Building Administrators Special Education	The people that aren't checked above aren't a part of the decision-
provide brief justification of variables not covered			students with significant cognitive disabilities in our	Teachers Building Administrators Corporation Test	The people that weren't checked aren't a part of the process of whether, or not the	Teachers General Education Teachers Building	The people that are checked above are a part of the case conference decision on	Teachers Building Administrators Special Education	The people that aren't checked above aren't a part of the decision- making process of
provide brief justification of variables not covered			students with significant cognitive disabilities in our functional skills	Teachers Building Administrators Corporation Test Coordinators	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to	Teachers General Education Teachers Building Administrators	The people that are checked above are a part of the case conference decision on whether, or not the	Teachers Building Administrators Special Education Directors,	The people that aren't checked above aren't a part of the decision- making process of whether, or not
provide brief justification of variables not covered			students with significant cognitive disabilities in our functional skills classrooms who won't benefit from	Teachers Building Administrators Corporation Test Coordinators Special Education Directors,	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors,	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate	Teachers Building Administrators Special Education Directors, Coordinators, and	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will
provide brief justification of variables not covered			students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and	The people that are checked above are a part of the case conference decision on whether, or not the student takes the	Teachers Building Administrators Special Education Directors, Coordinators, and	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate
provide brief justification of variables not covered			students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors,	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors,	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate	Teachers Building Administrators Special Education Directors, Coordinators, and	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment.
provide brief justification of variables not covered			students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate	Teachers Building Administrators Special Education Directors, Coordinators, and	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they
provide brief justification of variables not covered			students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate	Teachers Building Administrators Special Education Directors, Coordinators, and	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment.
provide brief justification of variables not covered			students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate	Teachers Building Administrators Special Education Directors, Coordinators, and	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they
provide brief justification of variables not covered			students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate	Teachers Building Administrators Special Education Directors, Coordinators, and	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they aren't a part of
provide brief justification of variables not covered			students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate	Teachers Building Administrators Special Education Directors, Coordinators, and	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they aren't a part of deciding if they
provide brief justification of variables not covered			students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate	Teachers Building Administrators Special Education Directors, Coordinators, and	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they aren't a part of deciding if they would take the
provide brief justification of variables not covered in the previous options		1346	students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they aren't a part of deciding if they would take the
provide brief justification of variables not covered in the previous options		1346	students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they aren't a part of deciding if they would take the
provide brief justification of variables not covered in the previous options Corporation has small overall student		1346	students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they aren't a part of deciding if they would take the
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provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		1346	students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate assessment.	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers General Education Teachers Suilding Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they aren't a part of deciding if they would take the
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		1346	students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate assessment.	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers General Education Teachers Suilding Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they aren't a part of deciding if they would take the
provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		1346	students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers General Education Teachers School Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate assessment.	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers General Education Teachers Suilding Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they aren't a part of deciding if they would take the
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provide brief justification of variables not covered in the previous options Corporation has small overall student population (provide overall student		1346	students with significant cognitive disabilities in our functional skills classrooms who won't benefit from taking the the ILEARN	Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The people that weren't checked aren't a part of the process of whether, or not the student qualifies to take the alternate	Teachers General Education Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers General Education Teachers School Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	The people that are checked above are a part of the case conference decision on whether, or not the student takes the alternate assessment.	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers General Education Teachers General Education Teachers Suilding Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The people that aren't checked above aren't a part of the decision-making process of whether, or not students with these students will take the alternate assessment. Therefore, they aren't a part of deciding if they would take the
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Other: Corporation to										
*				Our population of	Special Education		Special Education	Parents of students	Special Education	
provide brief justification				students with	Teachers		Teachers	with significant	Teachers	
of variables not covered				significant	General Education		General Education	cognitive	General Education	
				· ·				_		
in the previous options				cognitive	Teachers		Teachers	disabilities were	Teachers	
				disabilities is higher	Building		Building	part of the case	Building	
				than 1%.	Administrators		Administrators	conference	Administrators	
					Corporation Test		Corporation Test	committee	Corporation Test	
					Coordinators		Coordinators	decision. All	Coordinators	
					School Test		School Test	parents will be	School Test	
					Coordinators		Coordinators	given a copy of the	Coordinators	
					Special Education		Special Education	guidance,	Special Education	
					Directors,		Directors,	flowchart, and FAQ	Directors,	
					Coordinators, and		Coordinators, and	at their student's	Coordinators, and	
					Assistant Directors		Assistant Directors	annual case		
									Assistant Directors	
					School		School	conference.	School	
					Psychologists		Psychologists		Psychologists	
Corporation has small			582		Special Education		Special Education		Coosial Education	
,			362		-		7		Special Education	
overall student					Teachers		Teachers		Teachers	
population (provide					General Education		General Education		General Education	
overall student					Teachers		Teachers		Teachers	
population below)					Building		Building		Building	
population below,					Administrators		Administrators		Administrators	
					Corporation Test		Corporation Test		Corporation Test	
					Coordinators		Coordinators		Coordinators	
1					School Test		School Test		School Test	
1					Coordinators		Coordinators		Coordinators	
1					Special Education		Special Education		Special Education	
					Directors,		Directors,		Directors,	
					Coordinators, and		Coordinators, and		Coordinators, and	
1					Assistant Directors		Assistant Directors		Assistant Directors	
					School		School		School	
					Psychologists		Psychologists		Psychologists	
							Parents of students			
							with significant			
							cognitive			
							disabilities			
Corporation has school,]	Greater Clark		<u> </u>	Special Education	<u> </u>	Special Education	<u> </u>	Special Education]
community, or health		County Schools has			Teachers		Teachers		Teachers	
program that draws large	,	maintained			General Education		General Education		General Education	
number of families of	1				Teachers	Ì	Teachers	Ì	Teachers	
		capacity to serve a			reachers		reachers			
students with significant										
cognitive disabilities to		large number of			Building		Building		Building	
		severely disabled			Building Administrators		Building Administrators		Building Administrators	
1 -		severely disabled			Administrators		Administrators		Administrators	
area (describe or name		_			Administrators Corporation Test		Administrators Corporation Test		Administrators Corporation Test	
_		severely disabled			Administrators Corporation Test Coordinators		Administrators Corporation Test Coordinators		Administrators Corporation Test Coordinators	
area (describe or name		severely disabled			Administrators Corporation Test		Administrators Corporation Test Coordinators School Test		Administrators Corporation Test Coordinators School Test	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators		Administrators Corporation Test Coordinators		Administrators Corporation Test Coordinators	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test		Administrators Corporation Test Coordinators School Test		Administrators Corporation Test Coordinators School Test	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education		Administrators Corporation Test Coordinators School Test Coordinators Special Education		Administrators Corporation Test Coordinators School Test Coordinators Special Education	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
area (describe or name		severely disabled			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	All teachers at	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities	All teachers at	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	All teachers at
area (describe or name program below) Corporation has school,		severely disabled students.			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education		Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education	
area (describe or name program below) Corporation has school, community, or health		severely disabled students. Damar Charter Academy is a			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	Damar Charter	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers	Damar Charter	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	Damar Charter
area (describe or name program below) Corporation has school, community, or health program that draws large		Damar Charter Academy is a charter school that			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building	Damar Charter Academy are sped	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building	Damar Charter Academy are sped	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building	Damar Charter Academy are sped
area (describe or name program below) Corporation has school, community, or health		severely disabled students. Damar Charter Academy is a			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	Damar Charter	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers	Damar Charter	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	Damar Charter Academy are sped teachers, the
area (describe or name program below) Corporation has school, community, or health program that draws large		Damar Charter Academy is a charter school that			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building	Damar Charter Academy are sped	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building	Damar Charter Academy are sped	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building	Damar Charter Academy are sped
area (describe or name program below) Corporation has school, community, or health program that draws large number of families of students with significant		Damar Charter Academy is a charter school that specializes in children with			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test	Damar Charter Academy are sped teachers, the school does not	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test	Damar Charter Academy are sped teachers, the school does not	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test	Damar Charter Academy are sped teachers, the school does not
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to		Damar Charter Academy is a charter school that specializes in children with developmental,			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators	Damar Charter Academy are sped teachers, the school does not have enough	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators	Damar Charter Academy are sped teachers, the school does not have enough	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators	Damar Charter Academy are sped teachers, the school does not have enough
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test	Damar Charter Academy are sped teachers, the school does not have enough general education	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test	Damar Charter Academy are sped teachers, the school does not have enough general education	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test	Damar Charter Academy are sped teachers, the school does not have enough general education
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test	Damar Charter Academy are sped teachers, the school does not have enough general education	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test	Damar Charter Academy are sped teachers, the school does not have enough general education	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test	Damar Charter Academy are sped teachers, the school does not have enough general education
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Psychologists	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Psychologists Parents of students	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators School Psychologists Parents of students with significant	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers.
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Psychologists Parents of students	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers.	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators School Psychologists Parents of students with significant	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers.	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers.
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Psychologists Parents of students With significant Corporation Test Coordinators School Psychologists Parents of students With significant Cognitive	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Psychologists Parents of students With significant Corporation Test Coordinators School Psychologists Parents of students With significant Cognitive	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Psychologists Parents of students With significant Corporation Test Coordinators School Psychologists Parents of students With significant Cognitive	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Psychologists Parents of students With significant Corporation Test Coordinators School Psychologists Parents of students With significant Cognitive	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Psychologists Parents of students With significant Corporation Test Coordinators School Psychologists Parents of students With significant Cognitive	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building administrators have multiple	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Psychologists Parents of students With significant Corporation Test Coordinators School Psychologists Parents of students With significant Cognitive	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building administrators have multiple	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building administrators have multiple
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building administrators	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Psychologists Parents of students With significant Corporation Test Coordinators School Psychologists Parents of students With significant Cognitive	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building administrators	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building administrators
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name		Damar Charter Academy is a charter school that specializes in children with developmental, intellectual, and behavioral			Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building administrators have multiple	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators School Psychologists Parents of students With significant Corporation Test Coordinators School Psychologists Parents of students With significant Cognitive	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building administrators have multiple	Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School	Damar Charter Academy are sped teachers, the school does not have enough general education students to classify the teachers as general education teachers. Damar Charter Academy is a small school where the building administrators have multiple

Corporation does not	The overall student			Special Education	General education	Special Education	General education	Special Education	General education
anticipate exceeding the	population has			Teachers	teachers and	Teachers	teachers and	Teachers	teachers and
1% participation cap for	grown but the			Building	psychologists will	Building	psychologists are	Building	psychologists will
the 2018-2019 school	number of			Administrators	not be responsible	Administrators	not responsible for	Administrators	not be responsible
									-
year (explain reasoning	students taking			Corporation Test	for administering	Corporation Test	administering	Corporation Test	for administering
below)	Alternate			Coordinators	the Alternate	Coordinators	alternate	Coordinators	the Alternate
	Assessment has			School Test	Assessment, nor	School Test	assessments, nor	School Test	Assessment, nor
	not. In 2017-2018,			Coordinators	will they be	Coordinators	will they be likely	Coordinators	will they be
	Enlace Academy			Special Education	participating in any	Special Education	to participate in	Special Education	participating in any
	did not exceed the			Directors,	case conferences	Directors,	any case	Directors,	case conferences
	1% cap.			Coordinators, and	when alternate	Coordinators, and	conferences this	Coordinators, and	when alternate
	·			Assistant Directors	assessments are	Assistant Directors	year where	Assistant Directors	assessments are
					discussed as a		alternate		discussed as a
					possibility for any		assessments are		possibility for any
					students, at this		discussed. This		students, at this
					point in time.		information will be		point in time.
					Training will be		included in		Training will be
					provided during		summer		provided during
					summer PD		professional		summer PD
					sessions.		development for all		sessions for
							teachers.		psychologists and
							This information		general education
							will be translated		staff.
							and sent to parents		
							who might be		
							affected by		
							Alternate		
Corporation has school,		Students attend		Special Education	School principals	Special Education	Assessments.	Special Education	
community, or health		Porter Township		Teachers	are a part of all	Teachers		Teachers	
**		Schools for		Building	case conferences			General Education	
program that draws large				-		General Education			
number of families of		specialized life		Administrators	and they have	Teachers		Teachers	
students with significant		skills programming		Corporation Test	watched the	Building		Building	
cognitive disabilities to		from the smaller		Coordinators	webinar and will	Administrators		Administrators	
area (describe or name		school districts in		School Test	advocate for	Corporation Test		Corporation Test	
program below)		Porter County,		Coordinators	students. If the	Coordinators		Coordinators	
		including Union		Special Education	principal is	School Test		School Test	
		Township Schools,		Directors,	concerned that a	Coordinators		Coordinators	
		East Porter County		Coordinators, and	general education	Special Education		Special Education	
		Schools, and MSD		Assistant Directors	teacher needs	Directors,		Directors,	
		Boone Township.		School	further training	Coordinators, and		Coordinators, and	
		boone rownship:		Psychologists	within this area, he	Assistant Directors		Assistant Directors	
				1 Sychologists	will have the	School		School	
					teacher watch the	Psychologists		Psychologists	
					webinar.	Parents of students			
						with significant			
						cognitive			
						disabilities			
Corporation has school,		The Greater		Special Education	All information	Special Education	the Flowchart and	Special Education	Current data
community, or health		Lafayette Area has		Teachers	relating to special	Teachers	the participation	Teachers	represents
program that draws large		grown in		Building	education flows	General Education	guidance was	Building	students that were
number of families of		population as well		Administrators	through the	Teachers	shared via video	Administrators	identified and are
students with significant		as need. The		Special Education	Director of Special	Building	earlier this school	Special Education	currently receiving
cognitive disabilities to		county offers a		Directors,	Education. Because		year due to the 1%		services with in the
area (describe or name		wide variety of		Coordinators, and	LSC continues to be		CAP. The CTC give	Coordinators, and	Essential Skills
program below)		services to working		Assistant Directors	above the 1% CAP,	Directors,	all information to	Assistant Directors	classroom. Many of
, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		class families.		School	All of the	Coordinators, and	the Director of		our students are
		There are three		Psychologists	stakeholders above		Special Education.		12+. Other
		ASD centers now		i sychologists		School	LSC doesn't have		stakeholders will
					participated in a				
		serving the Greater			video concerning	Psychologists	School Test		be given data to
		Lafayette Area as			the Alternate	Parents of students			review, however
		well as Easter Seals			Assessment under	with significant	information will be		the current
		and other			ESSA. This video	cognitive	shared again with		population of
		behavioral support			will be shared with	disabilities	building		students with
		agencies. Purdue			special education		administrators to		significant
		University also			stakeholders.		share again with		disabilities are
		draws a diverse					staff at staff		been in the district
		number of people					meetings.		since KG.
		into the							
		community. They							
		also offer supports							
		for students and							
1	1								
1									
		families with							
		significant							

