

# **Guidance for Admissions and Release Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment**

**February 2019**



**REVISION TO GUIDANCE DOCUMENTS OCCURS BASED ON FEEDBACK THE OFFICE OF SPECIAL EDUCATION AND EARLY LEARNING (OSEEL) RECEIVES FROM THE DIRECTORS OF SPECIAL EDUCATION, STATE SHAREHOLDER GROUPS, THE KENTUCKY DEPARTMENT OF EDUCATION (KDE) INTERPRETATION OF LAW, COURT CASES AND GUIDANCE FROM THE OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP). THE OSEEL ALSO REVISES GUIDANCE DOCUMENTS BASED ON ON-SITE MONITORING VISITS, DESK AUDITS AND FORMAL WRITTEN COMPLAINTS.**

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## **Purpose of the Participation Guidelines Guidance Document**

The “Guidance for Admissions and Release Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment” (Participation Guidelines Guidance Document) provides instructions and examples for Admissions and Release Committee (ARC) members, including chairpersons, teachers, related service providers and parents, to use when discussing and documenting alternate assessment participation. The document is to be used in conjunction with the following:

- federal and state statutes and regulations, including Individuals with Disabilities Education Act (IDEA) statute and regulations
- [Kentucky Revised Statutes](#) (KRS) Title XIII Education
- [Kentucky Administrative Regulations](#) (KARs)
- [Compliance Record Review Document](#)
- local district policies and procedures

The Guidance Document is dynamic in nature. As resources emerge from the federal Office of Special Education Programs (OSEP), KDE and the Special Education Cooperatives, updates to the document will be posted on the KDE website. The document is reviewed yearly and revised as needed.

Thanks to the document’s many contributors and reviewers, including KDE’s OSEEL, Kentucky’s educational cooperative’s special education division, regional training centers, representatives of higher education, district administrators, teachers and related service providers.

## **Options for Inclusion in State Assessments**

There are multiple options for inclusion in the state assessment. These options should be considered in this order:

- Participation in the general assessment **WITHOUT** accommodations
- Participation in the general assessment **WITH** accommodations
- Participation in the Alternate Assessment with accommodations

An ARC should discuss the possible participation in the general assessment for a student first. Then review student information and decisions for considering the student for alternate assessment only if the ARC agree that the student is unable to participate in the general assessment with accommodations and modifications.

### *Guiding Questions for the ARC*

*1. Can the student participate in the general assessment without accommodations?  
Can the student participate in the general assessment with accommodations? The ARC must review and discuss all accommodations available for the general assessment.*

*2. If the student CANNOT participate in the general assessment with or without accommodations, then the ARC must document that decision, and then begin review and documentation of the Kentucky Alternate Assessment Participation Guidelines.*

*3. Is the student an EL? Accommodations for English Learners must be documented in their Program Service Plan (PSP). PSP accommodations should be reviewed prior to ARC.*

*If the student is identified as an EL with a significant cognitive disability, the student will participate in both the Alternate ACCESS Assessment for ELL and the KY Alternate Assessment.*

### *Resources:*

*[Inclusions of Special Populations Training Webinar and the Inclusions of Special Populations Training Document](#)*

*[KDE Guidance for Monitoring and Evaluating Accommodations](#)*

*[Alternate ACCESS information for English Learner \(EL\) students on the WIDA Alternate ACCESS for EL's webpage](#)*

### **Description of the Kentucky Alternate Assessment**

The Kentucky Alternate Assessment was developed in 1992 as a result of Kentucky Educational Reform Act (KERA) of 1990 to provide schools and programs with a valid and reliable means of assessing the instruction provided to students with moderate and significant disabilities (i.e., for the less than 1.0% of the total student population for whom traditional assessments would be an inappropriate measure of progress).

In 2011, all content areas of the Alternate K-PREP were represented by attainment tasks and the transition attainment record for students in grades 8, 10 and 11. These assessments continue to meet federal requirements for the No Child Left Behind (NCLB) Act and Individuals with Disabilities Education Improvement Act (IDEIA).

Alternate K-PREP is based upon two components: Attainment Tasks (AT) and the Transition Attainment Record (TAR). These components play vital roles in the assessment of the individual student.

### **Attainment Tasks (AT)**

Attainment tasks are performance events that require students to complete a task, working step by step as directed by the teacher.

### **Transition Attainment Record (TAR)**

The Transition Attainment Record is a checklist which evaluates the student's readiness in reading, mathematics and science.

This assessment was developed to ensure that all students are able to participate in an assessment that is a measure of what they know and can do in relation to the grade level Kentucky Academic Standards (KAS's). This assessment was developed to be part of a system of curriculum, instructional, and assessment tools, so that students with significant cognitive disabilities are able to participate in content instruction and assessments that are aligned to the KAS's.

### **Assessment Design**

With the 2009 implementation of Senate Bill 1 (SB1) requiring new assessment standards for English/Language Arts and Mathematics for the general assessment, new statements aligned to the standards were also required for the Alternate Assessment.

Low Incidence Consultants and the KDE Content Experts narrowed the Kentucky Academic Standards (KAS) to 10 standards to release into the field for teachers and administrators to select the top 6. KDE in conjunction with the Low Incidence Consultants worked to modify the language of the six standards selected to create less depth and breath.

Reading, mathematics, writing and science are based upon the KAS, while social studies is based upon Core Content 4.1.

More information is available in the [2018-19 Administration Guide Overview and Attainment Task Administration](#) on the KDE webpage.

### **Assessment Administration**

A trained testing administrator familiar to the student (e.g., the student's teacher) facilitates the administration, presenting items via paper or manipulatives as appropriate for the student. Items are administered to the student over the course of one or more testing sessions as needed for a student to complete a content area assessment. Testing sessions are scheduled within a testing window of approximately two months in the spring and fall.

The Alternate K-PREP consists of two assessment types, Attainment Tasks and the Transition Attainment Record. Attainment Tasks are scripted, picture based performance events that allow students to complete tasks administered by a certified, trained test administrator. The Transition Attainment Record is a checklist based evaluation of a student's readiness in reading, mathematics and science at grade 11.

The Attainment Tasks are administered based on Kentucky assessment requirements related to specific content areas at grades 3-12. Two assessment windows are provided, one occurring in the fall and one in the spring. The Transition Attainment Record is an assessment type consistent with transition readiness requirements at high school and is available from September to May of an assessment year.

## **Participation Tools**

There are several tools that may be helpful to the ARC as they collect and organize evidence before making a decision about whether a student meets all of the criteria listed above. Participation forms and other tools designed to assist teams in collecting and reviewing evidence to determine whether it is appropriate for an individual student to participate in the alternate assessment are provided in the appendices.

[Appendix A. Participation Guidelines.](#) This is a form that ARCs use to make decisions about whether a student is eligible to participate in the Alternate Assessment. This form also includes a way to indicate the evidence that was used in making decisions and the considerations that should *not* be the basis of making decisions.

[Appendix B. Decision Flowchart for Participation.](#) This shows the sequence of decisions made by ARC when determining whether a student should participate in the alternate assessment.

[Appendix C. Learner Characteristics Inventory.](#) The LCI has two primary purposes: 1) to describe the range of the characteristics of learners who participate in alternate assessments and to 2) describe the extent to which patterns of those characteristics emerged within and across districts and within the state.

## **Participation Decisions**

The *Kentucky Alternate Assessment Participation Guidelines Documentation Form* is provided in Appendix A. This document is intended to help guide an Admissions and Release Committee (ARC) through the process of determining whether the Kentucky Alternate Assessment (Alternate K-Prep) based on alternate achievement standards, is the most appropriate assessment for an individual student with the most significant cognitive disability.

ARCs must consider a student's individual characteristics when determining whether a student with a disability should participate in the general assessment with or without accommodations, or in the alternate assessment. This document outlines steps that an ARC should take in determining whether participating in the alternate assessment is appropriate for a student. These include: (a) reviewing student records and important information across multiple school years and settings (e.g., school, home, community), and (b) determining whether the student fits all of the criteria for participating in the alternate assessment as outlined in this document.

The Alternate K-Prep is administered each year to students in grades 3-12 who meet the required criteria below. As reflected in the *guidelines*, to participate a student **must meet all four** participation criterion. If the ARC determines that the child meets the criteria for participation in the alternate assessment program as provided in 703 KAR 5:070, it shall provide a statement of its decision and the reasons for the decision [**707 KAR 1:320 Section 5** (11)].

- Meet eligibility criterion in one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, multiple disabilities),
- Have cognitive and adaptive behavior functioning preventing them from attaining grade level achievement standards, even with program modifications and accommodations,
- Require extensive individual instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to maintain, generalize and demonstrate learning,
- Have a significant cognitive disability that is not primarily the result of: excessive or extended absences
  - disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
  - native language, social, cultural, and economic differences,
  - students identified as English Learners (EL)
  - pre-determined poor performance on the grade-level assessment
  - the student displays disruptive behaviors or experiences emotional duress during testing
  - administrator decision
  - educational environment or instructional setting.

*The KDE definition of an English Learner student with the most significant cognitive disability:*

- Meets all of the KDE definition of a student with the most significant cognitive disability *and*
- Meets the Kentucky Department of Education (KDE) [\*Definition of English Learners\*](#) (EL) on the English Learners page of the KDE website.

