

Instruction

DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

BP 6146.5 (a)

Note: Under 4 AAC 06.078, if the disability of a student precludes the taking of regular curricular offerings, a substitute course in the same subject area may be designed and provided as determined by the IEP team. A substitute course means a course that is aligned to the grade level content standards in 4 AAC 04.140 (a) and meets the state and district requirements as specified in 4 AAC 06.075. A substitute course may be noted on the student transcript by a number code known only to the IEP team and institution offering the course. A student taking a substitute course must take the state standards-based test.

The School Board recognizes that course requirements may not be appropriate for all students enrolled in district special education programs. Students with exceptional needs should meet the regular district requirements to the extent that their handicaps or disabilities permit. The Individualized Education Program (IEP) Team will determine if a student's ~~handicaps~~ or disabilities preclude the student from attaining the district's regular standards. Students with disabilities that prevent them from regular course requirements may complete substitute courses. The determination and development of appropriate differential standards will be included in the student's individualized education program.

Standardized Assessment

Under 4 AAC 06.775, a school district must provide a program of statewide assessment for every student with a disability enrolled in the district or attendance area. The assessment program must include the availability of accommodations required in a student's IEP or section 504 plan for every required standards-based or norm-referenced test, and be consistent with the Department's Participation Guidelines for Alaska Students in State Assessments, dated December 2015. When administering the college and career readiness assessment, a district shall follow the Department's Alaska Supplement for WorkKeys Assessment, dated June 2014. In the following policy language, "accommodation" and "modification" are terms that have been defined by the Department of Education and Early Development as follows: "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability and that has been approved by the Department and recommended for use by the student's IEP team for the taking of a standardized test; and "modification" means a change to the setting, timing, presentation, or response format of a standardized test approved by the Department and recommended for a student by the student's IEP team that alters what a test measures.

Every student with a disability will participate in statewide assessments as required by law. Student participation will be facilitated by the provision of accommodations as identified in a student's Section 504 plan or IEP. Students with disabilities must take all statewide standards-based tests, with or without accommodations, unless an alternate assessment is necessary. An alternate assessment may be conducted for students whose cognitive abilities and adaptive skills prevent completion of the standard academic curricula, even with modifications and accommodations as determined by the IEP team. Alternate assessments may also be conducted for those students enrolled in a curriculum focused on functional life skills where the student requires direct instruction in multiple settings to apply and transfer skills. In such instances, an alternate assessment shall be provided as specified in the IEP or Section 504 plan.

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BP 6146.5 (b)

Note: The alternate assessment must be based on alternate performance standards under 4 AAC 04.160, which incorporates and refers to DEED publication “Alaska Alternate Assessment & Alternate Performance Standards for Students with Significant Cognitive Disabilities.” An alternate assessment may not be given to a student whose inability to complete the standard curricula is the result of (a) extended absences; (b) visual, auditory, or physical disabilities; (c) emotional behavioral disabilities; (d) specific learning disabilities; or (e) social, cultural, or economic differences. If the student takes the alternate assessment instead of the standards based assessment, the student is not eligible for a diploma under the Participation Guidelines. 4 AAC 06.717(f).

College and Career Readiness Assessment

Note: Effective June 30, 2016, the requirement in AS 14.03.075 that secondary students must take a college and career readiness assessment or receive a waiver from the School Board as a condition to receiving a diploma is repealed. The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment based on the IEP team's determination of whether the assessment supports the transition plan set forth in the student's IEP.

The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

Legal References:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4 AAC 06.717 College and career readiness assessments

4 AAC 06.775 Statewide assessment program for students with disabilities

4 AAC 06.078 Alternative completion requirements; students with disabilities

Revised 9/2000- AASB

Adopted 6/02

Revised __/23