Other: Corporation to		 	Our school	Special Education	We decided to not	Special Education	The previous	Special Education	We again decided
provide brief justification			corporation had a	Teachers	have all general ed	Teachers	answer applies to	Teachers	to only involve
of variables not covered			few years in the	Building	teachers watch this	Building	this for general	Building	general ed
in the previous options			past when one	Administrators	video since not all	Administrators	education	Administrators	teachers who have
			elementary school	Corporation Test	would ever be	Corporation Test	teachers. As far as	Corporation Test	had direct
			put a higher than	Coordinators	involved in	Coordinators	parents, I surveyed	Coordinators	involvement with
			average number of	School Test	alternate	School Test		School Test	students who
			_			Coordinators			
			students on the	Coordinators	assessment		out that there is	Coordinators	participate in IAM.
			alternate	Special Education	participation.	Special Education	always a discussion	Special Education	
			assessment. We	Directors,	Principals have	Directors,	and information,	Directors,	
			have done training	Coordinators, and	watched the video	Coordinators, and	usually verbal,	Coordinators, and	
			there and that	Assistant Directors	and have been	Assistant Directors	shared during the	Assistant Directors	
			doesn't happen	School	instructed to	School	CC. Some special	School	
			anymore, but that	Psychologists	decide which	Psychologists	ed teachers have	Psychologists	
			group of students		general education		used handouts		
			is now in MS and		teachers need to		from ISTAR that		
			impacts our 1%		watch it.		were generalized		
			cap.				information about		
			'				alternate		
							assessments and		
							others used a one		
							page family		
							brochure from		
							IDOE.		
Other: Corporation to			Our smallest	Special Education	Training and	Special Education	School	Special Education	School
provide brief justification			elementary school	Teachers	informtation was	Teachers	psyshologists are	Teachers	psychologists are
of variables not covered			has a small overall	Building	specifically	Building	not under our	Building	not under our
						_		_	
in the previous options			student population	Administrators	targeted to those	Administrators	supervision.	Administrators	supervision.
			of 226. This	Corporation Test	most closely	Corporation Test	Parents will now	Corporation Test	General education
			elementary also	Coordinators	involved with the	Coordinators	start receiving	Coordinators	teachers are
			houses all of our	School Test	process. School	School Test	copies of the	School Test	advised
			elementary applied		psychologists are	Coordinators	participation	Coordinators	accordingly.
			skills programs as	Special Education	not under our	Special Education	guidance and more	Special Education	
			well as a cognitive	Directors,	supervision.	Directors,	time will be spent	Directors,	
			impared classroom	Coordinators, and	General education	Coordinators, and	on the	Coordinators, and	
			that draws from	Assistant Directors	teachers are	Assistant Directors	determination with	Assistant Directors	
			another		advised		the parent(s).		
			elementary. Our		accordingly.		General education		
			middle school also				teachers are		
			houses programs				advised		
			that bring students				accordingly.		
			from other districts				Parents will receive		
			into our classes.						
							information as		
			We do not				appropriate.		
			anticipate						
			exceeding the 1%						
			participation cap						
			for the 2018-2019						
			school year as our						
			District Leadershi[
			Team attended the						
			Institute on Access						
Corporation does not	The corporation			Special Education		Special Education		Special Education	
				Teachers		Teachers		Teachers	
1% participation cap for	students taking the			General Education		General Education		General Education	
the 2018-2019 school	I AM test in math			Teachers		Teachers		Teachers	
year (explain reasoning	and English, which			Building		Building		Building	
below)	is 0.74%. The			Administrators		Administrators		Administrators	
JC1044)	corporation has 1			Corporation Test		Corporation Test		Corporation Test	
	out of 273 students			Coordinators		Coordinators		Coordinators	
	taking the I AM for			School Test		School Test		School Test	
	science, which is			Coordinators		Coordinators		Coordinators	
	0.336%. The			Special Education		Special Education		Special Education	
	corporation does			Directors,		Directors,		Directors,	
	not anticipate			Coordinators, and		Coordinators, and		Coordinators, and	
	exceeding the 1%			Assistant Directors		Assistant Directors		Assistant Directors	
	participation cap in			School		School		School	
	any of the subject			Psychologists		Psychologists		Psychologists	
	areas.					Parents of students			
						with significant			
						cognitive			
		i	1	I	l		l		1
						disabilities			
						disabilities			
						disabilities			

Composition to a continue of continue designation of continue of continue designation of continue of c										
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School Test Conditations Condit	population below)				Corporation Test		Building		Corporation Test	
School Test Conditations Condit					Coordinators				Coordinators	
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1% participation cap for the 2018-2019 school year (explain reasoning below) Worked on making sure that our numbers will be under the 1% requirement. Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School ACRS, with an explanation of teachers Building Administrators Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School ACRS, with an explanation of teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School School School School ACRS, with an explanation of teachers Building Administrators Coordinators Administrators Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School School School			İ			İ	1 '			
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year (explain reasoning below) requirement. Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School School Building Administrators Administrators Administrators Administrators Administrators Administrators Corporation Test Corporation Test Corporation Test Corporation Test Corporation Test Corporation Test Corporation Test Coordinators School Test School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Schoo	the 2018-2019 school	sure that our	İ		Teachers	İ	Teachers	explanation of	Teachers	
below) under the 1% requirement. Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Directors, Coordinators, Coordinators, School Test School Test Coordinators Special Education Directors, School Test School			İ		n	İ	n 11 11		B 11.11	
requirement. Corporation Test Coordinators Coordinators Coordinators Coordinators Coordinators Coordinators Coordinators Coordinators Coordinators Coordinators Coordinators Coordinators Special Education Directors, Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators, and Assistant Directors Coordinators Coo			İ		_	İ				
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School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School S		requirement.	İ			İ				
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Directors, Coordinators, and Assistant Directors School Directors, Directors, Coordinators, and Assistant Directors School Directors, Coordinators, and and for any Assistant Directors additional Assistant Directors explanation as School	1		İ			İ				
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Coordinators, and Assistant Directors School Coordinators, and Assistant Directors School Coordinators, and Assistant Directors School Coordinators, and Assistant Directors explanation as School			1		Directors,	1	Directors,	the IDOE website	Directors,	
Assistant Directors Assistant Directors additional Assistant Directors School School explanation as School			İ		Coordinators, and	İ	Coordinators, and			
School School explanation as School	1		İ		· · · · · · · · · · · · · · · · · · ·	İ		•		
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			İ		Psychologists	İ	Psychologists	requested	Psychologists	

Corporation has small			1180	Special Education		Special Education		Special Education	
			1100	1 -		*		*	
overall student				Teachers		Teachers		Teachers	
population (provide				General Education		General Education		General Education	
overall student				Teachers		Teachers		Teachers	
population below)				Building		Building		Building	
population below)						-		-	
				Administrators		Administrators		Administrators	
				Corporation Test		Corporation Test		Corporation Test	
				Coordinators		Coordinators		Coordinators	
				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
								*	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
						Parents of students			
						with significant			
						-			
				İ		cognitive			
				İ		disabilities			
				İ					
				İ					
Corneration deer not	In looking at the			Special Education	The video was	Special Education	The video was	Special Education	The data was
Corporation does not	In looking at the			Special Education		Special Education		Special Education	
anticipate exceeding the	rosters for each of			Teachers	shared and viewed	Teachers	shared and viewed	Teachers	shared and viewed
1% participation cap for	our grade levels			Building	with all	Building	with all	Building	with all
the 2018-2019 school	that will take I AM			Administrators	stakeholders that	Administrators	stakeholders that	Administrators	stakeholders that
year (explain reasoning	in 2018/2019 and			Corporation Test	are directly	Corporation Test	are directly	Corporation Test	are directly
below)	working with our			Coordinators	involved with the	Coordinators	involved with the	Coordinators	involved with the
· ·	district special			School Test	instruction and	School Test	instruction and	School Test	instruction and
	education			Coordinators	assessment of	Coordinators	assessment of	Coordinators	assessment of
	coordinator, we			Special Education	students within the	Special Education	students within the	Special Education	students within the
	recognized that			Directors,	population that	Directors,	population that	Directors,	population that
	_				qualify for		qualify for		
	due to fluctuating			Coordinators, and		Coordinators, and		Coordinators, and	qualify for
	populations			Assistant Directors	alternate	Assistant Directors	alternate	Assistant Directors	alternate
	(especially at the				assessment (I AM).	Parents of students	assessment (I AM).		assessment (I AM).
					,.		,.		,.
	high school level),					with significant			
	the decrease in					cognitive			
	students taking the					disabilities			
	I AM assessment								
1									
	are currently								
	are currently								
	are currently projecting us at								
	are currently projecting us at being below 1% in								
	are currently projecting us at being below 1% in ELA, math, and								
	are currently projecting us at being below 1% in								
	are currently projecting us at being below 1% in ELA, math, and								
Corporation has school	are currently projecting us at being below 1% in ELA, math, and	Whitewater Valley		Special Education				Special Education	
Corporation has school,	are currently projecting us at being below 1% in ELA, math, and	Whitewater Valley		Special Education		Special Education		Special Education	
community, or health	are currently projecting us at being below 1% in ELA, math, and	Whitewater Valley Care Pavilion		Teachers		Special Education Teachers		Teachers	
	are currently projecting us at being below 1% in ELA, math, and					Special Education		-	
community, or health program that draws large	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education		Special Education Teachers General Education		Teachers General Education	
community, or health program that draws large number of families of	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers		Special Education Teachers General Education Teachers		Teachers General Education Teachers	
community, or health program that draws large number of families of students with significant	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building		Special Education Teachers General Education Teachers Building		Teachers General Education Teachers Building	
community, or health program that draws large number of families of students with significant cognitive disabilities to	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers		Special Education Teachers General Education Teachers Building Administrators		Teachers General Education Teachers	
community, or health program that draws large number of families of students with significant	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building		Special Education Teachers General Education Teachers Building		Teachers General Education Teachers Building	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test		Special Education Teachers General Education Teachers Building Administrators Corporation Test		Teachers General Education Teachers Building Administrators Corporation Test	
community, or health program that draws large number of families of students with significant cognitive disabilities to	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators		Teachers General Education Teachers Building Administrators Corporation Test Coordinators	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators		Teachers General Education Teachers Building Administrators Corporation Test Coordinators	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	are currently projecting us at being below 1% in ELA, math, and			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	

Other: Corporation to		We have a very	Special Education	Since this is a case	Special Education	Since this is a case	Special Education	Only those directly
provide brief justification		specific process to	Teachers	conference	Teachers	conference	Teachers	involved with the
I - I								
of variables not covered		ensure that only	Building	decision, when our	General Education		Building	students who have
in the previous options		students that meet	Administrators	team is questioning	Teachers	team is questioning	Administrators	taken ISTAR in the
		the criteria for the	Corporation Test	to move a student	Building	to move a student	Corporation Test	past reviewed the
		alternate	Coordinators	to the alternate	Administrators	to the alternate	Coordinators	data.
		assessment take	Special Education	assessment we	Corporation Test	assessment we	Special Education	
		the alternate	Directors,	give the general	Coordinators	give the general	Directors,	
		assessment. We	Coordinators, and	education teacher	Special Education	education teacher	Coordinators, and	
		always re-evaluate	Assistant Directors	information about	Directors,	information about	Assistant Directors	
		each student to	School	the criteria at that	Coordinators, and	the criteria at that	7 ISSISTANTE DI COTOTS	
		gather more data	Psychologists	time.	Assistant Directors	time.		
		before they take		School Test	School	School Test		
		the alternate		Coordinators are	Psychologists	Coordinators are		
		assessment. For		not directly	Parents of students	not directly		
		the past few years		involved in the IAM	with significant	involved in the IAM		
		our school		assessment.	cognitive	assessment.		
		corporation has			disabilities			
		been dealing with						
		declining						
		enrollment. As our						
		overall enrollment						
		declines and our						
		number of						
		students who take						
		the alternate						
		assessment has						
		stayed consistent						
Corporation has school,	Our District has an		Special Education		Special Education		Special Education	
			-		l '		-	
community, or health	increasingly		Teachers		Teachers		Teachers	
program that draws large	growing population		General Education		General Education		General Education	
number of families of	of ELL Students. In		Teachers		Teachers		Teachers	
students with significant	reviewing our data,		Building		Building		Building	
cognitive disabilities to	we do draw a large		Administrators		Administrators		Administrators	
area (describe or name	number of		Corporation Test		Corporation Test		Corporation Test	
program below)	students that meet		Coordinators		Coordinators		Coordinators	
program selent,	the Significant		School Test		School Test		School Test	
	-							
	Cognitive Disability		Coordinators		Coordinators		Coordinators	
	criteria.		Special Education		Special Education		Special Education	
			Directors,		Directors,		Directors,	
			Coordinators, and		Coordinators, and		Coordinators, and	
			Assistant Directors		Assistant Directors		Assistant Directors	
			School		School		School	
			Psychologists		Psychologists		Psychologists	
					Parents of students		· -	
					with significant			
					cognitive			
					disabilities			
Corneration because	Our Dietri-t I		Consist Education		Coopiel Educatio		Coosial Education	
Corporation has school,	Our District has an		Special Education		Special Education		Special Education	
community, or health	increasingly		Teachers		Teachers		Teachers	
program that draws large	growing population		General Education		General Education		General Education	
number of families of	of ELL Students. In		Teachers		Teachers		Teachers	
students with significant	reviewing our data,		Building		Building		Building	
cognitive disabilities to	we do draw a large		Administrators		Administrators		Administrators	
area (describe or name	number of		Corporation Test		Corporation Test		Corporation Test	
program below)	students that meet		Coordinators		Coordinators		Coordinators	
F. 35.4 Sc.Ow)	the Significant		School Test		School Test		School Test	
	Cognitive Disability		Coordinators		Coordinators		Coordinators	
	criteria.		Special Education		Special Education		Special Education	
			Directors,		Directors,		Directors,	
			Coordinators, and		Coordinators, and		Coordinators, and	
			Assistant Directors		Assistant Directors		Assistant Directors	
			School		School		School	
			Psychologists		Psychologists		Psychologists	
1	i l		,		Parents of students		,	
			1	1		1	i	1
					with significant			
					with significant			
					cognitive			
					cognitive			