*Note: If an EL is participating in the Alternate K-Prep, the student will be or already is participating in the Alternate ACCESS - English Language Proficiency assessment.*

### **Using Student Data for Determining Alternate Assessment Participation**

ARCs will review, discuss and complete the *Kentucky Alternate Assessment Participation Guidelines Documentation Form* to determine whether a student is eligible to participate in the Alternate Assessment (Alternate K-Prep).

This section provides instruction and examples of the process an ARC must use in discussing and completing the *Kentucky Alternate Assessment Participation Guidelines Documentation Form*.

## ARC Process Flow Chart





## Kentucky Alternate Assessment Participation Guidelines Documentation Form

### Student Information Section

<b>Kentucky Alternate Assessment Participation Guidelines Documentation Form</b>	
<b>Enter District Name Here</b>	
<b>(Attached to the Student's IEP and the ARC Conference Action Form)</b>	
<b>Student's Full Name:</b>	<b>SSID:</b>
<b>Disability:</b>	<b>Grade:</b>
<b>Date of Birth:</b>	<b>Date of ARC:</b>
<b>School:</b>	

The student information section should be completed by the ARC before the start of reviewing the guideline criteria. Enter current student information in the fields provided. Information includes:

- District Name
- Student's Full Name
- SSID (State Student ID)
- Disability
- Grade
- Date of Birth
- Date of ARC
- School

<b>Kentucky Alternate Assessment Participation Guidelines Documentation Form</b>
** For further clarification of terms used in this worksheet, please refer to the Guidelines for Admissions & Release Committee (ARCs) on Participation Decisions for the KY Alternate Assessment.
** All answers to Participation Criteria must be answered Yes in order to be eligible to participate in the KY Alternate Assessment.

Any ARC member (including parents) who need further clarification of any terms or criteria used in the Participation Guidelines should refer to this document *Guidance for Annual Review Committees (ARC's) on Participation Decisions for the Kentucky Alternate Assessment* or the *Parent Guide to the Alternate K-Prep* on the [Alternate K-PREP Training and Instructional Resources page](#) on KDE website.

All answers to participation criteria must be answered Yes in order to be eligible to participate in the alternate assessment. If any Criteria are answered NO, then the ARC needs to document this in the conference summary. The ARC then needs to stop completing the Kentucky Alternate Assessment Participation Guidelines and discuss the general assessment with or without accommodations.

### Alternate Assessment Parent Guide

<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. <b>If yes</b>, indicate below when the Guide was provided to the parents. <b>If no</b>, provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions.</p> <p><input type="checkbox"/> Prior to Meeting <input type="checkbox"/> During Meeting <input type="checkbox"/> Other</p> <p>Date Guide Provided to Parents:</p>
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This section of the guidelines require the ARC to provide the [Parent Guide to the Alternate K-Prep \(Guia Para Padres Alterno K-PREP\)](#) to the parent **and** give the parent an opportunity to ask questions.

Remember to document in the conference summary that the parent guide was given **and** document any discussion of questions the parent had or if they did not have any further questions.

***Note:** When sending home the invitation for the annual review, an ARC may want to include that there will be a discussion on participation in state assessment options. A copy of (in parent’s native/primary language) or link to the Parent Guide for the Alternate K-Prep and the Inclusion of Special Populations in the State –required Assessment and Accountability Programs document can be sent home with the invitation.*

*Guiding Questions for the ARC*

- 1. Was the Alternate Assessment Parent Guide provided?*
- 2. Was the parent provided the Alternate Assessment Parent Guide in their native/primary language or was the document interpreted for the parent?*
- 3. Was the parent provided an opportunity to ask questions?*
- 4. Did the ARC document the discussion of questions or that the parent did not have any questions?*

Documentation

Check **Yes** if the parent was provided a copy of the Alternate Assessment Parent Guide. Check **No** if the parent was not provided a copy of the Alternate Assessment Parent Guide.

*Note: The only time No should be checked is if the parent was not in attendance at the ARC. Document in the conference summary that the parent was not at the ARC and the Parent Guide will be sent home.*

Remember, the parent may request time to review the guide during the current ARC or the ARC may need to reconvene after the parent has had a chance to review the parent guide.

If the parent is not in attendance of the ARC, the ARC must document in the conference summary the ARC’s efforts made to contact the parent (in parent’s native/primary language).

Check when the parent was provided a copy of the Alternate Assessment Parent Guide, **Prior to Meeting, During Meeting** or **Other**.

**Date Guide Provided to Parents:** Enter the date the district provided a copy of the Alternate Assessment Parent Guide to the parent.

**Diploma Options**

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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The Admissions and Release Committee has explained the difference between an **Alternative High School Diploma (704 KARC 3:305)** and a **Regular High School Diploma** to all members of the ARC.

Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.

If the severity of an exceptional student’s disability precludes a course of study that meets the high school graduation requirements, an alternative course of study shall be offered.

A student who completes this alternative course of study shall receive an **alternative high school diploma**, which is not equivalent to a regular high school diploma.

**High school diploma** means the student has completed the required course of study with the minimum number of credit hours as required by 704 KAR 3:305 and any applicable local district requirements.

**Alternative High School Diploma** is provided to students with significant cognitive disabilities who are unable to meet requirements for a regular high school diploma and complete the required alternate course of study.

[Appendix D](#) is a comparison of the requirements for each diploma option. More information is available on the [Minimum Graduation Requirements page](#) of the KDE website.

[Appendix E](#) includes an example schedule for student completing an alternate course of study including both regular and special education courses.

#### Documentation

Check **Yes** if the difference between an Alternate High School Diploma (704 KAR 3:305) and a Regular High School Diploma course of study and requirements was explained to **all** members of the ARC.

Check **No** if the difference between an Alternate High School Diploma (704 KAR 3:305) and a Regular High School Diploma was not explained to **all** members of the ARC. *The reason why it wasn’t explained should be documented in the conference summary. Even if the parent is not in attendance, this should still be discussed among all members of the ARC.*

1. If Checked No, the ARC must explain the difference between the two diplomas and provide any member of the ARC an opportunity to ask questions. After the difference has been explained, then the ARC may check Yes.

**Note:** *If the difference between an Alternate High School Diploma (704 KAR 3:305) and a Regular High School Diploma was not explained to all members of the ARC, it is important to do so as soon as possible.*

## Resources

[Kentucky High School Graduation Chart](#) *The Kentucky High School Graduation Chart outlines the three different ways Kentucky students can graduate, was created to help clarify the distinctions between the three options. It is for use by schools, districts, parents and counselors to see, in a clear format, the differences in time, credit hours or outcomes.*

[704 KAR 3:305 Minimum Graduation Requirements](#)

[Graduation Requirements Frequently Asked Questions](#)

[Performance-based Credit Information](#)

*University of Kentucky's Human Development Institute (HDI) provide resources and information to those who work with and for individuals with moderate or severe disabilities on the [Kentucky Multiple and Severe Disabilities Portal – MSD1Stop](#)*

*Kentucky Academic Course Codes List - [Special Education – Alternate Diploma Course Codes](#)*

## **Participation Criteria**

The *Participation Criteria* are the criteria the student **must** meet in order to be found eligible to participate in the Alternate Assessment.

The *Response (Answer to Criterion)* is the ARC decision for the answer to each participation criterion.

The *Sources of Evidence and Justification* are a list of sources that need to be reviewed and documented to support the ARC's decision for each Participation Criterion response. Sources are not limited to those that are listed, but those listed as required **must** be reviewed and documented. The ARC's decision based on the sources of evidence must be documented in the guidelines or in the conference summary.

## Participation Criterion #1

### Participation Criterion #1 (questions to determine eligibility):

1. Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?

Yes  No

2. Is current Individual Education Program (IEP) in place or being developed for the student?

Yes  No

### Response (Answer to Criterion):

**If NO to either question Stop here.** The student must meet Special Education Determination for Eligibility criteria in one or more disability categories defined in Kentucky Administrative Regulations (KAR). The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

**If YES to both.** If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, **continue to Criterion #2.**

### Sources of Evidence and Justification (Check and complete after sources have been reviewed and documented in the conference summary)

Evaluation Data

Date:

Disability Eligibility  
Determination Form  
(required)

Date:

Individual Education  
Program (required)

Date:

Other:

### *Preparing to Answer:*

Before the ARC, the special education teacher or ARC Chairperson must make sure the Disability Eligibility Determination form and IEP are both accessible as required in the Sources of Evidence and Justification

### Documentation

During the ARC, for Participation Criterion #1:

1. Does the student have a disability **and** is it documented on an eligibility determination form?
  - The ARC members can reference the disability category listed in the eligibility determination form to answer question 1.
    - If Yes, check box and continue to number 2 below.
    - If NO, check box “No” because the student is not eligible to participate in the alternate assessment.
2. Does the student have an IEP?

