

WORKSHEET: STUDENTS WITH SPECIFIC LEARNING DISABILITIES AND MATHEMATICS SEQUENCE EXEMPTION FOR HIGH SCHOOL GRADUATION

NC General Statute 115C-81b

Date:

Student:	DOB: __/__/____	School:
Student Unique ID #:	Grade:	LEA:

- This review was conducted prior to taking the Math I course.
- This review was conducted after taking the NC Math 1 course and prior to placement in the NC Math 2 course.
- This review was conducted during the NC Math 2 course.

NOTE: Once a student demonstrates mastery of the NC Math 1 course, the statute no longer applies.

A. IEP documentation that the student has a primary or secondary eligibility as Specific Learning Disability (SLD) in the area of mathematics.¹

Date of IEP Documentation	
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If current documentation of an SLD in mathematics does not exist, then General Statute 115C-81b does not apply. The remainder of this worksheet is not applicable.

B. A comprehensive review of historical and current data to inform the decision of whether the SLD in the area of mathematics will prevent the student from mastering NC Math 1.

Required Data Sources	Summary of Evidence
Transition plan	
Postsecondary goals	
Progress monitoring of IEP goals	
Grades (including grades in NC Math 1 and NC Math 2 if applicable)	
Formal and informal formative assessments	
EOG scores	

¹ In rare instances, a student may be found eligible under the disability category of multiple disabilities, having two co-occurring disabilities, one of which is an SLD in the area of mathematics.

Other:	
Other:	
Other:	

C. Evidence that the student has had current and historical access to high quality and scientifically research-based instruction in mathematics.

Required Evidence	Summary of Evidence
Attendance records	
Disciplinary removals	
Review of lesson plans describing specially designed instruction in math	
Present levels of performance	
Intensity, frequency and delivery of IEP services	
Intensity, frequency and duration of all math supports	
Other:	
Other:	

Does the IEP team find that the student has had current and historical access to high quality and scientifically research-based instruction in mathematics? • Yes • No*

**NOTE: If the determination is no, problem solving must occur to identify needed actions to address the delivery of core, supplemental and intensive instruction to ensure the student has had access to high quality and scientifically research-based instruction in mathematics.*

Does the IEP team find that the student's SLD in the area of mathematics prevented mastery of the NC Math 1 course? • Yes • No

D. IEP team decision regarding application of NC General Statute 115C-81b:

- A preponderance of evidence indicates the SLD in the area of mathematics has resulted in a lack of foundational mathematics knowledge and skills that will prevent the student from the mastery of Math I content despite the implementation of accommodations, modifications, and specially-designed instruction provided by the IEP. The evidence strongly supports the case that the decision **will not restrict the student's access to NC Math 1, NC Math 2, or other higher level mathematics courses.** The student will be exempt from NC Math 1 as a graduation requirement and a four-course mathematics sequence from the list of approved courses will be constructed.
- The IEP team has determined that the culmination of evidence indicates that the student has demonstrated mastery of the **content of the course.** The determination of mastery was made based on **multiple sources of data** in addition to the final grade and EOC score. The student will not be exempt

from NC Math 1 as a graduation requirement and will (a) complete the usual mathematics sequence **or** (b) be exempt by the school principal from the usual sequence and substitute two math courses. Both of these options require the completion of the Math 1 and Math 2 course as a graduation requirement.

E. If the determination has been made that the student will be exempt from NC Math 1 as a graduation requirement.

- The parent *and* student have been informed that, although the student may graduate with a North Carolina high school diploma, he/she will likely experience difficulty meeting criteria for admission to four-year colleges and universities in the University of North Carolina system, as well as community colleges.