Corporation has small			1960		Special Education	All General	Special Education	All General	Special Education	All General
overall student					Teachers	Education teachers	Teachers	Education teachers	Teachers	Education teachers
population (provide					Building	do not administer	Building	do not administer	Building	do not administer
						the test. If General	_			
overall student					Administrators		Administrators	the test. If General	Administrators	the test. If General
population below)					Corporation Test	Education teachers	Corporation Test	Education teachers	Corporation Test	Education teachers
					Coordinators	are involved with	Coordinators	are involved with	Coordinators	are involved with
					School Test	the alternative	School Test	the alternative	School Test	the alternative
					Coordinators	assessment they	Coordinators	assessment they	Coordinators	assessment they
					Special Education	would be required.	Special Education	would be required.	Special Education	would be required.
					Directors,		Directors,		Directors,	
					Coordinators, and		Coordinators, and		Coordinators, and	
					Assistant Directors		Assistant Directors		Assistant Directors	
					School		School		School	
					Psychologists		Psychologists		Psychologists	
					1 Sychologists		Parents of students		, sychologists	
							with significant			
							-			
							cognitive			
							disabilities			
au					0 157		0 1151 11		0 1157	
Other: Corporation to				Lake Ridge School	Special Education		Special Education		Special Education	
provide brief justification				District has a	Teachers		Teachers		Teachers	
of variables not covered				population of	General Education		General Education		General Education	
in the previous options				approximately	Teachers		Teachers		Teachers	
				1,750 students. It	Building		Building		Building	
				is a Title I district	Administrators		Administrators		Administrators	
				and 91.08% of the	Corporation Test		Corporation Test		Corporation Test	
				families are at or	Coordinators		Coordinators		Coordinators	
				below poverty. Per			School Test		School Test	
				the state	Coordinators		Coordinators		Coordinators	
				alternative testing	Special Education		Special Education		Special Education	
				guidelines the	Directors,		Directors,		Directors,	
				district has gone	Coordinators, and		Coordinators, and		Coordinators, and	
				over the 1% cap.	Assistant Directors		Assistant Directors		Assistant Directors	
				The students in the	School		School		School	
				district who are on	Psychologists		Psychologists		Psychologists	
				the alternative	· -		Parents of students			
				assessment meet			with significant			
				the designated			cognitive			
				criteria. It is			disabilities			
							uisabilities			
				believed that the						
				Lake Ridge School						
				Corporation						
				exceeds the 1% cap						
				because of the high						
				level of poverty in						
				the community.						
				Research supports						
Corporation has school,		Campagna			Special Education	STCs do not	Special Education	STCs do not	Special Education	Data has been
community, or health		Academy is located			Teachers	participate in the	Teachers	particpate in the	Teachers	shared with those
program that draws large		within our district			General Education	case conference	General Education	case conference	Building	staff members with
number of families of		and we provide			Teachers	decision-making	Teachers	decision making	Administrators	the most
students with significant		services to all			Building	process, unless	Building	process, unless	Special Education	involvement in the
cognitive disabilities to		students placed			Administrators	they are a member			Directors,	decision-making
area (describe or name		there by DCS, DOC,			Corporation Test	of one of the other	Corporation Test	of one of the other	Coordinators, and	process.
program below)		and/or DOE.			Coordinators	checked groups.	Coordinators	checked groups.	Assistant Directors	
		Campagna			Special Education		Special Education	We will be begin		
		provides			Directors,		Directors,	sharing the		
		specialized			Coordinators, and		Coordinators, and	information with		
		programs for			Assistant Directors		Assistant Directors	parents, but have		
		students who meet			School		School	not previously		
		intellectual/develo						done so.		
					Psychologists		Psychologists	uone su.		
	ĺ	pmental delay								
1		criteria and those								
I			i							
		students			i		1			1
		students participate in the								l l
		participate in the								
		participate in the alternative								
		participate in the alternative assessment. Additionally, we								
		participate in the alternative assessment. Additionally, we have parents of								
		participate in the alternative assessment. Additionally, we have parents of students in this								
		participate in the alternative assessment. Additionally, we have parents of students in this population who								
		participate in the alternative assessment. Additionally, we have parents of students in this population who move to our								
		participate in the alternative assessment. Additionally, we have parents of students in this population who move to our district specifically								
		participate in the alternative assessment. Additionally, we have parents of students in this population who move to our								

Corporation has small overall student population (provide overall student population below)		752	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	We do not have a school psychologist employed by our corporation. Instead we have a shared school psychologist.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	the ACR.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	We do not have a school psychologist employed by our corporation. Instead we have a shared school psychologist.
Corporation has small overall student population (provide overall student population below)		265	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The special education director, test coordinator, and the special education teachers have reviewed the information together. These are the people that make the decisions about who takes the alternate assessment. The special ed director will relay the information to the rest of the stakeholders.	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The special education director, test coordinator, and the special education teachers have reviewed the information together. These are the people that make the decisions about who takes the alternate assessment. The special ed director will relay the information to the rest of the stakeholders.	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The special education director, test coordinator, and the special education teachers have reviewed the information together. These are the people that make the decisions about who takes the alternate assessment. The special ed director will relay the information to the rest of the stakeholders.
Corporation has small overall student population (provide overall student population below)		100	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The special education director, test coordinator, and the special education teachers have reviewed the information together. These are the people that make the decisions about who takes the alternate assessment. The special ed director will relay the information to the rest of the stakeholders.	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The special education director, test coordinator, and the special education teachers have reviewed the information together. These are the people that make the decisions about who takes the alternate assessment. The special ed director will relay the information to the rest of the stakeholders.	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The special education director, test coordinator, and the special education teachers have reviewed the information together. These are the people that make the decisions about who takes the alternate assessment. The special ed director will relay the information to the rest of the stakeholders.
Corporation has small overall student population (provide overall student population below)		230	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The special education director, test coordinator, and the special education teachers have reviewed the information together. These are the people that make the decisions about who takes the alternate assessment. The special ed director will relay the information to the rest of the stakeholders.	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The special education director, test coordinator, and the special education teachers have reviewed the information together. These are the people that make the decisions about who takes the alternate assessment. The special ed director will relay the information to the rest of the stakeholders.	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The special education director, test coordinator, and the special education teachers have reviewed the information together. These are the people that make the decisions about who takes the alternate assessment. The special ed director will relay the information to the rest of the stakeholders.

Corporation does not	We have no		Special Education		Special Education	Special Education	
anticipate exceeding the	students taking		Teachers		Teachers	Teachers	
	IAM.		General Education		General Education	General Education	
	IAIVI.				Teachers		
the 2018-2019 school			Teachers			Teachers	
year (explain reasoning			Building		Building	Building	
below)			Administrators		Administrators	Administrators	
			Corporation Test		Corporation Test	Corporation Test	
			Coordinators		Coordinators	Coordinators	
			School Test		School Test	School Test	
			Coordinators		Coordinators	Coordinators	
			Special Education		Special Education	Special Education	
			Directors,		Directors,	Directors,	
			Coordinators, and		· ·	· ·	
					Coordinators, and	Coordinators, and	
			Assistant Directors		Assistant Directors	Assistant Directors	
			School		School	School	
			Psychologists		Psychologists	Psychologists	
					Parents of students		
					with significant		
					cognitive		
					disabilities		
Corporation does not	Total enrollment		Special Education		Special Education	Special Education	
	for TIJA (9350) is		Teachers		Teachers	Teachers	
	281 and our		General Education		General Education	General Education	
	expected student		Teachers		Teachers	Teachers	
	count for IAM is 2.		Building		Building	Building	
below)			Administrators		Administrators	Administrators	
			Corporation Test		Corporation Test	Corporation Test	
			Coordinators		Coordinators	Coordinators	
			School Test		School Test	School Test	
			Coordinators		Coordinators	Coordinators	
			Special Education		Special Education	Special Education	
			Directors,		Directors,	Directors,	
			Coordinators, and		Coordinators, and	Coordinators, and	
			Assistant Directors		Assistant Directors	Assistant Directors	
			School		School	School	
			Psychologists		Psychologists	Psychologists	
					Parents of students		
					with significant		
					cognitive		
					disabilities		
Corporation has small		1815	Special Education		Special Education	Special Education	
overall student		_	Teachers		Teachers	Teachers	
population (provide			General Education		General Education	General Education	
overall student			Teachers		Teachers	Teachers	
population below)			Building		Building	Building	
			Administrators		Administrators	Administrators	
			Corporation Test		Corporation Test	Corporation Test	
			Coordinators		Coordinators	Coordinators	
			School Test		School Test	School Test	
			Coordinators		Coordinators	Coordinators	
			Special Education		Special Education	Special Education	
			Directors,		Directors,	Directors,	
			Coordinators, and		Coordinators, and	Coordinators, and	
			Assistant Directors		Assistant Directors	Assistant Directors	
			School		School	School	
			Psychologists		Psychologists	Psychologists	
					Parents of students		
					with significant		
1			i .	i	cognitive	1	
					disabilities		

			1			1	1	
Corporation does not	The students who		Special Education		Special Education		Special Education	
anticipate exceeding the			Teachers		Teachers		Teachers	
1% participation cap for	percentage higher		General Education		General Education		General Education	
the 2018-2019 school	will not be taking those tests this		Teachers Building		Teachers Building		Teachers Building	
year (explain reasoning below)	year.		Administrators		Administrators		Administrators	
below)	year.		Corporation Test		Corporation Test		Corporation Test	
			Coordinators		Coordinators		Coordinators	
			School Test		School Test		School Test	
			Coordinators		Coordinators		Coordinators	
			Special Education		Special Education		Special Education	
			Directors,		Directors,		Directors,	
			Coordinators, and		Coordinators, and		Coordinators, and	
			Assistant Directors		Assistant Directors		Assistant Directors	
			School		School		School	
			Psychologists		Psychologists		Psychologists	
					Parents of students			
					with significant			
					cognitive			
					disabilities			
Corporation does not	We are a primary		General Education	We checked only	General Education	We have no	General Education	We were not
anticipate exceeding the			Teachers	the educators and	Teachers	students that are in		required to
1% participation cap for	grade level is first		Building	administration that	Building	need of	Building	produce an ISTAR
the 2018-2019 school	grade this year.		Administrators	are actually here	Administrators	participation in the	_	Disaggregation
year (explain reasoning	Testing is not		Corporation Test	this 2018-2019	Corporation Test	Alternate	Corporation Test	Report for students
below)	required at this		Coordinators	school year. We do	Coordinators	Assessment during	Coordinators	enrolled the 2017-
	grade level.		School Test	not have any	School Test	the 2018-2019	School Test	2018 school year.
			Coordinators	loaned or part-time	Coordinators	school year.	Coordinators	
				staff or faculty.				
Corporation has small		600	Special Education		Special Education		Special Education	
overall student		600	Teachers		Teachers		Teachers	
population (provide			General Education		General Education		General Education	
population (provide overall student			General Education Teachers		General Education Teachers		General Education Teachers	
population (provide			General Education Teachers Building		General Education		General Education Teachers Building	
population (provide overall student			General Education Teachers		General Education Teachers Building		General Education Teachers	
population (provide overall student			General Education Teachers Building Administrators		General Education Teachers Building Administrators		General Education Teachers Building Administrators	
population (provide overall student			General Education Teachers Building Administrators Corporation Test		General Education Teachers Building Administrators Corporation Test		General Education Teachers Building Administrators Corporation Test	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators		General Education Teachers Building Administrators Corporation Test Coordinators		General Education Teachers Building Administrators Corporation Test Coordinators	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators School Test		General Education Teachers Building Administrators Corporation Test Coordinators School Test		General Education Teachers Building Administrators Corporation Test Coordinators School Test	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
population (provide overall student			General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
population (provide overall student	We have only 3		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	Special education	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities	Special education	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	Special education
population (provide overall student population below) Corporation does not anticipate exceeding the	students taking		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education	director and school	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers	director and school	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education	director and school
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for	students taking IAM out of 430		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education	director and school psychologist	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education	director and school psychologist	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education	director and school psychologist
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school	students taking IAM out of 430 anticipated		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers	director and school psychologist belong to the	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers	director and school psychologist belong to the	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers	director and school psychologist belong to the
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	students taking IAM out of 430		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building	director and school psychologist belong to the Greene-Sullivan	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building	director and school psychologist belong to the Greene-Sullivan	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building	director and school psychologist belong to the Greene-Sullivan
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school	students taking IAM out of 430 anticipated		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators	director and school psychologist belong to the Greene-Sullivan Cooperative, so I	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators	director and school psychologist belong to the Greene-Sullivan Cooperative, so I	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators	director and school psychologist belong to the Greene-Sullivan Cooperative, so I
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	students taking IAM out of 430 anticipated		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	students taking IAM out of 430 anticipated		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	students taking IAM out of 430 anticipated		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	students taking IAM out of 430 anticipated		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	students taking IAM out of 430 anticipated		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators Special Education	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	students taking IAM out of 430 anticipated		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or beholding to what	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or beholding to what	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or beholding to what
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	students taking IAM out of 430 anticipated		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or beholding to what is assigned by our	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or beholding to what is assigned by our	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or beholding to what is assigned by our
population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	students taking IAM out of 430 anticipated		General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or beholding to what	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or beholding to what	General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	director and school psychologist belong to the Greene-Sullivan Cooperative, so I don't know if they have viewed the webinar or not since they are not in our building or beholding to what