- The ARC members can reference the date of the current IEP or the IEP being developed.
  - If Yes, check box and continue to Response (Answer to Criterion).
  - If NO, check box “No” because the student is not eligible to participate in the alternate assessment.
- 3. Review, check, date and discuss specific *Sources of Evidence and Justification* required (listed in 3<sup>rd</sup> column) to determine the answer to the participation criterion. In the conference summary, document ARC discussion of the sources of evidence and the ARC’s justification for their answers to the criterion question. (remember to document any specific concerns from members of the ARC)
- 4. Look at answers to all of the questions in the Participation Criterion.
  - If **any** of the questions are answered NO, the student is **not** eligible to participate in the KY Alternate Assessment and the ARC must Stop completing the form.
    - The ARC must then discuss participation in the general assessment with or without accommodations as needed for the student.
  - If the answers to **all** of the participation criterion questions are YES, then the ARC **must** answer **YES** in the Response (Answer to Criterion) section **and** document in the conference summary their decision based on the evidence. Then the ARC may continue to the next Criterion.

*Note: If either box is checked No, the Response (Answer to Criterion) Must be checked No because the student is not eligible to participate.*

## Participation Criterion #2

Participation Criterion #2	Response (Answer to Criterion):	Sources of Evidence and Justification
<p>1. The student's demonstrated cognitive functioning <b>and</b> adaptive behavior in the home, school and community environments are significantly below age expectations, <b>even with</b> program modifications and accommodations.</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p>2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s) to inform the ARC decision.</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>	<p><input type="checkbox"/> <b>If NO to either question Stop here.</b> The student does not have a significant cognitive disability. The student is <b>not eligible</b> to participate in the KY Alternate Assessment. The ARC <b>must</b> determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.</p> <p><input type="checkbox"/> <b>If YES to both. Continue to Criterion #3.</b></p>	<p><input type="checkbox"/> Evaluation Data (required) Date:</p> <p><input type="checkbox"/> Individual Education Program (required) Date:</p> <p><input type="checkbox"/> Previous IEP if available (required) Date:</p> <p><input type="checkbox"/> Progress Monitoring Data (required):</p> <p><input type="checkbox"/> Teacher Observation (optional):</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Supporting Comments (optional):</p>

### Preparing to Answer Question 1:

Before the ARC, the special education teacher or ARC Chairperson must make sure all sources of evidence listed below are made available for the ARC members to review.

- Evaluation data and IEP data for **cognitive functioning** level of the student.
  - Compare and analyze evaluation data and document the interpretation of the student's cognitive functioning level
  - Does the student's demonstrated cognitive functioning and adaptive behavior meet the definition as a student with the most significant cognitive disability?
    - Refer to the KDE definition of a student with the most significant cognitive disability or the KDE definition of an EL student with a significant cognitive disability.
- Evaluation data, IEP data, and progress monitoring data to identify the student's **adaptive behavior**.
  - Compare and analyze evaluation data, review adaptive behavior scales and document the interpretation of the student's adaptive behavior
  - Does the student perform significantly below same age peers even with modifications, adaptations and accommodations?



- student performance must be consistently and significantly below age-appropriate, grade-level expectations and the student's *rate* of progress must also be significantly below same age peers, even with modifications and accommodations
- Parent and Teacher Observations (optional) may assist in providing evidence of the student's current levels. (Prior to meeting make sure that teachers are aware that they can provide current observations to assist the ARC in reviewing current data)
- If student is an English Learner, a team member with knowledge of English Learners and/or the ACCESS/Alternate ACCESS should review and discuss the student's individual ACCESS/Alternate ACCESS scores. (Can be documented as "Other" sources of evidence)

## Documentation

1. Is the student's demonstrated cognitive functioning and adaptive behavior in the home, school and community environments are significantly below age expectations, even with program modifications and accommodations?
  - ▶ If NO, check box "No" because the student is not eligible to participate in the alternate assessment.
  - ▶ If Yes, check box and the ARC **must** document discussion of the decision and sources of evidence for supporting documentation. Then the ARC may continue to number 2 of the criterion below.

### *Preparing to Answer Question 2:*

Before the ARC, the special education teacher or ARC Chairperson must make sure all sources of evidence listed below are made available for the ARC members to review.

2. Did the ARC review and compare both current and longitudinal data in both academic areas and adaptive behaviors to inform the ARC decision?
  - Review that the progress of the student is impeded by the disability to the extent the student's educational performance is significantly and consistently below the level of similar age peers.
    - Current data = Data that are collected within the most recent 365-day time period
    - Longitudinal data = Data that have been collected and analyzed overtime and are more than one year old. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time.
  - Did the ARC review and compare data across multiple settings in academic areas and adaptive behaviors?
    - When the student has acquired skills and can apply the skills across settings -such as different classes, at home, at a job, and in the community- with different people and with a variety of materials.

- ▶ If NO, check box “No” because the student is not eligible to participate in the alternate assessment.
  - ▶ If Yes, check box and the ARC must document discussion of the decision. Then the ARC may continue to Response to Criterion.
3. Review, check, date and discuss specific *Sources of Evidence and Justification* required (listed in 3<sup>rd</sup> column) to determine the answer to the participation criterion. In the conference summary, document ARC discussion of the sources of evidence and the ARC’s justification for their answers to the criterion question. (remember to document any specific concerns from members of the ARC)
  4. Look at answers to all of the questions in the Participation Criterion.
    - If **any** of the questions are answered NO, the student is **not** eligible to participate in the KY Alternate Assessment and the ARC must Stop completing the form.
      - The ARC must then discuss participation in the general assessment with or without accommodations as needed for the student.
    - If the answers to **all** of the participation criterion questions are YES, then the ARC **must** answer **YES** in the Response (Answer to Criterion) section **and** document in the conference summary their decision based on the evidence. Then the ARC may continue to the next Criterion.

*Note: If either box is checked No, the Response (Answer to Criterion) Must be checked No because the student is not eligible to participate.*

#### Resources

[Continuous Improvement and Assessment-Review, Analyze, and Apply Data on the KDE website](#)

[Data Analysis & Reflection Worksheet – Green River Regional Educational Cooperative –use for student case study or adapt for use in ARC](#)

[Alternate English Language Learning Assessment \(ALTELLA\) Classroom Observation Protocol](#)

[Alternate English Language Learning Assessment \(ALTELLA\) Resources](#)

### Participation Criterion #3

#### Participation Criterion #3:

1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning

Yes  No

2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision.

Yes  No

#### Response (Answer to Criterion):

**NO to either question.**

**Stop Here.** The ARC determines that the student **does not** require direct instruction across multiple settings and/or accommodations, modifications, and supports that **exceed** what is allowed on the general assessments for students as described in the “Inclusion Document” and set forth in 703 KAR 5:070. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

**If YES to both.** The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that **do exceed** what is allowed on the general assessments for students as described in the “Inclusion Document” and set forth in 703 KAR 5:070, **Continue to Criterion #4.**

#### Sources of Evidence and Justification

Evaluation Data

Date:

Disability Eligibility Determination Form

Date:

Individual Education Program (required)

Date:

Progress Monitoring (required):

Assistive Technology Consideration Guide (optional)

Date:

Documentation of Accommodations Determination (required)

Date:

Parent Input (required):

Teacher Observations:

Other:

*Preparing to Answer Question 1:*

Criterion #3 requires that a student need direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning.

Definitions:

- ▶ **Extensive direct individualized instruction means** – Repeated instruction and substantial supports that are **not** temporary in nature to achieve measurable gains in the grade and age-appropriate curriculum and uses substantially adapted materials.
- ▶ **Intensive, accommodations, modifications and assistive technology means-** Accommodations, modifications, and assistive technology that **EXCEED** what is allowed on the general assessments for students as described in the “Inclusion Document” and set forth in 703 KAR 5:070.
- ▶ **Acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings means -** when the student has acquired skills and can apply the skills across settings -such as different classes, at home, at a job, and in the community- with different people and with a variety of materials.

**Note:** The student’s need for extensive direct individualized instruction is not temporary or transient. His or her need for substantial supports to achieve gains in the grade and age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, and generalize skills across multiple settings.

Documentation

1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning

#### **Guiding Questions for the ARC**

1. Does the student require extensive individualized instruction across all settings?
2. Does the student require intensive accommodations and modifications to make progress on the KAS?
3. Does the student require assistive technology to make progress on the KAS?

If **NO**, check box “No” because the student is not eligible to participate in the alternate assessment.

If **Yes**, check box, document ARC decision in the conference summary and continue to question 2 in the Participation Criterion column.

2. Did the ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision.

### *Guiding Questions for the ARC*

*1. Did the ARC review and document both current and longitudinal data across all settings in academic areas?*

*2. Did the ARC review and document both current and longitudinal data across all settings in adaptive behaviors?*

If **NO**, check box “No” because the student is not eligible to participate in the alternate assessment.

If **Yes**, check box, document ARC decision in the conference summary and continue to Response (Answer to Criterion).

3. Review, check, date and discuss specific *Sources of Evidence and Justification* required (listed in 3<sup>rd</sup> column) to determine the answer to the participation criterion. In the conference summary, document ARC discussion of the sources of evidence and the ARC’s justification for their answers to the criterion question. (remember to document any specific concerns from members of the ARC)
4. Look at answers to all of the questions in the Participation Criterion.
  - If **any** of the questions are answered NO, the student is **not** eligible to participate in the KY Alternate Assessment and the ARC must Stop completing the form.
    - The ARC must then discuss participation in the general assessment with or without accommodations as needed for the student.
  - If the answers to **all** of the participation criterion questions are YES, then the ARC **must** answer **YES** in the Response (Answer to Criterion) section **and** document in the conference summary their decision based on the evidence. Then the ARC may continue to the next Criterion.

