

Federal Assurance Policy

Special Education Local Plan

FAP 16

PARTICIPATION IN ASSESSMENT

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessment with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

Legal References

EDUCATION CODE:

56205(a)(15)

FEDERAL REFERENCE

20 USC 1412(a)(16)

Federal Assurance Administrative Regulation

Special Education Local Plan

FAAR 16

ASSESSMENT

The LEAs within Trinity County SELPA are committed to all students having access to state and/or LEA assessments. Through the IEP process each student's strengths and weaknesses will be evaluated as to the content of the LEA and/or statewide assessment to determine appropriate means of access to the assessment(s).

The SELPA will provide, as part of the SELPA-wide IEP, a form to address statewide and LEA assessment.

Special education students shall be tested with the designated state achievement test and the standards-based test, unless their individualized education program specifically identifies that the student will be tested with CAPA.

Students in special education programs with individualized education programs or students with current Section 504 plans shall be tested and the modifications or accommodations shall be made.

A student shall be permitted to take exams or assessments with the accommodation and/or modifications as identified in the IEP or 504 plan. School personnel have a responsibility for ensuring special education students have appropriate accommodations and/or modifications to meet the individual needs of the students and allow access to all State and LEA assessments.

Legal References

EDUCATION CODE:

56205(a), 5 CCR 853

Local Exhibit

Special Education Local Plan

LE 16

ASSESSMENT FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

When assessing a student of Limited English Proficiency (LEP) the assessment and IEP team members will do the following:

- Contract for assessments in the primary language of the student as necessary
- Assure that the assessment is comprehensive and measures the extent to which the student has a disability rather than measuring the student's English proficiency
- Include results of tests administered in the student's primary language in the written assessment report
- Provide the written assessment report in the parent's primary language as needed
- Clearly indicate on the IEP whether the CELDT will be administered with or without accommodations or modifications or whether English proficiency will be measured using an alternate assessment
- Consider the Results of the California English Language Development Test (CELDT) or an alternate to determine English language proficiency

Legal References

CODE OF FEDERAL REGULATIONS:

34 CFR 300.324 (a)

34 CFR 300.304 (c) (1) (i)

34 CFR 300.320,5

CCR 11516

EDUCATION CODE

EC 563205

CCR 3023 (a)