Corporation has small		906	Special Education	We do not have	Special Education	We do not have	Special Education	We do not have
1 '		300			-		-	
overall student		1	Teachers	administrative staff	Teachers	special education	Teachers	special education
population (provide			General Education	for special	General Education	administrators.	General Education	administrators.
overall student			Teachers	education.	Teachers	We do not	Teachers	
population below)			Building		Building	specifically share	Building	
			Administrators		Administrators	the guidance,	Administrators	
			Corporation Test		Corporation Test	flowchart, and FAQ	Corporation Test	
			Coordinators		Coordinators	with parents of	Coordinators	
					School Test		School Test	
			School Test			students, but we		
			Coordinators		Coordinators	do review the	Coordinators	
			School		School	process during case	School	
			Psychologists		Psychologists	conferences of	Psychologists	
						which they are a		
						part. Their		
						acceptance of the		
						IEP is evidence of		
						their agreement		
						for an alternate		
						measure.		
Corporation does not	Current district		Special Education		Special Education		Special Education	
anticipate exceeding the	enrollment is 2338		Teachers		Teachers		Teachers	
1% participation cap for	students. 11		General Education		General Education		General Education	
the 2018-2019 school	students		Teachers		Teachers		Teachers	
year (explain reasoning	participated in the		Building		Building		Building	
below)	alternative		Administrators		Administrators		Administrators	
, ,	assessment from]	Corporation Test		Corporation Test		Corporation Test	
]						
	our district, 2 of		Coordinators		Coordinators		Coordinators	
	which have no		School Test		School Test		School Test	
	form of		Coordinators		Coordinators		Coordinators	
	communication.]	Special Education		Special Education		Special Education	
	1% of our		Directors,		Directors,		Directors,	
	population would		Coordinators, and		Coordinators, and		Coordinators, and	
	be 23 students.		Assistant Directors		Assistant Directors		Assistant Directors	
	We do not		School		School		School	
	anticipate twice as		Psychologists		Psychologists		Psychologists	
	many students				Parents of students			
	participating in an				with significant			
	alternative				cognitive			
	assessment next				disabilities			
	year.							
	,							
Corporation has small		1618	Special Education		Special Education		Special Education	
Corporation has small		1618	Special Education		Special Education		Special Education	
overall student		1618	Teachers		Teachers		Teachers	
overall student population (provide		1618	Teachers General Education		Teachers General Education		Teachers General Education	
overall student population (provide overall student		1618	Teachers General Education Teachers		Teachers General Education Teachers		Teachers General Education Teachers	
overall student population (provide		1618	Teachers General Education Teachers Building		Teachers General Education Teachers Building		Teachers General Education Teachers Building	
overall student population (provide overall student		1618	Teachers General Education Teachers		Teachers General Education Teachers		Teachers General Education Teachers	
overall student population (provide overall student		1618	Teachers General Education Teachers Building		Teachers General Education Teachers Building		Teachers General Education Teachers Building	
overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators		Teachers General Education Teachers Building Administrators		Teachers General Education Teachers Building Administrators	
overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators Corporation Test		Teachers General Education Teachers Building Administrators Corporation Test Coordinators		Teachers General Education Teachers Building Administrators Corporation Test	
overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	
overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	
overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	
overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	
overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	
overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	
overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	
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overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
overall student population (provide overall student		1618	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
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overall student population (provide overall student population below) Corporation has small		733	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	
overall student population (provide overall student population below) Corporation has small overall student			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education	
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overall student population (provide overall student population below) Corporation has small overall student population (provide overall student			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Corporation Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators School Test		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers General Education Teachers Suilding Administrators Corporation Test Coordinators Special Education Directors, Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
overall student population (provide overall student population below) Corporation has small overall student population (provide overall student			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Corporation Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators School Test		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers General Education Teachers School Test Coordinators School Directors, Cordinators Special Education Teachers School Test Coordinators School Test Coordinators Special Education Directors, Cordinators and Assistant Directors School Psychologists Parents of students with significant		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
overall student population (provide overall student population below) Corporation has small overall student population (provide overall student			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Corporation Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators School Test		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators of students with significant cognitive disabilities Special Education Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
overall student population (provide overall student population below) Corporation has small overall student population (provide overall student			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Corporation Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators School Test		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers General Education Teachers School Test Coordinators School Directors, Cordinators Special Education Teachers School Test Coordinators School Test Coordinators Special Education Directors, Cordinators and Assistant Directors School Psychologists Parents of students with significant		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	
overall student population (provide overall student population below) Corporation has small overall student population (provide overall student			Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Corporation Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators School Test		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators of students with significant cognitive disabilities Special Education Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive		Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School	

Corporation has school,		1. Especially Kidz		Special Education		Special Education		Special Education	
community, or health		children's nursing		Teachers		Teachers		Teachers	
**		_							
program that draws large		home is located in		General Education		General Education		General Education	
number of families of		our district and we		Teachers		Teachers		Teachers	
students with significant		provide services.		Building		Building		Building	
cognitive disabilities to		The students in EKZ		Administrators		Administrators		Administrators	
area (describe or name		nursing facility		Corporation Test		Corporation Test		Corporation Test	
program below)		have multiple		Coordinators		Coordinators		Coordinators	
,		handicaps, severe		School Test		School Test		School Test	
		cognitive		Coordinators		Coordinators		Coordinators	
		disabilities, and are		Special Education		Special Education		Special Education	
		medically fragile.		Directors,		Directors,		Directors,	
		We currently		Coordinators, and		Coordinators, and		Coordinators, and	
		service over 55		Assistant Directors		Assistant Directors		Assistant Directors	
		students. We have		School		School		School	
		22 students at the		Psychologists		Psychologists		Psychologists	
		EKZ facility that are		,		Parents of students		,	
		-							
		enrolled in grades				with significant			
		3-8, 10 and are				cognitive			
		scheduled to				disabilities			
		participate in the							
		IAM assessment.		İ		İ			
				İ		İ			
		2. Shelbyville		İ		İ			
		-		İ		İ			
		Central Schools has		İ		İ			
		a large lifeskill		İ		İ			
		population that		1		1			
		participate in IAM		ĺ		ĺ			
Corporation does not	We met with our			Special Education	Our General	Special Education	Our General	Special Education	Our General
	special education			Teachers	Education teachers	Teachers	Education teachers	Teachers	Education teachers
anticipate exceeding the 1% participation cap for	-				have no part of the	Building	have no part of the		have no part of the
	staff at all grade			Building		_	-	Building	-
the 2018-2019 school	levels to go over			Administrators	discussion for the	Administrators	discussion for the	Administrators	discussion for the
year (explain reasoning	the criteria and			Corporation Test	criteria for the	Corporation Test	criteria for the	Corporation Test	criteria for the
below)	once again discuss			Coordinators	alternate	Coordinators	alternate	Coordinators	alternate
	the prompts in IIEP			School Test	assessment.	School Test	assessment.	School Test	assessment.
	and what is meant			Coordinators	School	Coordinators	School	Coordinators	School
	by each statement.			Special Education	Psychologists	Special Education	Psychologists	Special Education	Psychologists
	-			1 -		·		-	
	Staff throughout			Directors,	would only be	Directors,	would only be	Directors,	would only be
	the district had			Coordinators, and	involved if it were	Coordinators, and	involved if it were	Coordinators, and	involved if it were
	the district had opportunities to			Coordinators, and Assistant Directors	involved if it were an Initial	Coordinators, and Assistant Directors	involved if it were an Initial	Coordinators, and Assistant Directors	involved if it were an Initial
	opportunities to								
	opportunities to ask questions and				an Initial Placement and		an Initial Placement and		an Initial Placement and
	opportunities to ask questions and engage in				an Initial Placement and none of the		an Initial Placement and none of the		an Initial Placement and none of the
	opportunities to ask questions and engage in meaningful				an Initial Placement and none of the students were an		an Initial Placement and none of the students were an		an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what				an Initial Placement and none of the		an Initial Placement and none of the students were an initial placement.		an Initial Placement and none of the
	opportunities to ask questions and engage in meaningful				an Initial Placement and none of the students were an		an Initial Placement and none of the students were an		an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what				an Initial Placement and none of the students were an		an Initial Placement and none of the students were an initial placement.		an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed				an Initial Placement and none of the students were an		an Initial Placement and none of the students were an initial placement. Parents are brought into the		an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state-				an Initial Placement and none of the students were an		an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during		an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated				an Initial Placement and none of the students were an		an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case		an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the statemandated alternate				an Initial Placement and none of the students were an		an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference		an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated				an Initial Placement and none of the students were an		an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee		an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the statemandated alternate				an Initial Placement and none of the students were an		an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were		an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the statemandated alternate				an Initial Placement and none of the students were an		an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for		an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the statemandated alternate				an Initial Placement and none of the students were an		an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were		an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the statemandated alternate			Assistant Directors	an Initial Placement and none of the students were an	Assistant Directors	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors	an Initial Placement and none of the students were an
Corporation has small	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the statemandated alternate		1015		an Initial Placement and none of the students were an		an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for		an Initial Placement and none of the students were an
Corporation has small overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the statemandated alternate		1015	Assistant Directors	an Initial Placement and none of the students were an	Assistant Directors	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors	an Initial Placement and none of the students were an
	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the statemandated alternate		1015	Assistant Directors Special Education	an Initial Placement and none of the students were an	Assistant Directors Special Education	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors Special Education	an Initial Placement and none of the students were an
overall student population (provide	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the statemandated alternate		1015	Assistant Directors Special Education Teachers General Education	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors Special Education Teachers General Education	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the statemandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors Special Education Teachers General Education Teachers	an Initial Placement and none of the students were an
overall student population (provide	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the statemandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors Special Education Teachers General Education Teachers Building	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Special Education Teachers General Education Teachers Building Administrators	an Initial Placement and none of the students were an	Special Education Teachers General Education Teachers Building Administrators	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Special Education Teachers General Education Teachers Building Administrators	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Special Education Teachers General Education Teachers Building Administrators Corporation Test	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Special Education Teachers General Education Teachers Building Administrators	an Initial Placement and none of the students were an	Special Education Teachers General Education Teachers Building Administrators	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Special Education Teachers General Education Teachers Building Administrators	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Special Education Teachers General Education Teachers Building Administrators Corporation Test	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, and Assistant Directors	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, and Assistant Directors	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for the staff meeting.	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for the staff meeting.	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for the staff meeting.	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for the staff meeting.	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for the staff meeting.	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an
overall student population (provide overall student	opportunities to ask questions and engage in meaningful dialogues on what group of students should be assessed by the state- mandated alternate		1015	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	an Initial Placement and none of the students were an initial placement. Parents are brought into the discussions during each case conference committee meeting but were not brought in for the staff meeting.	Assistant Directors Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	an Initial Placement and none of the students were an

Corporation does not	We currently have			Special Education		Special Education		Special Education	
anticipate exceeding the	enrolled 2-tenth			Teachers		Teachers		Teachers	
1% participation cap for	graders, 4-third			General Education		General Education		General Education	
the 2018-2019 school	graders, 1-5th			Teachers		Teachers		Teachers	
year (explain reasoning	grader and 1-7th			Building		Building		Building	
below)	grader. We		1	Administrators		Administrators		Administrators	
,	currently have			Corporation Test		Corporation Test		Corporation Test	
	enrolled 433			Coordinators		Coordinators		Coordinators	
	students that			School Test		School Test		School Test	
	would be taking			Coordinators		Coordinators		Coordinators	
	science. We			Special Education		Special Education		Special Education	
	anticipate 995			Directors,		Directors,		Directors,	
	students in grades			Coordinators, and		Coordinators, and		Coordinators, and	
	3-8 and 10 taking			Assistant Directors		Assistant Directors		Assistant Directors	
	the English and			School		School		School	
	Math. 8 ISTARS is			Psychologists		Psychologists		Psychologists	
	less than 1% of 995			1 Sychologists		Parents of students		1 Sychologists	
	participants					with significant			
						cognitive			
						disabilities			
						disabilities			
Company 1	C			C :: - :	144- d- ·	C: - :	14/- d- '	C: - :	14/- d- '
Corporation does not	South Madison			Corporation Test	We do not	Corporation Test	We do not	Corporation Test	We do not
anticipate exceeding the	Community School		1	Coordinators	anticipate	Coordinators	anticipate	Coordinators	anticipate
1% participation cap for	Corporation does			Special Education	exceeding the 1%	Special Education	exceeding the 1%	Special Education	exceeding the 1%
the 2018-2019 school	not anticipate		1	Directors,	participation cap.	Directors,	participation cap.	Directors,	participation cap.
	-		İ	,	participation cap.		participation cap.		ρωι εισιραείστι ταμ.
year (explain reasoning	exceeding the 1%		1	Coordinators, and		Coordinators, and		Coordinators, and	
below)	participation cap		İ	Assistant Directors		Assistant Directors		Assistant Directors	
	based on our		İ	İ		İ		İ	
	current enrollment.		1	1		1		1	
	ZZ. C. C. C. OMITICHE.		İ	İ		İ		İ	
Oth and Committee			Divers F	Constitute to the		Constitution of		Constalled to	
Other: Corporation to			River Forest	Special Education		Special Education		Special Education	
provide brief justification			Community School	Teachers		Teachers		Teachers	
of variables not covered			Corporation has a	General Education		General Education		General Education	
in the previous options			population of	Teachers		Teachers		Teachers	
in the previous options									
			approximately	Building		Building		Building	
			1645 students. It	Administrators		Administrators		Administrators	
			is a Title I District	Corporation Test		Corporation Test		Corporation Test	
			and 75% of the	Coordinators		Coordinators		Coordinators	
			families in the	School Test		School Test		School Test	
			district are at or	Coordinators		Coordinators		Coordinators	
			below poverty. Per	Special Education		Special Education		Special Education	
			the state	Directors,		Directors,		Directors,	
			alternative testing	Coordinators, and		Coordinators, and		Coordinators, and	
			guidelines, we	Assistant Directors		Assistant Directors		Assistant Directors	
			have gone over the	School		School		School	
			1%.	Psychologists		Psychologists		Psychologists	
			The students in our			Parents of students			
			District that are on						
						with significant			
			the I AM			cognitive			
			assessment meet			disabilities			
			the designated						
			criteria. It is						
				1		1		1	Ì
			believed that River						
			Forest Community	1		1		1	Ì
			School Corporation	1		1		1	
			exceeds the 1%	İ		İ		İ	
			because the high	1		1		1	
			_	1		1		1	
			level of poverty in	ļ		ļ		ļ	
Corporation has school,	<u> </u>	Eagle Park -	1	Special Education		Special Education		Special Education	<u> </u>
community, or health		Therapeutic Day	İ	Teachers		Teachers		Teachers	
program that draws large		School	1	General Education		General Education		General Education	
			İ						
number of families of		Autism Programs	1	Teachers		Teachers		Teachers	Ì
students with significant		B.L.A.S.T Adult		Building		Building		Building	
cognitive disabilities to		Program	1	Administrators		Administrators		Administrators	Ì
area (describe or name		High Foster Child	İ	Corporation Test		Corporation Test		Corporation Test	
program below)		Population	1	Coordinators		Coordinators		Coordinators	
program below)		r opulatioN	İ						
			1	School Test		School Test		School Test	Ì
			İ	Coordinators		Coordinators		Coordinators	
			1	Special Education		Special Education		Special Education	Ì
			1						Ì
			İ	Directors,		Directors,		Directors,	
			İ	Coordinators, and		Coordinators, and		Coordinators, and	
			1	Assistant Directors		Assistant Directors		Assistant Directors	
			1	School		School		School	İ
			1	Psychologists		Psychologists		Psychologists	
			İ	Sychologists				Sychologists	
			1	1		Parents of students		1	
			İ	İ		with significant		İ	
			İ	İ		cognitive		İ	
			1	1		disabilities		1	
			İ	İ		1		İ	
			1	1		1		1	Ì
	i .								