*Note: If either box is checked No, the Response (Answer to Criterion) Must be checked No because the student is not eligible to participate.*

### *Resources*

*KDE [Guidance Document for Individual Education Program \(IEP\) Developed July 2018](#)*

*[Essential Instructional Practices - SPLASH](#) is an initiative of the KDE in research-based practices to increase teacher skill-sets and administrator understanding of indicators of high quality teaching and learning for students with moderate/severe disabilities (MSD).*

*[National Center and State Collaborative Communication Toolkit – Module on Progress Monitoring](#)*

*[Data Analysis & Reflection Worksheet](#) – Green River Regional Educational Cooperative –use for student case study or adapt for use in ARC*

#### Participation Criterion #4

##### Participation Criterion #4

1. Did the ARC carefully consider (check as considered) each of these items:

- excessive or extended absences
- disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
- native language, social, cultural, and economic differences
- pre-determined poor performance on the grade-level assessment
- the student displays disruptive behaviors or experiences emotional duress during testing
- administrator decision
- educational environments or instructional setting

2. The ARC's decision for the student to participate in the KY Alternate Assessment is **not primarily** the result of any of the exclusions listed above.

Yes (Agree)  No

##### Response (Answer to Criterion):

**If NO to either question. Stop Here.** Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations and modifications form. Document on IEP and conference summary.

**If YES to both.** All necessary exclusions were considered. **Continue to ARC Eligibility Determination.**

##### Sources of Evidence and Justification

Supporting Comments (optional):

### Preparing to Answer Question 1:

In addition to the criteria for determining participation, there are other issues that may affect a student's learning experience and his/her ability to learn that are **not appropriate** for an ARC to use as the reason a student participates in an alternate assessment.

#### Guiding Questions for the ARC

1. Has the ARC discussed the impact of the student's excessive absences?
2. Has someone with knowledge of EL discussed and reviewed the student's progress as it relates to the student's native language and culture?
3. Has the ARC discussed and analyzed the student's disruptive behavior as it pertains to the student's cognitive level, adaptive behavior and communication status?
4. Has the ARC discussed the impact of the student's Least Restrictive Environment?
5. Has the ARC reviewed longitudinal data (preschool, elementary, middle and/or high school)?
6. Has the ARC reviewed the students' progress in academics, assessment scores and IEP goals (across settings)?

**Note:** Participation in the alternate assessment **cannot** be primarily based on any exclusionary factors listed in Criterion #4.

#### Documentation

1. Did the ARC carefully consider all exclusionary factors listed?
  - The ARC must carefully consider each of the exclusionary factors listed and document in the conference summary or in the Supporting Comments section of the guidelines that the ARC carefully considered all exclusions listed and did not base the decision to participate in the alternate assessment on any of the descriptions.

If any of the statements in question 1 were not checked OR the ARC answered **No** to question 2 in **Participation Criterion #4**, then your **Response (Answer to Criterion)** should be to check the box next to the first statement **If NO to either question, Stop here.** *This indicates that the student is **not** eligible to participate in the KY Alternate Assessment. Document this in the IEP and conference summary.*

If ALL of the statements in question 1 were checked AND the ARC answered **Yes** to question 2 in **Participation Criterion #4**, then your **Response (Answer to Criterion)** should be to check the box next to the statement **If YES to both.**

**Sources of Evidence and Justification:** Check and complete after sources have been reviewed and documented in the conference summary.

**Supporting Comments:** This is optional.

**ARC Eligibility Determination:**

1. The student meets the participation guidelines for KY Alternate Assessment as a student with a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standards and participate in the KY Alternate Assessment as indicated above.

All data sources referenced can be verified with supporting documentation.

Yes    No

**Response (Answer to Eligibility Determination)**

**NO. Stop Here. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.**

**YES. All Participation Criterion #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment. Continue with documentation form below.**

**Statement of Eligibility:**

**Supporting Comments (required):**

**After completing the 4 required participation criterion, the ARC must determine and document, in the conference summary, eligibility to participate in the alternate assessment.**

*Preparing to Answer Question 1:*

For question number 1 in the ARC Eligibility Determination column, when determining if a student is eligible to participate in the alternate assessment, the ARC should ask the following questions.



### *Guiding Questions for the ARC*

- 1. Does the student meet eligibility for all criteria (#1 through #4) in the participation guidelines? (all answers to criterion must be Yes)*
- 2. Does the ARC agree that the student will receive instruction based on alternate achievement standards?*
- 3. Does the ARC agree the student will participate in alternate assessments?*
- 4. Are all data sources referenced in the Sources of Evidence and Justification able to be verified with supporting documentation?*
- 5. Have all of the above questions been answered and documented in the conference summary or on the participation guidelines form?*

#### Documentation

- Check **No** if any participation criterion is checked no or if the data cannot be verified. If NO, the student is not eligible to participate in the alternate assessment.
- Check **Yes if the student meets all 4 required participation criteria and** if all data sources can be verified with supporting documentation. **The student meets the participation guidelines for KY Alternate Assessment.** Document the ARC decision based on the individual student's eligibility in the conference summary or on the participation guidelines form **and** check box and continue to the Response (Answer to Criterion) column.

#### **Response (Answer to Eligibility Determination):**

- If the ARC has checked **No** in any of the Participation Criteria (#1 – 4), your **Response (Answer to Eligibility Determination)** will be to check **NO. Stop here. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.**
- If the ARC has checked **Yes** in each of the Participation Criteria (#1 – 4), your **Response (Answer to Eligibility Determination)** will be to check **Yes. All Participation Criteria #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment.**
- The ARC **must** document in the conference summary the decision that the student is eligible to participate in the alternate assessment, then continue to Sources of Evidence and Justification.

*Note: this is how a student is flagged in Infinite Campus as participating in the KY Alternate Assessment*

#### **Sources of Evidence and Justification:**

The ARC **must** have documentation in the conference summary, or in the supporting comments on the documentation form, that all items described in Participation Criteria #1-#4 have been met and documented.

**Example:** After reviewing all criteria for the participation guidelines, if the ARC agrees that the student is eligible for participation in the alternate assessment and that the

student has a significant cognitive disability, the ARC should have documented each participation criterion discussion and decision in the conference summary and verified all supporting documentation used in making the decision (please note, this is just an example, and the ARC's documentation should be individualized per student).

- After all Sources of Evidence and Justification have been reviewed and documented, the ARC may continue with the remainder of the participation guidelines documentation form below that include Documentation Questions.

**Documentation Questions:**

**1. The ARC reviewed and completed the Learner Characteristics Inventory (LCI) for the individual student? (See LCI attachment below)**

Yes     No

**2. Is receptive and expressive communication addressed in the IEP?**

Yes     No

**Response (Answer to Documentation Questions):**

**If No to either. Stop Here if the ARC has not reviewed or completed the LCI. The ARC must complete the LCI (below) before completing this documentation form. If student is found eligible, an ARC must convene to develop a (or review current) communication plan as part of the student's IEP.**

**If Yes to both. Continue with documentation form below.**

**Sources of Evidence and Justification**

**Learner Characteristics Inventory (required)**

**Date:**

**Individual Education Program (required)**

**Date:**

## Prep Work for the Documentation Questions

### Learner Characteristics Inventory (LCI)

This LCI data will be used to create a profile of the population of students who participate in the alternate assessment at a district, regional, and state level. These data collected in the LCI will be used by districts and the KDE to provide important information about the population being assessed, disproportionality, professional development areas needed, and more.

Prior to the ARC, the teacher (and/or other members of the ARC who know the student's characteristics well; for an English Learner student, a team member with knowledge of EL) should review the LCI to complete for the individual student.

Prior to the ARC, the teacher must complete the Learner Characteristics Inventory Module 4 on the purpose and use of the LCI and guidance on answer each question.

### Addressing Receptive and Expressive Communication

The ARC must verify that receptive and expressive communication is addressed in the IEP. The student must have a communication plan or the student's IEP must document that communication is not an area of concern at this time (in which a communication plan would not be necessary).

If a student's expressive communication on the LCI is rated as either *pre-symbolic* or *emerging symbolic*, then a communication plan *must* be developed and in place. See [Appendix F](#) for sample communication goals.

### *Guiding Questions for the ARC*

- 1. Is communication an area of concern documented in the IEP?*
- 2. Is receptive and expressive communication addressed in IEP?*
- 3. Is the student's communication plan documented in the current IEP?*

### Documentation

1. The ARC must review and complete **all** items on the Learner Characteristics Inventory ("LCI") for the individual student

- If the ARC has not reviewed and completed the LCI, check No, then the ARC needs to review and complete the LCI before continuing
- If the ARC has reviewed and completed the LCI, check Yes, then continue to #2 in the Documentation Questions column

2. The ARC must verify that receptive and expressive communication is addressed in the IEP. The student must have a communication plan or the student's IEP must document that communication is not an area of concern at this time (in which a communication plan would not be necessary). If a student's expressive communication on the LCI is rated as either *pre-symbolic* or *emerging symbolic*, then a communication plan *must* be developed and in place.

- If No, then the ARC needs to convene to develop a (or review current existing) communication plan as part of the student's IEP.
- If Yes, the students receptive and expressive communication must be addressed in the IEP, then continue to the Response (Answer to Documentation Questions) column 2.

