

<b>Including Students with Disabilities in Districtwide Assessments</b>	<b>G.4</b>
<i>Adopted: July 23, 2013 Revised: October 11, 2016</i>	

School districts must assess students with disabilities as frequently and in the same manner as they do students without disabilities. Therefore, to the extent the district requires student participation in districtwide assessments, students with disabilities will be included in the assessment or provided an alternative method of assessment.

The IEP or Section 504/Title II team for each student with a disability (collectively referred to as the “Team”) will make the decision regarding his or her participation in regular districtwide assessment on an individual basis, considering his or her unique needs. To make appropriate decisions regarding the student’s need for accommodation and/or alternate assessment, the Team will:

1. Begin with the assumption that all students with disabilities will participate in all regular districtwide assessments.
2. Assess the need for accommodation and/or alternate assessment based on the student’s present level of educational performance, educational goals and the content and format of the districtwide assessment(s) under consideration.
3. Allow for alternate assessment only if a student would not be able to demonstrate some of the knowledge and skills on the regular districtwide assessment with appropriate accommodations.

To make these determinations, Team members will be knowledgeable about the child’s present level of educational performance and measurable annual goals; the general curriculum; the format and content of the regular districtwide assessment; and the alignment between the curriculum and the academic content standards assessed by the districtwide assessment system.

Based on a review of relevant information, the members of the Team will determine whether and how the student will participate in the regular districtwide assessment. For those students who are identified as needing accommodations, the Team will document in either the IEP or Section 504/Title II Plan which accommodations are necessary for the child to participate in the regular assessment. The Team may determine that the student can participate in some portions of the assessment without accommodations and identify accommodations for other portions of the assessment.

The Team may determine that, even with accommodations, a student with a disability would be unable to demonstrate at least some of the knowledge and skills tested through the regular districtwide assessment, and as a result, that the student’s performance must be assessed through alternate assessment. The Team will not determine that participation in an alternative assessment is necessary based primarily upon poor attendance; English language learner status; social, cultural or economic differences; disruptive behavior; student reading level; expectations of poor performance; amount of time receiving special

education services; low achievement in general education; categorical disability label; performance tied solely to a level, label or cut score; or the location where the child receives services. If the Team determines that student participation in an alternate assessment is necessary, the team will specifically identify the alternate assessment to be utilized on the IEP or Section 504/Title II Plan. The Team will select a mode of alternate assessment that measures the same content area(s) as the districtwide assessment.