Corporation has school, community, or health offers Life Skills offers Life Skills Teachers Administrators Students with significant Cognitive disabilities to Teachers Teachers Teachers Teachers Teachers Teachers Administrators Corporation Test Corporation Test Corporation Test Corporation Test Teachers Teac	The majority of the students that participated in ISTAR are not in
community, or health program that draws large classes for K-12 deneral Education General Education General Education General Education and is the only students with significant cognitive disabilities to area (describe or name classes. We also Feedback Skills General Education General Education General Education General Education General Education General Education Teachers Teachers Administrators Teachers Administrators Building Corporation Test Corporation Test Corporation Test School Test	participated in
program that draws large number of families of students with significant cognitive disabilities to area (describe or name classes. We also classes for K-12 General Education General Education General Education Building Teachers Teachers Administrators Building Building Corporation Test Corporation Test Corporation Test School Test	participated in
number of families of students with significant cognitive disabilities to area (describe or name and is the only school in the Co-op classes. We also Teachers Teachers Administrators Corporation Test Corporation Test Corporation Test Corporation Test Corporation Test Corporation Test Corporation Test Corporation Test School Test	
students with significant cognitive disabilities to area (describe or name school in the Co-op that offers these classes. We also sudding suilding building building Corporation Test Coordinators Administrators Coordinators Corporation Test Corporation Test School Test	ISTAR are not in
cognitive disabilities to area (describe or name that offers these classes. We also that offers these classes. We also Administrators Corporation Test Corporation Test School Test	
area (describe or name classes. We also Corporation Test Corporation Test School Test	General Education
	classes. Those that
nrogram helow) Offer an integrated Coordinators Coordinators Coordinators	do attend class are
program secon, Coordinators Coordinators Coordinators	auditing the
Pre-K program that School Test School Test Special Education	course.
draws families to Coordinators Coordinators Directors,	
our corporation. Special Education Special Education Coordinators, and	We are down to
Directors, Directors, Assistant Director	
Our community Coordinators, and Coordinators, and	Psychologist. She
has a large number Assistant Directors Assistant Directors	does not have the
of families that School School	available time to
locate here due to Psychologists Psychologists Psychologists	breakdown the
free government Parents of students	data.
housing. We also with significant	
have a large cognitive	
number of free and disabilities	
reduced lunch	
students.	
Students.	
	1
Compared to	
surrounding	
counties, Good	
Samaritan Hospital Samaritan Hospital	
is the main	
Corporation does not We expect to have Special Education Special Education Special Education	+
anticipate exceeding the fewer students on Teachers Teachers Teachers	
1% participation cap for the alternate General Education General Education General Education General Education	
the 2018-2019 school	
year (explain reasoning 18-19 school year. Building Building Building Building	
below) Administrators Administrators Administrators	
Corporation Test Corporation Test Corporation Test	
Coordinators Coordinators Coordinators	
School Test School Test School Test	
Coordinators Coordinators Coordinators	
Special Education Specia	
Directors, Directors, Directors,	
Coordinators, and Coor	
Assistant Directors Assistant Directors Assistant Director	í
School School School	
Psychologists Psychologists Psychologists	
Parents of students	
with significant	
cognitive	
disabilities	
	+
Corporation has small Special Education Special Education Special Education Special Education	
overall student Teachers Teachers Teachers Teachers	
population (provide General Education General Education General Education General Education	
overall student Teachers Teachers Teachers Teachers	
population below) Building Building Building	
Administrators Administrators Administrators	
Corporation Test Corporation Test Corporation Test	
Coordinators Coordinators Coordinators	
School Test School Test School Test	
Coordinators Coordinators Coordinators	
Special Education Special Educ	1
Directors, Directors, Directors,	
Coordinators, and Coordinators, and Coordinators, and Coordinators	
Assistant Directors Assistant Directors Assistant Directors	· [
School School School	
Psychologists Psychologists Psychologists Psychologists	
Parents of students	
with significant	
cognitive disabilities	
cognitive disabilities]

Other: Corporation to provide brief justification of variables not covered in the previous options			others that do not live within our boundaries to our special programs.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The folks not selected may not all be part of the CCC for the small number of students that take the alternate assessment.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities	It is not applicable (school psychs). School psychs don't sit in all conferences.	Directors, Coordinators, and Assistant Directors	The steak holders that can interpret and change the data are the ones in which it was shared with.
Corporation has small overall student population (provide overall student population below)		786		Special Education Teachers Building Administrators Corporation Test Coordinators	Currently, we do not have any students taking the Alternate Assessment in our buildings. For training purposes, those directly involved with IEP's or in other special needs areas received training. Also included was our superintendent. We do have students that attend Southwest School Corp due to moderate or severe cognitive disabilities. Because of this, option 3 was chosen for question 1.	Special Education Teachers Building Administrators Corporation Test Coordinators	Currently, we do not have any students taking the Alternate Assessment in our buildings. For training purposes, those directly involved with IEP's or in other special needs areas received training. Also included was our superintendent. We do have students that attend Southwest School Corp due to moderate or severe cognitive disabilities. Because of this, option 3 was chosen for question 1.	Special Education Teachers Building Administrators Corporation Test Coordinators	Currently, we do not have any students taking the Alternate Assessment in our buildings. For training purposes, those directly involved with IEP's or in other special needs areas received training. Also included was our superintendent. We do have students that attend Southwest School Corp due to moderate or severe cognitive disabilities. Because of this, option 3 was chosen for question 1.
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below)	We are a small school as are our neighboring schools. We pool our programs to best serve our students with significant cognitive disabilities. Loogootee provides services to students from other local schools in the area of significant cognitive disabilities. At elementary level students from Barr-Reeve attend our elementary, and at 6-12 grades students from North Daviess attend our program.			Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	Stakeholders that know students abilities best have watched video to make sure appropriate test is chosen.	Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities	Stakeholders that know students abilities best have reviewed the link to make sure appropriate test is chosen. The flowchart is used during case conferences to	Special Education Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors	Stakeholders have reviewed ISTAR disaggregated report to make sure appropriate test was chosen.

Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below)	Although East Noble is part of the NISEC Co-op, we house and employee all of our own Special Education teachers. This means that no students are bussed to high incidence programs in another school corporation. Therefore, we have a high rate of transfer requests from surrounding districts for students with disabilities in order to maintain continuity and lessen travel time.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities		Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	We did not share this data with all General Education teachers since the majority of teachers are not part of a case conference decision for this population of students. It was reviewed and shared with the General Education teachers who are affected.
Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name program below)	The Mitchell community offers assistance through Hoosier Uplands to families in need. In turn, the schools see a small increase in families with special needs as compared to surrounding schools. While our highest percentage is 1.42% of our students (12) taking ISTAR, since we are a smaller school corporation, it takes little change to get to the 1% cap.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	
Corporation has small overall student population (provide overall student population below)	1144	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	We do not have an on-staff school psychologist.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive disabilities	on-staff school psychologist.	Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	We do not have an on-staff school psychologist. Admin team reviewed the data to verify participation.

Corporation has school,		Currently,		Special Education	Each August,	Special Education	Members listed	Special Education	Members selected
community, or health		Valparaiso		Teachers	teachers and	Teachers	below have access	Teachers	have received
program that draws large		Community schools		Building	administrators	General Education	to this information	School Test	copies of the
number of families of		provides supports		Administrators	review the	Teachers	and during case	Coordinators	materials provided
students with significant		and services to		Special Education	guidelines provided		conference	Special Education	and will have
cognitive disabilities to		Washington		Directors,	by the IDOE.	Administrators	meetings,	Directors,	ongoing training to
area (describe or name		Township within		Coordinators, and	Teachers and	Special Education	literature may be	Coordinators, and	ensure the case
program below)		our life skills		Assistant Directors	administrators will	Directors,	provided to	Assistant Directors	conference
		program that			have access to the	Coordinators, and	parents who		committee
		qualify to			video training and	Assistant Directors	request		continues to make
		participate in the			documents to	Parents of students	information about		decisions based on
		alternative			assist the case	with significant	ISTAR/ I AM		the guidelines
		assessment based			conference	cognitive	participation.		provided. These
		on the four			committee in their	disabilities			materials are made
		questions			decision making				available to our
		answered in IIEP.			regarding state				staff through the
		Additionally, there			testing.				Google Team
		are two group							Folder for ongoing
		homes within the							supports.
		area in which students attend							
		Valparaiso							
		Community							
		Schools.							
		Schools.							
Corporation does not	We do not have as			Special Education		Special Education		Special Education	
anticipate exceeding the	many students			Teachers		Teachers		Teachers	
1% participation cap for	taking the I AM			General Education		General Education		General Education	
the 2018-2019 school	science assessment			Teachers		Teachers		Teachers	
year (explain reasoning	as last year. The			Building		Building		Building	
below)	only content area			Administrators		Administrators		Administrators	
	we exceeded the			Corporation Test		Corporation Test		Corporation Test	
	1% was science.			Coordinators		Coordinators		Coordinators	
	Our 2017-2018			School Test		School Test		School Test	
	percentage for the			Coordinators		Coordinators		Coordinators	
	I AM science			Special Education		Special Education		Special Education	
	assessment was			Directors,		Directors,		Directors,	
	1.01%.			Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
						Parents of students			
						with significant			
						cognitive			
						disabilities			
Corporation has school,		Within our special		Special Education	General education	Special Education	General education	Special Education	General education
community, or health		education		Teachers	teachers and	Teachers	teachers and	Teachers	teachers and
program that draws large		cooperative, our		Building	school	Building	school	Building	school
number of families of		schools house life		Administrators	psychologists do	Administrators	psychologists do	Administrators	psychologists do
students with significant		skills programs for		Corporation Test	not facilitate	Corporation Test	not facilitate	Corporation Test	not facilitate
cognitive disabilities to		the coop.		Coordinators	alternate	Coordinators	alternate	Coordinators	alternate
area (describe or name				School Test	assessment	School Test	assessment	School Test	assessment
program below)				Coordinators	testing. A team of	Coordinators	testing. A team of	Coordinators	testing. A team of
				Special Education	educators (that	Special Education	educators (that	Special Education	educators (that
				Directors,	have been	Directors,	have been	Directors,	have been
				Coordinators, and	checked) make	Coordinators, and	checked) make	Coordinators, and	checked) make
				Assistant Directors	determinations for	Assistant Directors	determinations for	Assistant Directors	determinations for
					alternate	Parents of students	alternate		alternate
1					assessment testing	with significant	assessment testing	İ	assessment testing
			l						-
					participation.	cognitive	participation.		participation.
					participation.	cognitive disabilities	participation.		-
					participation.		participation.		-

Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below)	We have seven (7) students taking the I AM assessment with 1,225 participants for a 0.57% Alternative Assessment participation.	835		Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	All stakeholders associated with the Alternative Assessment have watched the video. General education teachers are not involved and we are part of a special education cooperative where the special education directors, coordinators, and school psychologists are not part of our testing.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Parents of students with significant cognitive disabilities	All stakeholders associated with the Alternative Assessment have reviewed the Alternative Assessment Guidance Flowchart, and FAQ information. General education teachers are not involved and we are part of a special education cooperative where the special education directors, coordinators, and school psychologists are not part of our testing.	Coordinators Special Education Directors, Coordinators, and Assistant Directors School	School psychologist
Corporation has small overall student population (provide overall student population below)		835		Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	Scnool psychologist receives training through special education coop. General education teachers will receive information on flowchart, and will be instructed for further training on an as-needed basis.	Teachers General Education Teachers Building Administrators Corporation Test	Scnool psychologist receives training through special education coop.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	School psychologist receives training through special education coop.
Other: Corporation to provide brief justification of variables not covered in the previous options			As a charter school, we have had an increase of cognitive disabled students from IPS who chose IMSA. IMSA has created a MI/MO SPED program to accommodate these students (7 total, 1% cap is 3).	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities		Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	

Corporation does not	Our number of				Special Education		Special Education		Special Education	
anticipate exceeding the					Teachers		Teachers		Teachers	
1% participation cap for	grade level taking				General Education		General Education		General Education	
the 2018-2019 school	IAM will not reach				Teachers		Teachers		Teachers	
year (explain reasoning	1% in any subject.				Building		Building		Building	
below)	, ,				Administrators		Administrators		Administrators	
below)										
					Corporation Test		Corporation Test		Corporation Test	
					Coordinators		Coordinators		Coordinators	
					School Test		School Test		School Test	
					Coordinators		Coordinators		Coordinators	
					Special Education		Special Education		Special Education	
							-			
					Directors,		Directors,		Directors,	
					Coordinators, and		Coordinators, and		Coordinators, and	
					Assistant Directors		Assistant Directors		Assistant Directors	
					School		School		School	
					Psychologists		Psychologists		Psychologists	
					r sychologists				r sychologists	
							Parents of students			
							with significant			
							cognitive			
							disabilities			
							disabilities			
1					İ					
	1			1						
Corporation has school,		Large Special			Special Education		Special Education		Special Education	
community, or health		Olympics group	l		Teachers		Teachers		Teachers	
program that draws large		Lower income			General Education		General Education		General Education	
number of families of		housing			Teachers		Teachers		Teachers	
		nousing								
students with significant					Building		Building		Building	
cognitive disabilities to					Administrators		Administrators		Administrators	
area (describe or name					Corporation Test		Corporation Test		Corporation Test	
program below)					Coordinators		Coordinators		Coordinators	
program selowy					School Test		School Test		School Test	
					Coordinators		Coordinators		Coordinators	
					Special Education		Special Education		Special Education	
					Directors,		Directors,		Directors,	
					Coordinators, and		Coordinators, and		Coordinators, and	
					Assistant Directors		Assistant Directors		Assistant Directors	
					School		School		School	
					Psychologists		Psychologists		Psychologists	
					.,		Parents of students		.,	
							with significant			
							cognitive			
							disabilities			
Other: Corporation to				JCD School	Special Education	We do not have a	Special Education	We do not have	Special Education	We do not have
•					1 -		7		-	
provide brief justification	1			Corporation has a	Teachers	school psychologist	Teachers	these positions on	Teachers	these positions on
of variables not covered			l	cooperative	General Education	or special	General Education	staff.	General Education	staff.
in the previous options				agreement with	Teachers	education director	Teachers		Teachers	
				South Ripley School		on staff.	Building		Building	
						5 3tuii.	_			
				Corporation. JCD	Administrators		Administrators		Administrators	
				takes all of SRSC's	Corporation Test		Corporation Test		Corporation Test	
				special needs	Coordinators		Coordinators		Coordinators	
1				preschool students	School Test		School Test		School Test	
				and in return JCD	Coordinators		Coordinators		Coordinators	
					220.44013				220.0	
				sends our severe	İ		Parents of students			
				and moderate	İ		with significant			
1				disability students	İ		cognitive			
			l	to SRSC. At JCD we	1		disabilities		İ	
				have one student	İ		l .			
					İ					
1				that we educate	İ					
1	1			that takes an	İ					
ı		1	l	alternative	1				İ	
				i	1				I	1
				assessment. Our						
				assessment. Our						
				class sizes are						
				class sizes are relatively low. We						
				class sizes are						
				class sizes are relatively low. We						
				class sizes are relatively low. We send 9 students to SRSC, with 7 taking						
				class sizes are relatively low. We send 9 students to SRSC, with 7 taking an alternative						
				class sizes are relatively low. We send 9 students to SRSC, with 7 taking an alternative assessment. This is						
				class sizes are relatively low. We send 9 students to SRSC, with 7 taking an alternative assessment. This is why we have gone						
				class sizes are relatively low. We send 9 students to SRSC, with 7 taking an alternative assessment. This is						
				class sizes are relatively low. We send 9 students to SRSC, with 7 taking an alternative assessment. This is why we have gone						