**NOTE:** *Compliance Record Review states:*

- If the student meets requirements for the Alternate Assessment Program, student's current level of communication has been determined and verified by the ARC.*
- If the student meets requirements for the Alternate Assessment Program, documentation in the IEP shows evidence of a communication plan*

**NOTE:** *The communication plan may be documented in the Present Levels, Special Factors, Measurable Annual Goal(s) or Supplementary Aids and Services areas of the IEP.*

**Response: (column 2)**

- If NO to either question in the Documentation Questions column, then the ARC needs to review and complete the LCI. The ARC also needs to convene to develop a (or review current existing) communication plan as part of the student's IEP.
- After the ARC has reviewed and completed the LCI **and** reviewed or developed a communication plan, the ARC will need to complete the Documentation Questions section again by selecting yes for both questions.
- If Yes to both questions in the Documentation Questions column, then continue to the Sources of Evidence and Justification column.

**Sources of Evidence and Justification (column 3):**

- The LCI **must** be completed, discussed, and documented in the conference summary.
- The communication plan **must** be reviewed or developed in the student's IEP and documented in the conference summary. The ARC needs to document if communication is not an area of concern at this time.
- After all Sources of Evidence and Justification have been reviewed and documented, the ARC may continue with the documentation form below.

***Resources:***

***How to create a more effective communication plan are located on the [Teaching Age-Appropriate Academic Learning via Communication \(TAALC\) project website](#)***

***[National Center and State Collaborative Communication Toolkit](#)***

***Assistive Technology consideration information is located on the [Wisconsin Assistive Technology Initiative \(WATI\) Assistive Technology page](#)***

***For ELs, considerations such as collecting information on multiple measures and a team approach to decision making can be found at [ALTELLA: Educators Serving English Learners with Significant Cognitive Disabilities](#)***

## *Frequently Asked Questions*

### 1. Who decides that a student should participate in the Kentucky Alternate Assessment?

The ARC makes the determination of how a student will participate in statewide assessments. The ARC must follow the Kentucky Participation Guidelines if they are to assign a student to participate in the Kentucky Alternate Assessment. No one member of the ARC makes this decision. Parents, teachers, and administrators make the decision based on evidence and adherence to the Alternate Assessment *Participation Guidelines* and *Guidance for ARC on Participation in the Kentucky Alternate Assessment*. All participation criteria in the Participation Guidelines Documentation form **must** be answered YES in order for a student to be considered eligible to participate in alternate assessment. If any participation criterion is answered NO, the student is not eligible to participate in the alternate assessment.

### 2. How do we know that a student has a “significant cognitive disability”?

The KDE does not define a “significant cognitive disability” in terms of a “cut off” IQ score. Most students with significant cognitive disabilities have intellectual disabilities, multiple disabilities, or autism, but not all do. Also, not all students with these disabilities are considered to have a “significant cognitive disability.” Students demonstrating academic deficits or difficulties due to learning disabilities, speech language impairments, and emotional-behavioral disabilities do not qualify for participation in the alternate assessment. Performing 3-4 grade levels below peers without disabilities is not, by itself, evidence of a significant cognitive disability. Academic deficits or difficulties alone do not indicate that a student has a significant cognitive disability. Further, a significant cognitive disability will be pervasive, affecting student learning across content areas and in social and community settings.

Students with autism or intellectual disabilities should be carefully considered for the alternate assessment, but they should not automatically be assigned to the alternate assessment based on their identified disability category. Not all students with autism or intellectual disabilities have a significant cognitive disability. Many students eligible to receive special education and related services under these categorical labels are able to participate in general assessments, with accommodations.

Students receiving special education services who are identified as having orthopedic impairments, other health impairments, or traumatic brain injuries, do not necessarily have a significant cognitive disability. Determinations for student participation in statewide assessments must be evidence-centered and made individually for each student by the ARC.

Students demonstrating mild to moderate cognitive disabilities may be more appropriately placed in the general assessment system with accommodations (See the [Accommodations Determination page](#)). Anticipated or past low achievement on the general assessment or in the classroom does **not** mean the student should be taking the Alternate K-Prep.

*Note: See the Kentucky definition of a student with a significant cognitive disability above.*

3. How do I know if the alternate assessment is appropriate for an English Learner (EL) with an IEP whose language proficiency makes it difficult to assess content knowledge and skills?

An EL student should be considered for the alternate assessment if (a) his/her intellectual functioning indicates a significant cognitive disability using assessments in his/her home language as appropriate, and (b) he/she meets the other participation guidelines for the alternate assessment. [Intercultural Competence Considerations](#) should be taken into account for EL students. Assessments of adaptive behavior and communication should take into account linguistic and sociocultural factors for valid interpretation of these assessments, alongside the information on goals and instruction in the student's IEP used to determine what may or may not be a significant cognitive disability. If an EL student with an IEP does not meet the criteria for the alternate assessment, he/she should take the general assessment with accommodations as appropriate.

4. Why is it important to indicate that a student, participating in the alternate assessment, is receiving instruction on the Kentucky Academic Standards and his/her performance measured against alternate achievement standards?

Participation in the Kentucky Alternate Assessment limits a student's direct contact with the breadth of the Kentucky Academic Standards for the grade level in which he/she is enrolled. This limited or modified exposure to the grade level standards may have significant impact on academic outcomes and post-secondary opportunities.

5. What if it is impossible to assess a student because the student does not appear to communicate?

All attempts should be made to find a mode of communication with the student as soon as he or she is enrolled and the student's receptive and expressive communication must be documented in the IEP. If various approaches and technologies do not appear to demonstrate a route of communication, then consider that all behavior that the student exhibits is a form of communication, and use this as the starting point. A critical element in assessing all students is a focus on communicative competency as the base for student access to the Kentucky Academic Standards. Best practice would indicate that students should enter Kindergarten with a communication plan documented in the IEP that allows them to demonstrate an understanding of academic concepts prior to entering the third grade. However, with or without a communication plan, students may still participate in the Alternate Assessment.

6. What if the student's expressive communication mode appears to limit his or her access to curriculum, instruction, and assessment?

Communication skills (e.g., expressive and receptive language) are essential for curriculum and school community access. The IEP for students with communication needs should indicate goals, objectives, specially designed instruction, Alternative Augmentative Communication (AAC) technology, and related services as needed. Best practice indicates that students should enter Kindergarten with a communication plan documented in the IEP that allows them to demonstrate an understanding of academic concepts prior to entering the third grade. If a student's *expressive* communication on the Learner Characteristic Inventory (LCI) is rated as either a (3) *pre-symbolic* or (2) *emerging symbolic*, then a communication plan *must* be developed and in place for any student participating in the Alternate Assessment.

A student who scores a (3) on the expressive item on the LCI – *pre-symbolic* indicates that the student communicates primarily through cries, body movements, but does not use words, pictures, signs, to communicate intent. Receptively, the student may alert to interactions. A student who scores a (2) on the LCI – *emerging symbolic* has limited use of words, pictures, signs, gestures, vocalizations to communicate a variety of intents. Receptively, this student may alert to communicative input and may follow simple single step directions.

See [Appendix F](#) for student communication goal samples.

7. If a student has been tested in the past on an alternate assessment, but the current ARC determines that the student does not meet the Kentucky Participation Guidelines, can the student be assigned to the general assessment?

Yes. The ARC must ensure that the student receives appropriate instruction on the Kentucky Academic Standards and participates in the required general assessments for his/her current grade level with or without accommodations.

8. Is it possible that a decision to participate in the Kentucky alternate assessment could change as a student gets older?

Yes. Participating in the Kentucky alternate assessment requires that the student has a significant cognitive impairment and interacts with content that has been significantly modified from that which is provided to the student's typically developing peers. Even though students with significant cognitive disabilities often are identified early, prior to starting school, they may be able to participate in the general assessment during their elementary grades. An ARC should be especially cautious about assigning students with significant cognitive disabilities to an alternate assessment in their early school years. When the level of support needed for the student to participate in the breadth of the Kentucky Academic Standards and the general assessment increases, the ARC may determine that participation in the Alternate Assessment is appropriate.

Students with significant cognitive disabilities are likely to continue to need supports to live as independently as possible throughout their adult lives after high school. Students who did not need early intervention services, or who are unlikely to need substantial daily supports in their



adult lives, probably do not have a significant cognitive disability and would not be appropriately placed in the Kentucky alternate assessment.

9. What is the difference between longitudinal and current data and what are some examples?

Student performance data include information that demonstrates how the student is performing academically, behaviorally, socially, and functionally on the student's IEP goals. Student performance data assist the ARC in decision-making, IEP development and implementation.

**Current data:** Data that are collected within the most recent 365-day time period

**Examples:** IEP progress monitoring data, IEP progress reports, classroom-based assessments, classroom observations, work samples, functional behavior assessment data, transition assessment, assistive technology evaluation, attendance records, etc.

**Longitudinal data:** Data that have been collected and analyzed overtime and are more than one-year old. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time.

**Examples:** Social Developmental History, integrated assessment report, diagnostic assessments, state and districtwide assessment results, adaptive behavior rating scales, ACCESS scores, progress monitoring data, functional behavior assessment data, transition assessment, assistive technology evaluation, etc.

