



Wayne Preparatory Academy
Creating a Legacy of Leadership and Learning

600 Tommy's Road
 Goldsboro, NC 27530

info@wpanc.org

Extend 1 Justification Letter

3-Digit LEA/Charter Code: 96F	District/Charter Name: Wayne Preparatory Academy
Contact Name: Melissa Farmer	Contact Title: Testing Coordinator/Federal Programs
Contact Phone No.: 919-734-8085	Contact E-mail: mfarmer@wpanc.org
<p>2. Enter a description of how the district/charter school will assure that Individualized Education Program (IEP) teams are adhering to the eligibility criteria as outlined in the <i>Testing Students with Disabilities</i> publication when determining student eligibility for participation in the alternate assessment.</p> <p>When considering alternative assessment for any student, the IEP team considers how this will effect the student in the long term. There is a discussion that includes the parents and the IEP team insures that the parents are fully aware of the long term consequences. The discussion includes whether the student is able to access the general education curriculum or if his/her disability is such that they are not able to be successful even with the use of accommodations and modifications. The team also considers the various tracks that are available to students when they enter high school.</p>	
<p>3. Enter a description of how any disproportionality among race, gender, or socioeconomic status groups is defined and plans for how that disproportionality will be addressed.</p> <p>Our school does not have any disproportionality among race, gender, or socioeconomic status groups.</p>	
<p>4. Enter additional justification of variables not covered but deemed essential to understanding why the district/charter school has a higher rate of alternate assessment participation.</p> <p>Our school uses Direct Instruction Curriculum. This curriculum attracts many students from the exceptional children's population. This curriculum is designed with a lot of repetition. After a concept is introduced to a student it is reviewed and built upon in subsequent lessons. Students will hear the same concept several times before moving on to something new. EC students require more repetition when learning a new concept than a student in the general education population. Direct Instruction Curriculum is a benefit to these students as the repetition is built in to the daily lessons. The curriculum is scripted. The same language is used daily when material is presented to students. The format and language being the same</p>	



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allows the students to know what to expect each day during instruction. They know the style of language the teacher will use and how the material will be presented. The scripts are direct and explicit. Students don't have to decipher what a teacher is trying to teach if a teacher's style changes or if they have a different teacher. Even our substitute teachers are trained in how to teach the direct instruction curriculum. As they move on from one concept to the next the language used is similar.

Signatures

Superintendent/Charter School Director

Date:

4/27/18

Exceptional Children's Director

Date:

4/27/18

LEA/Charter Test Coordinator

Date:

4/27/18