Corporation has school,	١	Within our county,			Special Education		Special Education	Special Education	
community, or health		our schools are			Teachers		Teachers	Teachers	
program that draws large		known for having a			General Education		General Education	General Education	
number of families of		strong Lifeskills			Teachers		Teachers	Teachers	
students with significant		program for			Building		Building	Building	
cognitive disabilities to		students with			Administrators		Administrators	Administrators	
area (describe or name		significant 			Corporation Test		Corporation Test	Corporation Test	
program below)		cognitive			Coordinators		Coordinators	Coordinators	
		disabilities. We			School Test		School Test	School Test	
	C	offer a number of			Coordinators		Coordinators	Coordinators	
	ı	Unified Sports			Special Education		Special Education	Special Education	
	1	programs and			Directors,		Directors,	Directors,	
	ı	horse therapy to			Coordinators, and		Coordinators, and	Coordinators, and	
	t	those students.			Assistant Directors		Assistant Directors	Assistant Directors	
		The program draws			School		School	School	
		students from			Psychologists		Psychologists	Psychologists	
		outside of our			r sychologists		Parents of students	r sychologists	
		school district and					with significant		
		causes our					cognitive		
	ı	numbers to be					disabilities		
	ŀ	higher than typical.							
Other: Corporation to				We are in the	Special Education		Special Education	Special Education	
provide brief justification				second year of	Teachers		Teachers	Teachers	
of variables not covered				brining back our	General Education		General Education	General Education	
in the previous options				students in our	Teachers		Teachers	Teachers	
				Lifeskills program	Building		Building	Building	
				from the Anderson	Administrators		Administrators	Administrators	
				coop. We are	Corporation Test		Corporation Test	Corporation Test	
								Coordinators	
				continuing to work	Coordinators		Coordinators		
				on our	School Test		School Test	School Test	
				programming for	Coordinators		Coordinators	Coordinators	
				these students.	Special Education		Special Education	Special Education	
					Directors,		Directors,	Directors,	
					Coordinators, and		Coordinators, and	Coordinators, and	
					Assistant Directors		Assistant Directors	Assistant Directors	
					School		School	School	
					Psychologists		Psychologists	Psychologists	
					r sychologists			r sychologists	
							Parents of students		
							with significant		
							cognitive		
							disabilities		
Corporation has small			1320		Special Education		Special Education	Special Education	
overall student					Teachers		Teachers	Teachers	
population (provide					General Education		General Education	General Education	
overall student					Teachers		Teachers	Teachers	
population below)					Building		Building	Building	
					Administrators		Administrators	Administrators	
					Corporation Test		Corporation Test	Corporation Test	
								Coordinators	
					Coordinators		Coordinators		
					School Test		School Test	School Test	
					Coordinators		Coordinators	Coordinators	
					Special Education		Special Education	Special Education	
1					Directors,		Directors,	Directors,	
					Coordinators, and		Coordinators, and	Coordinators, and	
			i)	l	Assistant Directors		Assistant Directors	Assistant Directors	
						i			
					School		School	School	
					School Psychologists		School Psychologists	School Psychologists	
					School Psychologists		Psychologists	School Psychologists	
							Psychologists Parents of students		
							Psychologists Parents of students with significant		
							Psychologists Parents of students with significant cognitive		
							Psychologists Parents of students with significant		
							Psychologists Parents of students with significant cognitive		

Other: Corporation to			We have a large	Special Education	Our school	Special Education	General Education	Special Education	General Education
provide brief justification			district - 11500+	Teachers	psychologists and	Teachers	Teachers that are	Teachers	Teachers that are
of variables not covered			students. We have	Building	general ed	Building	involved in a case	Building	involved in a case
in the previous options			seen an increase in	Administrators	teachers are	Administrators	conference review	Administrators	conference will be
			students with	Corporation Test	certainly a part of	Corporation Test	of appropriate	Corporation Test	part of the data
			significant	Coordinators	the team for	Coordinators	assessments, do	Coordinators	review.
			disabilities both	School Test	identification,	School Test	review the	School Test	However, not
			through transiency	Coordinators	program planning,	Coordinators	guidance on	Coordinators	every general ed
			(because of	Special Education	and service	Special Education	alternate	Special Education	teacher in our
			disproportionate	Directors,	delivery. However	Directors,	assessment	Directors,	district participates
			number of units of	Coordinators, and	with regard to the	Coordinators, and	participation.	Coordinators, and	in this review.
			public housing) and		specifics of the	Assistant Directors	However, not	Assistant Directors	
			our district has		alternate	School	every general ed	School	
			open enrollment		assessment, the	Psychologists	teacher in our	Psychologists	
			that attracts out of		selected groups		district participates	, sychologists	
			district families to		above assume this	with significant	in this review.		
			our programs. We		responsibility.	cognitive	in this review.		
					responsibility.	disabilities			
			are obligated to identify through			uisabilities			
			evaluation						
			students who meet						
			the eligibility						
			requirements for						
			participation in the						
			alternative						
			assessment.						
Corporation does not	Students who have			Special Education		Special Education		Special Education	
anticipate exceeding the	taken ISTAR last			Teachers		Teachers		Teachers	
1% participation cap for	year are now 11th			General Education		General Education		General Education	
the 2018-2019 school	or 12th grade and			Teachers		Teachers		Teachers	
year (explain reasoning	will not be			Building		Building		Building	
below)	participating. We			Administrators		Administrators		Administrators	
	only have one			Corporation Test		Corporation Test		Corporation Test	
	student taking the			Coordinators		Coordinators		Coordinators	
	IAM test for the			School Test		School Test		School Test	
	2018-19 year.			Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
				, ,		Parents of students		, ,	
						with significant			
						cognitive			
						disabilities			
						disabilities			
Other: Corporation to			We do not have	Special Education		Special Education		Special Education	
provide brief justification			many students	Teachers		Teachers		Teachers	
of variables not covered			who qualify for the	General Education		General Education		General Education	
			alternative			Teachers			
in the previous options				Teachers				Teachers	
			assessment (one in			Building		Building	
			3rd; one in 4th; one			Administrators		Administrators	
			,	Corporation Test		Corporation Test		Corporation Test	
			three in 7th; three	Coordinators		Coordinators		Coordinators	
			in 8th; and 4 in	School Test		School Test		School Test	
			10th) but it does	Coordinators		Coordinators		Coordinators	
			put us over the 1%	Special Education		Special Education		Special Education	
			cap in all but the	Directors,		Directors,		Directors,	
			3rd, 4th and 5th	Coordinators, and		Coordinators, and		Coordinators, and	
			grades for the 2018-			Assistant Directors		Assistant Directors	
			2019 school year	School		School		School	
			(total of 15 in a	Psychologists		Psychologists		Psychologists	
			population of	. 5,001081313		Parents of students		. 5,001061363	
			1,127).			with significant			
			Every child listed as			cognitive			
			taking I AM was			disabilities			
			given a test of						
			cognitive ability in						
			the past year						
			(unless we already						
			had a recent						
			assessment) in						
			order to help						
i e			determine if they						1
	I								

Corporation has school,		South Vermillion		Special Education	General education	Special Education		Special Education	
community, or health		Schools house the		Teachers	teachers and	Teachers		Teachers	
program that draws large		functional		Building	School	General Education		General Education	
number of families of		programs for		Administrators	Pyschologists will	Teachers		Teachers	
						Building		Building	
students with significant		surrounding school		Corporation Test	not be giving the	_		_	
cognitive disabilities to		districts. They		Coordinators	assessment to the	Administrators		Administrators	
area (describe or name		have students from		School Test	students taking the	Corporation Test		Corporation Test	
program below)		surrounding areas		Coordinators	alternative	Coordinators		Coordinators	
		attending their		Special Education	assessment.	School Test		School Test	
		programs.		Directors,		Coordinators		Coordinators	
				Coordinators, and		Special Education		Special Education	
				Assistant Directors		Directors,		Directors,	
						Coordinators, and		Coordinators, and	
						Assistant Directors		Assistant Directors	
						School		School	
						Psychologists		Psychologists	
						Parents of students			
						with significant			
						cognitive			
						disabilities			
Other: Corporation to			Vigo County School	Special Education	General Education	Special Education		Special Education	
provide brief justification			Corporation is a	Teachers	teachers and	Teachers		Teachers	
of variables not covered			large district that		School Psychologist	General Education		General Education	
			=	Building					
in the previous options			serves many	Administrators	will not be giving	Teachers		Teachers	
			students. We have		the alternative	Building		Building	
			a high poverty rate	Coordinators	assessment to the	Administrators		Administrators	
			that impacts	School Test	students who need	Corporation Test		Corporation Test	
			students and	Coordinators	it.	Coordinators		Coordinators	
			families. We feel	Special Education		School Test		School Test	
			this affects the	Directors,		Coordinators		Coordinators	
			overall population.						
				Coordinators, and		Special Education		Special Education	
			We have drugs in	Assistant Directors		Directors,		Directors,	
			the area that are of			Coordinators, and		Coordinators, and	
			concern. We are			Assistant Directors		Assistant Directors	
			lucky to have			School		School	
			facilities in the			Psychologists		Psychologists	
								1 Sychologists	
			county that can			Parents of students			
			help families with			with significant			
						cognitive			
			all of these			cognitive			
			problems and we			disabilities			
			problems and we						
			problems and we feel that draws						
			problems and we feel that draws them to our						
			problems and we feel that draws						
			problems and we feel that draws them to our						
	Cil		problems and we feel that draws them to our	Consideration	NII saatabatta s	disabilities	Allesadas	Consideration	Allebalehaldara
Corporation does not	Geist Montessori		problems and we feel that draws them to our	Special Education	All stakeholders	disabilities Special Education	All stakeholders	Special Education	All stakeholders
anticipate exceeding the	Geist Montessori Academy does not		problems and we feel that draws them to our	Special Education Teachers	have been	disabilities Special Education Teachers	have been	Teachers	have been
· ·			problems and we feel that draws them to our	-		disabilities Special Education		*	
anticipate exceeding the	Academy does not		problems and we feel that draws them to our	Teachers	have been	disabilities Special Education Teachers	have been	Teachers	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school	Academy does not anticipate exceeding the 1%		problems and we feel that draws them to our	Teachers General Education Teachers	have been	disabilities Special Education Teachers General Education Teachers	have been	Teachers General Education Teachers	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap.		problems and we feel that draws them to our	Teachers General Education Teachers Building	have been	disabilities Special Education Teachers General Education Teachers Building	have been	Teachers General Education Teachers Building	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school	Academy does not anticipate exceeding the 1% participation cap. We are currently at		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators	have been	disabilities Special Education Teachers General Education Teachers Building Administrators	have been	Teachers General Education Teachers Building Administrators	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test	have been	Special Education Teachers General Education Teachers Building Administrators Corporation Test	have been	Teachers General Education Teachers Building Administrators Corporation Test	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators	have been	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	have been	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators	have been	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	have been	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	have been	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	have been	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	have been	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	have been	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	have been	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	have been	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	have been
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below)	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	Washinu hawar	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	have been selected.	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities	have been selected.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	have been selected.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school,	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	Westview houses	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	have been selected.	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education	have been selected.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	have been selected.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	the applied skills	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education	have been selected. The selected stakeholders hold	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers	have been selected. The selected stakeholders hold	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	have been selected. The selected stakeholders hold
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school,	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative		problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	have been selected.	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education	have been selected.	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	have been selected.
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	the applied skills	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education	have been selected. The selected stakeholders hold	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers	have been selected. The selected stakeholders hold	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers	have been selected. The selected stakeholders hold
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	the applied skills program for our county. In	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators	have been selected. The selected stakeholders hold the responsibility of training others	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Corporation Test Coordinators	The selected stakeholders hold the responsibility of training others	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators	The selected stakeholders hold the responsibility of training others
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	the applied skills program for our county. In addition, over 50%	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators Special Education	The selected stakeholders hold the responsibility of training others and disseminating	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Corporation Test Coordinators Special Education	The selected stakeholders hold the responsibility of training others and disseminating	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators Special Education	The selected stakeholders hold the responsibility of training others and disseminating
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	the applied skills program for our county. In addition, over 50% of our enrolled	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors,	The selected stakeholders hold the responsibility of training others and disseminating the necessary	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors,	The selected stakeholders hold the responsibility of training others and disseminating the necessary	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors,	The selected stakeholders hold the responsibility of training others and disseminating the necessary
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	the applied skills program for our county. In addition, over 50% of our enrolled population come	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators, and Special Education Teachers Coordinators, and Teachers Coordinators, and Directors, Coordinators, and	The selected stakeholders hold the responsibility of training others and disseminating	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	The selected stakeholders hold the responsibility of training others and disseminating	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators, and Teachers Corporation Test Coordinators Coordinators, and Teachers Coordinators Coordinators	The selected stakeholders hold the responsibility of training others and disseminating
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	the applied skills program for our county. In addition, over 50% of our enrolled population come from the Amish	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators, and Assistant Directors Cordinators Special Education Directors, Coordinators, and Assistant Directors	The selected stakeholders hold the responsibility of training others and disseminating the necessary	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators Coordinators, and Assistant Directors	The selected stakeholders hold the responsibility of training others and disseminating the necessary	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	The selected stakeholders hold the responsibility of training others and disseminating the necessary
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	the applied skills program for our county. In addition, over 50% of our enrolled population come	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators, and Special Education Teachers Coordinators, and Teachers Coordinators, and Directors, Coordinators, and	The selected stakeholders hold the responsibility of training others and disseminating the necessary	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and	The selected stakeholders hold the responsibility of training others and disseminating the necessary	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators, and Teachers Corporation Test Coordinators Coordinators, and Teachers Coordinators Coordinators	The selected stakeholders hold the responsibility of training others and disseminating the necessary
anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	the applied skills program for our county. In addition, over 50% of our enrolled population come from the Amish	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The selected stakeholders hold the responsibility of training others and disseminating the necessary	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators, and Assistant Directors, Coordinators of students with significant cognitive disabilities Special Education Teachers Corporation Test Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The selected stakeholders hold the responsibility of training others and disseminating the necessary	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School	The selected stakeholders hold the responsibility of training others and disseminating the necessary
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anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation has school, community, or health program that draws large number of families of students with significant cognitive disabilities to area (describe or name	Academy does not anticipate exceeding the 1% participation cap. We are currently at 0.08% participation rate for alternative	the applied skills program for our county. In addition, over 50% of our enrolled population come from the Amish who have a higher rate of moderate and severe genetic	problems and we feel that draws them to our	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The selected stakeholders hold the responsibility of training others and disseminating the necessary	disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators, and Assistant Directors, Coordinators of students with significant cognitive disabilities Special Education Teachers Corporation Test Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	The selected stakeholders hold the responsibility of training others and disseminating the necessary	Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School	The selected stakeholders hold the responsibility of training others and disseminating the necessary