9. How are significant deficits in adaptive behavior defined for participation in Alternate Assessment?

Deficits in adaptive behavior that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility (i.e., actions that are necessary for someone to live independently and to function safely in daily life). Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation, and independent living across multiple environments, such as home, school, and work.

10. What does “exceed accommodations” mean?

Students with disabilities may qualify for accommodations such as assistive technology, manipulatives, reader, scribe, calculator, paraphrasing, extended time, reinforcement and behavior modification strategies, and interpreters in accordance with their IEPs. Students with significant disabilities would require those accommodations PLUS additional accommodations and modifications to the curriculum and to instruction in order to access similar content.

These additional accommodations should be documented on the IEP. Typically, the content is modified to such an extent that the instructional objective has changed. The main thing to note in this section is that this impacts both assessment and instruction.

11. What does extensive, individualized direct instruction in adaptive behavior across multiple settings mean?

Extensive direct individualized instruction means – Repeated instruction and substantial supports that are not temporary in nature to achieve measurable gains in the grade and age-appropriate curriculum and use substantially adapted materials (e.g., significantly shortening the length of reading passages or using raised dots and hand-over-hand counting when identifying a matching number in math).

Intensive, accommodations, modifications and assistive technology means- Accommodations, modifications, and assistive technology that EXCEED what is allowed on the general assessments for students as described in the “Inclusion Document” and set forth in 703 KAR 5:070. (Refer to question 5 above.)

Acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings means - when the student has acquired skills and can apply the skills across settings -such as different classes, at home, at a job, and in the community- with different people and with a variety of materials.

12. What is the difference between a High School Diploma and an Alternative Diploma?

Students shall have a total of at least 22 credits to earn a high school diploma. Credits shall include the content standards as provided in the Kentucky Academic Standards at 704 KAR 3:303.

Students in the Alternate Assessment program are eligible to receive an Alternative Diploma. The ARC must determine if a student’s demonstrated cognitive ability and adaptive behavior prevents completion of the general education course of study, even with program modifications, accommodations, or both.

The ARC uses a variety of data and information, such as the Participation Guidelines for the Alternate Assessment, psycho-educational integrated report, student work, student observations and any other relevant information, to make this determination. The ARC must determine the student would not be able to complete the general course of study to earn a high school diploma and would therefore complete an alternative course of study to receive an Alternative Diploma as stated in the Kentucky Administrative Regulations at 704 KAR 3:305.

13. When should the parent guide be provided to the parent?

The Alternate Assessment Parent Guide should be provided at the initial ARC in which consideration for participation in the Alternate Assessment is being considered (A copy may be sent home with meeting notice for parent to review). After initial participation in the Alternate Assessment has been considered, the Alternate Assessment Parent Guide can be provided prior to each annual review. Parents must be given an opportunity to review the parent guide and allowed the opportunity to ask questions.

14. Who can we ask if we have questions about this important decision?

### **Contact Information**

Contact the KY Department of Education if you have any questions about participation decision making for the Alternate Assessment.

For information about who can participate in the Alternate Assessment contact:

[KDEAltAssessment@education.ky.gov](mailto:KDEAltAssessment@education.ky.gov) or

Tania Sharp at 502-564-7970 or [tania.sharp@education.ky.gov](mailto:tania.sharp@education.ky.gov)

For information about the Kentucky alternate assessment testing contact:

Kevin O’Hair at (502) 564-4394 or [kevin.ohair@education.ky.gov](mailto:kevin.ohair@education.ky.gov)

## Dispute Resolution Process

If a member of the ARC disagrees with the students' eligibility to participate in the alternate assessment, the ARC must document in the conference summary. There are several options for the resolution of a disagreement:

- The ARC may schedule an additional meeting to further discuss and address the issue at and once it has been further researched.
- The Director of Special Education (DoSE) may contact the ARC member in order to clarify the issue
- The DoSE may provide the parent with a copy and further explanation of the Parent Q&A
- The ARC may review the training on guidelines for participation in the Alternate Assessment.

If the ARC has exhausted all available options for consensus and still is not able to come to an agreement, the district makes the final determination and **MUST** provide the parent with prior written notice of the decision. Prior written notice should be documented on the conference summary and must include ALL of the following:

- Description of the action proposed or refused by the district
- An explanation of why the district proposes or refuses to take the action
- A description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposed or refused action
- A statement that the parents of a child with a disability have protection under the procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained
- Sources for parents to contact to obtain assistance in understanding Part B of the IDEA
- A description of other options the ARC considered and the reasons why those options were rejected
- A description of other factors relevant to the district's proposal or refusal.

Should the dispute continue after the district has provided the parent with prior written notice, the parent may dispute the decision via any of the dispute resolution options. These options include mediation, formal written complaints, and due process hearings. Information on each of these options can be found on KDE's website located at: [Dispute Resolutions Process Page](#)

## Glossary

**AAC:** Augmentative and Alternative Communication (e.g., speech generating devices such as text-to-speech communication aids, picture or symbol boards, etc.)

**Accommodation:** A change in materials or procedures that facilitates access during instruction and assessment. Accommodations do not change the construct or intent of what is being taught or measured. Assessment accommodations are intended to allow the student to participate in the assessment and to produce valid results that indicate what a student knows and can do.

**Adaptations** – Changes made specific to the students individual needs. Changes made to existing materials or instructional delivery to meet the needs of a student. Examples include head pointers, Boardmaker (Mayer Johnson) symbols, and photographs, symbols paired with real objects, real objects, enlarged pictures, textured or raised pictures, high contrast color or coactive signs.

**Adaptive behavior:** Behaviors defined as essential for someone to live independently and to function safely in daily life.

**(ARC) Admissions and Release Committee:** A group of individuals responsible for developing, reviewing, or revising an Individual Education Program (IEP) for a student with a disability.

**Alternate English Language Learning Assessment Project (ALTELLA)** - builds on the lessons learned from the past decade of research on assessing English learners and students with significant cognitive disabilities, as separate groups. The project seeks to examine instructional practices and policies for English learners with significant cognitive disabilities to develop an evidence-centered design approach.

**Alternate achievement standards:** An alternate achievement standard sets an expectation of performance that differs in complexity from a grade-level achievement standard. The December 9, 2003 regulations clarify that a State is permitted to use alternate achievement standards to evaluate the performance of students with the most significant cognitive disabilities.

In general, alternate achievement standards must be aligned with a State's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible. (See 34 C.F.R. §200.1 (d).)

**Alternative high school diploma:** Provided to students with disabilities who are unable to meet requirements for a regular high school diploma. Recipients of an alternative high school diploma will participate in alternate assessments and complete the alternative course of study. The alternative high school diploma is not equivalent to a regular high school diploma.

**Assistive Technology** - Tools and strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; it can range from low technology (e.g., unaided communication systems, sign language, etc.) to high technology, such as computers with switch interfaces.

**(AAC) Augmentative and Alternative Communication** - Low, medium or high technology system that assists the student in expressive language (e.g., making a request, initiating and responding to questions, describing things or events, and expressing refusal).

**Communicative competence:** The use of a communication system that allows students to gain and demonstrate knowledge.

**Content target:** Content targets identify those content standards that are the focus of the assessment. For the Alternate K-Prep the content targets are defined by the Core Content Connectors in English language arts and mathematics.

**Current data** - Data that are collected within the most recent 365-day time period. Examples include IEP progress monitoring data, IEP progress reports, classroom-based assessments, classroom observations, work samples, functional behavior assessment data, transition assessment, assistive technology evaluation, and attendance records.

**English Learner (EL):** An EL is a student whose native language is a language other than English or a student who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. An EL's difficulties in speaking, reading, writing, or understanding the English language may be a barrier to learning in classrooms instructed in English and to performance on assessments presented in English.

**Every Student Succeeds Act (ESSA):** In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing P-12 public education. Known as the Every Student Succeeds Act (ESSA), the measure replaced No Child Left Behind and created a long-term policy that gives states additional flexibility and provides more state and local control over the accountability process.

**Evidence:** This refers to the specific sources of information being used to identify student characteristics that either meet or do not meet the participation criteria.

**Exceeds accommodations** – Accommodations, modifications and assistive technology that EXCEED what is allowed on the general assessments for students, as described in the “Inclusion Document” and set forth in 703 KAR 5:070.

**Extensive direct individualized instruction:** Concentrated instruction designed for and directed toward an individual student. This type of instruction is needed by students with significant

cognitive disabilities to acquire knowledge and skills in context. Students with significant cognitive disabilities are likely to need this extensively to apply knowledge and skills in multiple contexts.

**(IDEA) Individuals with Disabilities Education Act:** The IDEA is a federal law enacted in 1990 and reauthorized in 1997 and again in 2004. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a *free appropriate public education* (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

**(IEP) Individualized Education Program:** A written statement for a child with a disability that is developed, reviewed, and revised annually with the ARC. It consists of learner goals and objectives utilized for student success.

**Kentucky Academic Standards (KAS):** Contain the minimum required standards that all Kentucky students should have the opportunity to learn before graduating from Kentucky high schools. The standards address what is to be learned, but do not address how learning experiences are to be designed or what resources should be used. Helps ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels.

**Learning progression:** A learning progression is a description of the way in which typically developing students may develop and build academic competencies over time. Learning progressions can be useful tools for teachers to use to determine where a student is in the process of learning a specific skill or understanding a concept.