Corporation has school,		because of		Special Education		Special Education		Special Education	
community, or health		students attending		Teachers		Teachers		Teachers	
program that draws large		NLCS that live at		General Education		General Education		General Education	
								Teachers	
number of families of students with significant		Garden Villa)		Teachers Building		Teachers Building		Building	
cognitive disabilities to		1		Administrators		Administrators		Administrators	
area (describe or name				Corporation Test		Corporation Test		Corporation Test	
program below)		1		Coordinators		Coordinators		Coordinators	
program below)				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
				r sychologists		Parents of students		r sychologists	
						with significant			
						cognitive			
						disabilities			
						uisabilities			
								1	
Corporation has small			1500	Special Education	I will pass on the	Special Education	I will pass on the	Special Education	I will pass on the
overall student				Directors,	information to the	Directors,	information to the	Directors,	information to the
population (provide		1		Coordinators, and	teachers. I am the	Coordinators, and	teachers. I am the	Coordinators, and	teachers. I am the
overall student		1		Assistant Directors	chair person at	Assistant Directors	chair person at	Assistant Directors	chair person at
population below)		1			every case		every case		every case
		1			conference making		conference making		conference making
		1			a decision if a		a decision if a		a decision if a
					student is being		student is being]	student is being
					recommended for		recommended for]	recommended for
					alternate		alternate	1	alternate
					assessment.		assessment.		assessment.
				 		<u> </u>			
Corporation does not	Based on student			 Special Education	As part of technical	Special Education	As part of technical	Special Education	As part of technical
anticipate exceeding the	enrollment and the			Teachers	assistance, the	Teachers	assistance, the	Teachers	assistance, the
1% participation cap for	number of			Building	special education	Building	special education	Building	special education
the 2018-2019 school	students			Administrators	team members	Administrators	team members	Administrators	team members
year (explain reasoning	participating in the			Corporation Test	work closely and	Corporation Test	work closely and	Corporation Test	work closely and
below)	alternate			Coordinators	communicate	Coordinators	communicate	Coordinators	communicate
	assessment per			School Test	regularly with the	School Test	regularly with the	School Test	regularly with the
	their IEP, Plainfield			Coordinators	general education	Coordinators	general education	Coordinators	general education
	Community schools			Consist Education	tooching stoff	Special Education	teaching staff	Special Education	teaching staff
	community semoons			Special Education	teaching staff	Special Education	teatining stan	Special Education	teaching stair
	does not anticipate			Directors,	regarding students	Directors,	regarding students	Directors,	regarding students
				-	_	-	-	-	=
	does not anticipate			Directors,	regarding students	Directors,	regarding students	Directors,	regarding students
	does not anticipate exeeding the one			Directors, Coordinators, and	regarding students who may need to	Directors, Coordinators, and	regarding students who may need to	Directors, Coordinators, and	regarding students who may need to
	does not anticipate exeeding the one percent cap for the			Directors, Coordinators, and Assistant Directors	regarding students who may need to move to the	Directors, Coordinators, and Assistant Directors	regarding students who may need to move to the	Directors, Coordinators, and Assistant Directors	regarding students who may need to move to the
	does not anticipate exeeding the one percent cap for the 2018-2019 school			Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate	Directors, Coordinators, and Assistant Directors School Psychologists	regarding students who may need to move to the alternate	Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate
	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue			Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment.	Directors, Coordinators, and Assistant Directors School Psychologists	regarding students who may need to move to the alternate assessment.	Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment.
	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this			Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students	regarding students who may need to move to the alternate assessment. Special education	Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education
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	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students			Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate	Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate
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overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Spychologists Parents of students	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers School Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education
overall student population (provide overall student	does not anticipate exeeding the one percent cap for the 2018-2019 school year. We continue to monitor this closely. Although we believe that we will not exceed the one percent cap, we are unable to predict if students might move into the district with an IEP indicating that they will participate in the alternate		868	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive disabilities Special Education Teachers General Education Teachers School Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Parents of students with significant cognitive	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education	Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School	regarding students who may need to move to the alternate assessment. Special education teachers of record will continue to be the point person to relay information regarding the alternate assessment to general education

Other: Corporation to			While we will no	Special Education		Special Education		Special Education	
provide brief justification			exceed the 1% cap	Teachers		Teachers		Teachers	
			-						
of variables not covered			in ELA,	General Education		General Education		General Education	
in the previous options			Mathematics, or	Teachers		Teachers		Teachers	
			Science, we only	Building		Building		Building	
			have 84 students	Administrators		Administrators		Administrators	
			taking social	Corporation Test		Corporation Test		Corporation Test	
			studies, but 2 of	Coordinators		Coordinators		Coordinators	
			our students taking	School Test		School Test		School Test	
			IAM are in 5th	Coordinators		Coordinators		Coordinators	
			grade. Therefore,	Special Education		Special Education		Special Education	
			we will be over the	Directors,		Directors,		Directors,	
			cap in the area of	Coordinators, and		Coordinators, and		Coordinators, and	
			social studies due	Assistant Directors		Assistant Directors		Assistant Directors	
			to the small	School		School		School	
			population taking	Psychologists		Psychologists		Psychologists	
			that portion of the			Parents of students			
			exam.			with significant			
						cognitive			
						disabilities			
	<u> </u>	 	<u> </u>	<u> </u>	<u> </u>	<u></u>			<u> </u>
Other: Corporation to			All students in life	Special Education		Special Education	We will provide	Special Education	
provide brief justification			skills classes are	Teachers	İ	Teachers	this information at	Teachers	
of variables not covered			based on a case	General Education	İ	General Education	all annual case	General Education	
in the previous options			conference	Teachers		Teachers	reviews in the	Teachers	
			decision and best	Building		Building	spring of 2019.	Building	
			placement for the	Administrators		Administrators		Administrators	
			i'						
			child in conjunction	Corporation Test	İ	Corporation Test		Corporation Test	
			with the parent.	Coordinators	İ	Coordinators		Coordinators	
			The majority of life	School Test		School Test		School Test	
			skill students are						
				Coordinators		Coordinators		Coordinators	
			cognitive or ASD. A	Special Education		Special Education		Special Education	
			few in life skill	Directors,		Directors,		Directors,	
			classes are SLD but	Coordinators, and		Coordinators, and		Coordinators, and	
						· ·			
			their academic	Assistant Directors		Assistant Directors		Assistant Directors	
			evaluation are low	School		School		School	
			academics but	Psychologists		Psychologists		Psychologists	
			have a high level of						
			_						
			emotional and						
			mental health						
			needs. The case						
			conference along						
			_						
			with the parent						
			input has						
			determine in the						
			case conference						
			based on all						
			evaluations(acade						
			mic, mental, and						
			mic, memal, and						
Corporation does not	After reviewing the			Special Education	The district has	Special Education	The district has	Building	A review of
anticipate exceeding the	total number of			Teachers	included many	Teachers	included many	Administrators	disaggregated data
1% participation cap for	students that are		İ	Building	individuals in the	Building	individuals in the	Corporation Test	is helpful from an
			İ			-			
the 2018-2019 school	expected to			Administrators	training regarding	Administrators	training regarding	Coordinators	administrative
year (explain reasoning	participate in state		İ		the alternate	Corporation Test	the alternate	School Test	perspective. At a
below)	assessments, the 5			Coordinators	assessment.	Coordinators	assessment.	Coordinators	teacher level, the
	anticipated			School Test	Although general	School Test	Although general		district strives to
			İ				education teachers		encourage
	students to			Coordinators	education teachers	Coordinators			
	participate in the			Special Education	play a vital role in	Special Education	play a vital role in		teachers to focus
	alternate			Directors,	the entire process,	Directors,	the entire process,		on the unique
	assessment (IAM)			Coordinators, and	the district believes	Coordinators, and	the district believes		needs of individual
						•			
	is not expected to			Assistant Directors	that we have more	Assistant Directors	that we have more		students.
	reach the allowable		İ	School	than sufficient	School	than sufficient		
	1%. 5 students of			Psychologists	trained staff to	Psychologists	trained staff to		
	the 603 total is				appropriately guide	~	appropriately guide		
	expected to reach				IEP team decisions		IEP team decisions		
	only .08% (which is				and to provide		and to provide		
	below 1%). During				guidance to		guidance to		
	2017-2018, the		İ	İ	general education		general education		
			İ	İ	_		-		
	district exceeded				teachers as they		teachers as they		
	the 1% in science.				participate in the		participate in the		
	However, because		İ	İ	IEP process.		IEP process. The		
1			İ	İ					
	Nettle Creek is a						IEP team also		
	smaller district, the						provides		
i .	3 students who		İ	İ	İ		information to		
		i e	I	l	İ		parents during the		l l
	took ISTAR science								
	took ISTAR science created exceeding						IEP team		
	took ISTAR science								

Other: Corporation to			Nearly all students	Special Education		Special Education		Special Education	
provide brief justification			participating in I	Teachers		Teachers		Teachers	
of variables not covered			AM for the 2018-	General Education		General Education		General Education	
in the previous options			2019 school year	Teachers		Teachers		Teachers	
р. от от ор			are in a life skills	Building		Building		Building	
			programming with	Administrators		Administrators		Administrators	
			significant	Corporation Test		Corporation Test		Corporation Test	
			cognitive	Coordinators		Coordinators		Coordinators	
				School Test		School Test			
			disabilities or ASD.					School Test	
			The case	Coordinators		Coordinators		Coordinators	
			conference	Special Education		Special Education		Special Education	
			committees,	Directors,		Directors,		Directors,	
			including the	Coordinators, and		Coordinators, and		Coordinators, and	
			parents of	Assistant Directors		Assistant Directors		Assistant Directors	
			students, all	School		School		School	
			determined that I	Psychologists		Psychologists		Psychologists	
			AM was the			Parents of students			
			appropriate			with significant			
			assessment to be			cognitive			
			given due to their			disabilities			
			qualifying disability	1					
			and academic	1					
			performance in the	1					
			classroom. There	1					
			are a few students	1					
			who are low						
			academic						
			performing and						
Other: Corporation to			Current enrollment			Special Education		Special Education	
provide brief justification			for students that	Teachers		Teachers		Teachers	
of variables not covered			meet the criteria	General Education		General Education		General Education	
in the previous options			for the alternate	Teachers		Teachers		Teachers	
			assessment (I AM)	Building		Building		Building	
			and receive an	Administrators		Administrators		Administrators	
			alternate	Corporation Test		Corporation Test		Corporation Test	
			curriculum exceeds	Coordinators		Coordinators		Coordinators	
			1% in the MSD of	School Test		School Test		School Test	
			Pike Township.	Coordinators		Coordinators		Coordinators	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Coordinators, and		Coordinators, and		Coordinators, and	
				Assistant Directors		Assistant Directors		Assistant Directors	
				School		School		School	
				Psychologists		Psychologists		Psychologists	
						Parents of students			
						with significant			
						cognitive			
						disabilities			
				1					
Corporation has small		121		Special Education	Our school	Special Education	Our school	Special Education	Our school
overall student				Teachers	psychologist is an	Teachers	psychologist is an	Teachers	psychologist is an
population (provide				General Education	independent	General Education	independent	General Education	independent
overall student				Teachers	contractor.	Teachers	contractor.	Teachers	contractor.
population below)				Building		Building		Building	
				Administrators		Administrators		Administrators	
				Corporation Test		Corporation Test		Corporation Test	
1				Coordinators		Coordinators		Coordinators	
				School Test		School Test		School Test	
				Coordinators		Coordinators		Coordinators	
					l		I		
				Special Education		Special Education		Special Education	
				Special Education		Special Education		Special Education	
				Directors,		Directors,		Directors,	
				Directors, Coordinators, and		Directors, Coordinators, and		Directors, Coordinators, and	
				Directors,		Directors, Coordinators, and Assistant Directors		Directors,	
				Directors, Coordinators, and		Directors, Coordinators, and Assistant Directors Parents of students		Directors, Coordinators, and	
				Directors, Coordinators, and		Directors, Coordinators, and Assistant Directors Parents of students with significant		Directors, Coordinators, and	
				Directors, Coordinators, and		Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive		Directors, Coordinators, and	
				Directors, Coordinators, and		Directors, Coordinators, and Assistant Directors Parents of students with significant		Directors, Coordinators, and	
				Directors, Coordinators, and		Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive		Directors, Coordinators, and	
				Directors, Coordinators, and		Directors, Coordinators, and Assistant Directors Parents of students with significant cognitive		Directors, Coordinators, and	

Separation bus closed, community, or head of security services or sequences of the community of the communit									
comments, or health or granted and owner larger characters and an expect of comments of the comment of the comment of the comments of the comment of the com	Corporation has school	We are the largest		Special Education	We provide	Special Education	We provide	Special Education	We sent the results
In social many and device larger of selection or many program below) The provision of selection or many program or many program below) The provision of selection or many program or many program below) The provision of selection or many program or many program below) The provision of selection or many program or many program below) The provision of selection or many program or many program below) The provision of selection or many program or many program below) The provision of selection or many program o				1.3	1	l -			
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program that draws large number of families of known for students with significant cognitive disabilities to area (describe or name program below) From the draws large number of families of students with significant area (describe or name program below) From the draws large number of families of students with significant disabilities. The Cooperation Test Corporation Test Corporation Test Cooperative provides the continuum of services and also has mental health fafinily support, health and safety supports. We have open enrollment that has increased the population of				-					
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	serv pres scor asse all is man LaPc	vices, headstart, school and re well on state essments. This is a draw for ny families in Porte County as Il as St. Joe.		Psychologists		Psychologists Parents of students with significant cognitive disabilities			
Corporation has small overall student population (provide overall student population below)			919	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	General Education Teachers are not administering the assessment.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists	We provided an explanation to General education and parents.	Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	We reviewed the information with the other stake holders, but did not share the data.
Corporation has small overall student population (provide overall student population below)			1764	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Pest School Psychologists	We do not have a Special Education Directors, Coordinators, and Assistant Directors within our Corporation. This is handled through our COOP.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Psychologists Parents of students with significant cognitive disabilities	We do not have a Special Education Directors, Coordinators, and Assistant Directors within our Corporation. This is handled through our COOP.	Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Psychologists	We do not have a Special Education Directors, Coordinators, and Assistant Directors within our Corporation. This is handled through our COOP.
Corporation has small overall student population (provide overall student population below)			2500	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	Other stakeholders not selected do not have any reason to watch the Alternate Assessment Participation Webinar Video. They do not have any decision making ability with the alternate assessment.	Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	Other stakeholders not selected do not have any reason to review the listed documents. They do not have any decision making ability with the alternate assessment.	Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors	We have reviewed the ISTAR Disaggregation Report and agree that all students who took ISTAR and are now taking IAM are appropriately placed.

Corporation does not	Clarifying			Special Education	Not all general	Special Education	Not all general	Special Education	Not all general
anticipate exceeding the	information about			Teachers	education teachers	Teachers	education teachers	Teachers	education teachers
1% participation cap for	the requirements			Building	serve students	Building	serve students	Building	serve students
	has been shared			_		-		_	
the 2018-2019 school				Administrators	with significant	Administrators	with significant	Administrators	with significant
year (explain reasoning	with coordinators.			Corporation Test	disabilities.	Corporation Test	disabilities.	Corporation Test	disabilities.
below)				Coordinators		Coordinators		Coordinators	
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				Special Education		Special Education	parents but their	Special Education	
				Directors,		Directors,	review of the	Directors,	
				Coordinators, and		Coordinators, and	information cannot	Coordinators, and	
				Assistant Directors			be verified by the	Assistant Directors	
				School		School	school corporation.	School	
				Psychologists		Psychologists		Psychologists	
Corporation does not	Staff have carefully			Special Education	n/a	Special Education	n/a	Special Education	n/a
anticipate exceeding the	selected only			Teachers		Teachers		Teachers	
1% participation cap for	students who have			Building		Building		Building	
the 2018-2019 school	significant			Administrators		Administrators		Administrators	
year (explain reasoning	cognitive needs to			Corporation Test		Corporation Test		Corporation Test	
below)	participate in the			Coordinators		Coordinators		Coordinators	
below,	state alternative			School Test		School Test		School Test	
	assessment. Those			Coordinators		Coordinators		Coordinators	
	students have			Special Education		Special Education		Special Education	
	documented needs			Directors,		Directors,		Directors,	[
	and this			Coordinators, and		Coordinators, and		Coordinators, and	[
	assessment is the	į į		Assistant Directors		Assistant Directors		Assistant Directors	1
	most appropriate					Parents of students			[
	for them.					with significant			
						cognitive			
						disabilities			
						disabilities			
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population (provide				Building		Building		Building	
overall student				Administrators		Administrators		Administrators	
population below)				Corporation Test		Corporation Test		Corporation Test	
				Coordinators		Coordinators		Coordinators	
Corporation has small		1079		Special Education		Special Education		Special Education	
overall student				Teachers		Teachers		Teachers	
population (provide				General Education		General Education		General Education	
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overall student				Teachers		Teachers		Teachers	
population below)				Building		Building		Building	
				Administrators		Administrators		Administrators	
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students with significant	students from		Building		Building		Building	
cognitive disabilities to	other corporations		Administrators		Administrators		Administrators	
area (describe or name	do not count in our		Corporation Test		Corporation Test		Corporation Test	
program below)	numbers, we do		Coordinators		Coordinators		Coordinators	
	have a large		School Test		School Test		School Test	
	number of our		Coordinators		Coordinators		Coordinators	
	population move		Special Education		Special Education		Special Education	
	within our		Directors,		Directors,		Directors,	
	boundaries or who		Coordinators, and		Coordinators, and		Coordinators, and	
	are accepted as		Assistant Directors		Assistant Directors		Assistant Directors	
	transfer students		School		School		School	
	due to our special		Psychologists		Psychologists		Psychologists	
	education		,		Parents of students		,	
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	the largest county				cognitive			
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Coordinators, and Assistant Directors School Coordinators, and Assistant Directors School School	coverall student population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	rule and we plan to attempt to follow it. 2017-2018 cohort included a student demographic with		300		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers General Education Teachers General Education Teachers School Test Coordinators School Test Coordinators	selected are sufficient to ensure correct students are tested. We train staff as	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers General Education Teachers General Education Teachers General Education Teachers School Test Coordinators Corporation Test Coordinators School Test Coordinators	selected are sufficient to ensure correct students are tested. Same as above. Parents of students with significant cognitive disabilities will be made aware during their student's upcoming annual	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators, Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers General Education Teachers General Education Teachers General Education Teachers Corporation Test Coordinators School Test Coordinators	selected are sufficient to ensure correct students are tested.
Assistant Directors Assistant Directors School School School	coverall student population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	rule and we plan to attempt to follow it. 2017-2018 cohort included a student demographic with		300		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	selected are sufficient to ensure correct students are tested. We train staff as	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education	selected are sufficient to ensure correct students are tested. Same as above. Parents of students with significant cognitive disabilities will be made aware during their student's upcoming annual	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators School Test Coordinators School Test Coordinators Special Education	selected are sufficient to ensure correct students are tested.
School School School	coverall student population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	rule and we plan to attempt to follow it. 2017-2018 cohort included a student demographic with		300		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers General Education Teachers Goriporation Test Coordinators School Test Coordinators School Test Coordinators Special Education Directors,	selected are sufficient to ensure correct students are tested. We train staff as	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	selected are sufficient to ensure correct students are tested. Same as above. Parents of students with significant cognitive disabilities will be made aware during their student's upcoming annual	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators, and Assistant Directors Cordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors,	selected are sufficient to ensure correct students are tested.
	coverall student population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	rule and we plan to attempt to follow it. 2017-2018 cohort included a student demographic with		300		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators, and Assistant Directors Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Coordinators Special Education Directors, Coordinators, and	selected are sufficient to ensure correct students are tested. We train staff as	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators, and Assistant Directors Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators, and	selected are sufficient to ensure correct students are tested. Same as above. Parents of students with significant cognitive disabilities will be made aware during their student's upcoming annual	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Teachers Building Administrators Corporation Test Coordinators Special Education Directors, Coordinators Coordinators Special Education Directors, Coordinators, and	selected are sufficient to ensure correct students are tested.
Psychologists Psychologists Psychologists Psychologists	coverall student population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	rule and we plan to attempt to follow it. 2017-2018 cohort included a student demographic with		300		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors	selected are sufficient to ensure correct students are tested. We train staff as	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Assistant Directors Coordinators Special Education Directors, Coordinators, and Assistant Directors	selected are sufficient to ensure correct students are tested. Same as above. Parents of students with significant cognitive disabilities will be made aware during their student's upcoming annual	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers General Education Teachers School Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors Coordinators, and Assistant Directors	selected are sufficient to ensure correct students are tested.
	coverall student population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	rule and we plan to attempt to follow it. 2017-2018 cohort included a student demographic with		300		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors	selected are sufficient to ensure correct students are tested. We train staff as	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Assistant Directors Coordinators Special Education Directors, Coordinators, and Assistant Directors	selected are sufficient to ensure correct students are tested. Same as above. Parents of students with significant cognitive disabilities will be made aware during their student's upcoming annual	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Special Education Teachers Corporation Test Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers General Education Teachers School Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors Coordinators, and Assistant Directors	selected are sufficient to ensure correct students are tested.
<u> </u>	coverall student population (provide overall student population below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning below) Corporation does not anticipate exceeding the 1% participation cap for the 2018-2019 school year (explain reasoning	rule and we plan to attempt to follow it. 2017-2018 cohort included a student demographic with		300		Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers General Education Teachers Suilding Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators and Assistant Directors School	selected are sufficient to ensure correct students are tested. We train staff as	Teachers Building Administrators Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Teachers Corporation Test Coordinators Special Education Teachers Corporation Test Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers General Education Teachers General Education Teachers Corporation Test Coordinators Special Education Teachers Special Education Teachers Corporation Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators and	selected are sufficient to ensure correct students are tested. Same as above. Parents of students with significant cognitive disabilities will be made aware during their student's upcoming annual	Teachers Building Administrators Special Education Directors, Coordinators, and Assistant Directors Corporation Test Coordinators, Special Education Directors, Coordinators Special Education Directors, Coordinators, and Assistant Directors School Psychologists Special Education Teachers General Education Teachers General Education Teachers General Education Teachers School Test Coordinators School Test Coordinators School Test Coordinators School Test Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators Special Education Directors, Coordinators School Test Coordinators Special Education Directors, Coordinators and	selected are sufficient to ensure correct students are tested.

Corporation does not	We determine our			Building	Two of our	Building	Two of our	Special Education	We will look at the
anticipate exceeding the	number of			Administrators	elementary schools	Administrators	elementary schools	Teachers	data with the
1% participation cap for	students to take			Corporation Test	have students that	Corporation Test	have students that	Building	special education
the 2018-2019 school	the test based on			Coordinators	are eligible for the	Coordinators	are eligible for the	Administrators	co-ops employees
					_	School Test	_		and make sure that
year (explain reasoning	staying at or under			School Test Coordinators	alternate	Coordinators	alternate	Corporation Test	
below)	1%. Last year, one			Coordinators	assessment. The	Coordinators	assessment. The	Coordinators	the appropriate
	student not				administrators at		administrators at	School Test	students will
	participating in ELA				those two buildings		those two buildings	Coordinators	participate in the
	made us .01% over.				will watch the		will review the		Alternate
					video and share		documents and		Assessment.
					the information		share the		
					with the		information with		
					appropriate		the appropriate		
					teachers. I would		teachers. I would		
					assume that the		assume that the		
					Special Education		Special Education		
					Co-op employees		Co-op employees		
					listed here will		listed here will		
					watch the video,		review the		
					but I can't speak		materials, but I		
					for them.		can't speak for		
							them.		
Other: Corporation to			Students who are	Corporation Test	Students who are	Corporation Test	Students who are	Corporation Test	Students who are
provide brief justification			not attending	Coordinators	not attending	Coordinators	not attending	Coordinators	not attending
of variables not covered			schools in our		schools in our		schools in our		schools in our
in the previous options			corporation, due to		corporation, due to		corporation, due to		corporation, due to
			profound multiple		profound multiple		profound multiple		profound multiple
			disabilities, travel		disabilities, travel		disabilities, travel		disabilities, travel
			to other districts		to other districts		to other districts		to other districts
			for services we do		for services we do		for services we do		for services we do
			not		not		not		not
			provide.Therefore,		provide.Therefore,		provide.Therefore,		provide.Therefore,
			there is no one at		there is no one at		there is no one at		there is no one at
			our corporation in		our corporation in		our corporation in		our corporation in
			any way who		any way who		any way who		any way who
			directly work with		directly work with		directly work with		directly work with
			these students.		these students.		these students.		these students.
Camanatian basashaal		\\\\		Consist Education	altal as an insulation	Consist Education	A :	Consideration	
Corporation has school,		We are an urban		Special Education	we did not include	Special Education	Again, as stated	Special Education	
community, or health		school with various		Teachers	general education	Teachers	above, we did not	Teachers	
program that draws large		programs for		Building	teachers in the	Building	include general	General Education	
number of families of		students with		Administrators	alternate	Administrators	education teachers	Teachers	
students with significant		special needs.		Corporation Test	assessment	Corporation Test	in the alternate	Building	
cognitive disabilities to		Many parents work		Coordinators	participation	Coordinators	assessment	Administrators	
area (describe or name		in and around the		School Test	webinar video	School Test	participation flow	Corporation Test	
program below)		schools in our		Coordinators	simply because	Coordinators	chart simply	Coordinators	
		district or students		Special Education	they do not make	Special Education	because they do	School Test	
		attending the		Directors,	decisions for our	Directors,	not make decisions	Coordinators	
		nearby ABA		Coordinators, and	students with most	Coordinators, and	for our students	Special Education	
		centers 1/2 day		Assistant Directors	significant	Assistant Directors	with most	Directors,	
		come to our		School	cognitive	School	significant	Coordinators, and	
		schools the other		Psychologists	disabilities.	Psychologists	cognitive	Assistant Directors	
		1/2 of the day and		ĺ	Although we	Parents of students	disabilities.	School	
		therefore parents		ĺ	provide inclusion	with significant	Although we	Psychologists	
		would rather send		ĺ	for all students,	cognitive	provide inclusion		
		the student to a		1	general education	disabilities	for all students,		
		school near their		1	teachers will not		general education		
		center rather than		1	make the decisions		teachers will not		
		out in the county.		ĺ	for assessment		make the decisions		
		We were also part		1	related purposes		for assessment		
		of a special		1	for our students		related purposes		
		education co-op		1	with most		for our students		
		that disbanded		1	significant		with most		
		several years ago.		1	cognitive		significant		
		Because the co-op		1	disabilities.		cognitive		
		was located in our		1			disabilities. We		
			ļ		!	!			ļ.