**Learner Characteristics Inventory (LCI):** A questionnaire that assists the teacher in understanding the individuality of each student in various areas: expressive communication, receptive communication, hearing, vision, motor, engagement, attendance, reading skills, and mathematics skills. The LCI has two primary purposes: 1) to describe the range of the characteristics of learners who participate in alternate assessments and to 2) describe the extent to which patterns of those characteristics emerged within and across the state.

**Longitudinal data -** Data that have been collected and analyzed overtime and are older than one year. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time. Examples of longitudinal data include Social Developmental History, integrated assessment reports, diagnostic assessments, state and district-wide assessment results, adaptive behavior rating scales, progress monitoring data, functional behavior assessment data, transition assessment, and technology evaluation.

**Mode of communication:** The predominant way a student expresses his or her thoughts, such as through words, pictures, objects, tactile cues, and augmented communication/assistive technology.

**Modification:** A change in materials or procedures during instruction and assessment that changes the learning expectations of the grade level content. Modifications during instruction may be appropriate on a temporary basis for scaffolding the student’s understanding and skills. Assessment modifications result in invalid measures of a student’s knowledge and skills and thus should be avoided.

**(NCLB) No Child Left Behind** – A federal law passed under the George W. Bush administration meant to hold primary and secondary schools measurably accountable to higher standards. NCLB is written so that it requires 100% of students (including special education students and those from disadvantaged background) within a school to reach the same set of state standards in math and reading by the year 2014. NCLB has been replaced by the Every Student Succeeds Act (ESSA).

**Participation guidelines for alternate assessment** – The Participation Guidelines for the Alternate K-PREP identify the requirements set by the state department of education for students with significant cognitive disabilities. These requirements must be agreed upon by the ARC committee and revisited at the annual meeting.

**Participation criteria:** These descriptors provide further information about the characteristics students would have in order to meet the four participation criteria for the Alternate Assessment.  
**Pervasive:** Present across academic content areas and across multiple settings (including school, home, and community).

**(SDI) Specifically Designed Instruction** – Adapting the content, methodology, or delivery of instruction to address the individual needs of the child and to ensure access to the curriculum so that the child can meet the educational standards set in place.

**Selected response items:** Assessment items that are structured for students to respond by choosing an answer (e.g., multiple choice, true or false, etc.)

**Substantial supports:** Substantial supports include support from the teachers and others (e.g., resource teacher, co-teacher, aide) and various material supports within the student’s environment. Examples include adapting text for assessments and learning, and extensive scaffolding of content to support learning.

**Substantially adapted materials:** Substantially adapted materials include various classroom and other materials that have been altered in appearance and content from the materials that peers without disabilities use for instruction or assessment. Examples include significantly shortening the length of passages, or using raised dots and hand-over-hand counting when identifying a matching number in math.



**WIDA Alternate ACCESS:** A large-print, paper-based test individually administered to students in Grades 1-12 who are identified as English language learners (ELLs) with significant cognitive disabilities. It is designed for ELLs who have disabilities that prevent them from meaningfully participating in ACCESS for ELLs Online or Paper.

# Appendix A

## Determination of Participation in the Kentucky Alternate Assessment

**The criteria for participation in the Alternate K-Prep reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. Thus, a student who participates in the Alternate K-Prep participates in this assessment for all content areas.**

## Kentucky Alternate Assessment Participation Guidelines Documentation Form

Enter District Name Here

(Attached to the Student's IEP and the ARC Conference Action Form)

Student's Full Name:	SSID:
Disability:	Grade:
Date of Birth:	Date of ARC:
School:	

### Kentucky Alternate Assessment Participation Guidelines Documentation Form

\*\* For further clarification of terms used in this worksheet, please refer to the Guidelines for Admissions & Release Committee (ARCs) on Participation Decisions for the KY Alternate Assessment

\*\* All answers to Participation Criterion must be answered Yes in order to be eligible to participate in the KY Alternate Assessment.

<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. <b>If yes</b>, indicate below when the Guide was provided to the parents. <b>If no</b>, provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions.</p> <p><input type="checkbox"/> Prior to Meeting <input type="checkbox"/> During Meeting <input type="checkbox"/> Other</p> <p>Date Guide Provided to Parents:</p>
--	--

Yes       No

The Admissions and Release Committee has explained the difference between an **Alternative High School Diploma (704 KARC 3:305)** and a **Regular High School Diploma** to all members of the ARC.

Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.

**Participation Criterion #1 (questions to determine eligibility):**

1. Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?

Yes       No

2. Is current Individual Education Program (IEP) in place or being developed for the student?

Yes       No

**Response (Answer to Criterion):**

**If NO to either question Stop here.** The student must meet Special Education Determination for Eligibility criteria in one or more disability categories defined in Kentucky Administrative Regulations (KAR). The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

**If YES to both.** If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, **continue to Criterion #2.**

**Sources of Evidence and Justification (Check and complete after sources have been reviewed and documented in the conference summary)**

Evaluation Data  
Date:

Disability Eligibility Determination Form (required)  
Date:

Individual Education Program (required)  
Date:

Other:

**Participation Criterion #2:**

1. The student's demonstrated cognitive functioning **and** adaptive behavior in the home, school and community environments are significantly below age expectations, **even with** program modifications and accommodations.

Yes  No

2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s) to inform the ARC decision.

Yes  No

**Response (Answer to Criterion):**

**If NO to either question Stop here.** The student does not have a significant cognitive disability. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

**If YES to both. Continue to Criterion #3.**

**Sources of Evidence and Justification**

Evaluation Data (required)

Date:

Individual Education Program (required)

Date:

Previous IEP if available (required)

Date:

Progress Monitoring Data (required):

Teacher Observation (optional):

Other:

Supporting Comments (optional):

**Participation Criterion #3:**

1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning

Yes  No

2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision.

Yes  No

**Response (Answer to Criterion):**

**NO to either question.**

**Stop Here.** The ARC determines that the student **does not** require direct instruction across multiple settings and/or accommodations, modifications, and supports that **exceed** what is allowed on the general assessments for students as described in the “Inclusion Document” and set forth in 703 KAR 5:070. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

**If YES to both.** The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that **do exceed** what is allowed on the general assessments for students as described in the “Inclusion Document” and set forth in 703 KAR 5:070, **Continue to Criterion #4.**

**Sources of Evidence and Justification**

Evaluation Data

Date:

Disability Eligibility Determination Form

Date:

Individual Education Program (required)

Date:

Progress Monitoring (required):

Assistive Technology Consideration Guide (optional)

Date:

Documentation of Accommodations Determination (required)

Date:

Parent Input (required):

Teacher Observations:

Other:

**Participation Criterion #4**

1. Did the ARC carefully consider (check as considered) each of these items:

- excessive or extended absences
- disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
- native language, social, cultural, and economic differences
- pre-determined poor performance on the grade-level assessment
- the student displays disruptive behaviors or experiences emotional duress during testing
- administrator decision
- educational environments or instructional setting

2. The ARC's decision for the student to participate in the KY Alternate Assessment **is not primarily** the result of any of the exclusions listed above.

Yes (Agree)  No

**Response (Answer to Criterion):**

**If NO to either question. Stop Here.** Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations and modifications form. Document on IEP and conference summary.

**If YES to both.** All necessary exclusions were considered. **Continue to ARC Eligibility Determination.**

**Sources of Evidence and Justification**

Supporting Comments (optional):

**ARC Eligibility  
Determination:**

1. The student meets the participation guidelines for KY Alternate Assessment as a student with a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standards and participate in the KY Alternate Assessment as indicated above.

All data sources referenced can be verified with supporting documentation.

Yes    No

**Response (Answer to  
Eligibility  
Determination)**

**NO. Stop Here.** The student is **not eligible** to participate in the KY Alternate Assessment. The ARC **must** determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.

**YES.** All Participation Criterion #1 - #4 are answered. Yes, the student is eligible to participate in the KY Alternate Assessment. **Continue with documentation form below.**

**Statement of Eligibility:**

Supporting Comments (required):



**Documentation Questions:**

1. The ARC reviewed and completed the Learner Characteristics Inventory (LCI) for the individual student? (See LCI attachment below)

Yes     No

2. Is receptive and expressive communication addressed in the IEP?

Yes     No

**Response (Answer to Documentation Questions):**

**If No to either.** Stop Here if the ARC has not reviewed or completed the LCI. The ARC **must** complete the LCI (below) before completing this documentation form. If student is found eligible, an ARC **must** convene to develop a (or review current) communication plan as part of the student's IEP.

**If Yes to both.** Continue with documentation form below.

**Sources of Evidence and Justification**

Learner Characteristics Inventory (required)

Date:

Individual Education Program (required)

Date:

**ADDITIONAL COMMENTS HERE**

**Kentucky Department of Education definition of a student with a significant cognitive disability:**

As outlined in the Kentucky Alternate Assessment Participation Guidelines Documentation form, students with the most significant cognitive disabilities:

- Meet eligibility criterion in one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, multiple disabilities),
- Have cognitive and adaptive behavior functioning preventing them from attaining grade level achievement standards, even with program modifications and accommodations,
- Require extensive individual instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to maintain, generalize and demonstrate learning,
- Have a significant cognitive disability that is not primarily the result of:

- excessive or extended absences
- disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
- native language, social, cultural, and economic differences, o those identified as English Learners (EL)
- pre-determined poor performance on the grade-level assessment
- the student displays disruptive behaviors or experiences emotional duress during testing
- administrator decision
- educational environment or instructional setting

# Appendix B

## **Alternate K-PREP Participation Decision Flowchart**

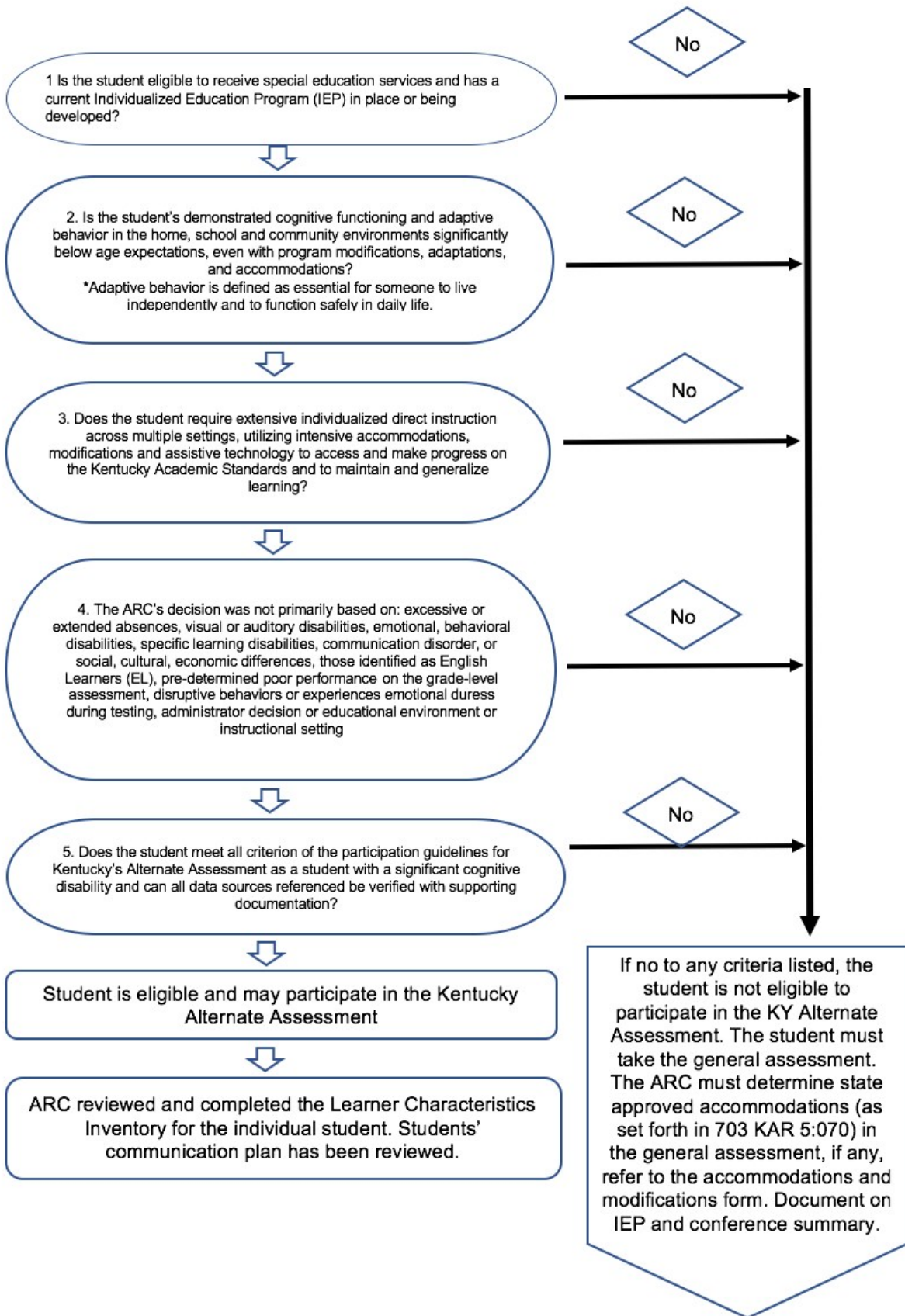
Eligibility Determination, results of Individual Cognitive Ability Test, Adaptive Behavior Skills Assessment, individual/group administered achievement tests, and English Learner (EL) language assessments, if applicable.

Data from scientific research-based interventions, progress monitoring data, results of informal assessments, parent and teacher observations, teacher-collected data and checklists.

Previous IEP, Integrated reports and Accommodations/Modifications Determination Form.

Examples of curriculum, instructional objectives and materials, work samples from school or community based instruction.

Present levels of academic and functional performance, goals, and objectives, and post-school outcomes from the IEP and the Transition Plan, if applicable.



# Appendix C

## Learner Characteristics Inventory

Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

1. Student's primary IDEA disability label:

- Intellectual disability, previously referred to as mental retardation
- Multiple disabilities
- Autism
- Speech or Language Impairment
- Hearing impairment
- Visual impairment, including blindness
- Traumatic brain injury
- Emotional disability
- Deaf-blindness
- Other health impairment
- Orthopedic impairment
- Specific learning disability
- Other

2. Is your student's primary language a language other than English?

- Yes
- No

3. What is the student's primary classroom setting?

- Special school
- Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.

Regular school, *primarily self-contained special education classroom*, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).

Regular school, *resource room/general education class*, students receive resource room services, but are in general education classes 40% or more of the school day.

Regular school, *general education class inclusive/collaborative* (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.

4. Expressive Communication (check the best description)

Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.

Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.

Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

5. Does your student use oral speech to communicate? (student uses his/her vocal cords to produce words)

Yes

No

6. Does your student use an augmentative communication system in addition to or in place of oral speech?

Yes

No

7. Receptive Language (check the best description)

Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.

Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.

Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.

Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

8. Motor (check the best description)

No significant motor dysfunction that requires adaptations.

Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).

Uses wheelchair, positioning equipment, and/or assistive devices for most activities.

Needs personal assistance for most/all motor activities.

9. Engagement (check the best description)

Initiates and sustains social interactions.

Responds with social interaction, but does not initiate or sustain social interactions.

Alerts to others.

Does not alert to others.

10. Health Issues/Attendance (check the best description)

Attends at least 90% of school days.

Attends approximately 75% of school days; absences primarily due to health issues.

Attends approximately 50% or less of school days; absences primarily due to health issues.

Receives Homebound Instruction due to health issues.

Highly irregular attendance or homebound instruction due to issues *other* than health.

11. Reading (check the best description)

Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).

Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.

Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.

Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.

No observable awareness of print or Braille.

12. Mathematics (check the best description)

- Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- Does computational procedures with or without a calculator.
- Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.  
Counts by rote to 5.
- No observable awareness or use of numbers.



# Appendix D

## Comparing Diploma Requirements

High School Diploma	Alternate High School Diploma
<p>Minimum Graduation Requirements  <b>Total of 22 Credits</b></p> <ul style="list-style-type: none"> <li>• <b>Language Arts - 4 credits</b> (English I, English II, English III, and English IV) to include the content contained in the Kentucky core academic standards for English and language arts. Language arts shall be taken each year of high school.*</li> <li>• <b>Mathematics - 3 credits</b> to include Algebra I, Geometry and Algebra II (<i>An integrated, applied, interdisciplinary, or technical or occupational course that prepares a student for a career path based on the student's Individual Learning Plan may be substituted for a traditional Algebra I, Geometry or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky Academic Standards (KAS).</i>)</li> <li>• <b>Social Studies - 3 credits</b> to include the content contained in the Kentucky Academic standards for social studies.</li> <li>• <b>Science - 3 credits</b> that shall incorporate lab-based scientific investigation experiences and include the content contained in the Kentucky Academic Standards for science.</li> <li>• <b>Health - 1/2 credit</b> to include the content contained in the Kentucky Academic Standards for health.</li> <li>• <b>Physical Education - 1/2 credit</b> to include the content contained in the Kentucky Academic Standards for physical education.</li> <li>• <b>History and appreciation of visual and performing arts (or another arts course which</b></li> </ul>	<p>Alternative Course of Study (can include a combination of regular education and special education classes)  <b>Total of 22 Classes</b></p> <ul style="list-style-type: none"> <li>• <b>Language Arts – 4 classes</b> to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content strands of reading, writing, speaking, listening, observing, inquiry, conventions, analysis, and using technology as a communication tool and must also include Kentucky Employability and Foundational Academic Standards.</li> <li>• <b>Mathematics – 4 classes</b> to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content standards and must also include Kentucky Employability and Foundational Academic Standards.</li> <li>• <b>Social Studies – 3 classes</b> to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content strands of historical perspective, including U.S. History, World History, and Integrated Social Studies and must also include Kentucky Employability and Foundational Academic Standards.</li> <li>• <b>Science – 3 classes</b> to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content standards of Life Science (Biology), Physical Science, and Earth/Space Science concepts and must</li> </ul>

**incorporates this content) - 1 credit** to include the content contained in the Kentucky Academic Standards for arts and humanities or a standards-based specialized arts course based on the student’s individual learning plan.

- **Academic and career interest standards-based learning experiences - 7 credits** including 4 standards-based learning experiences in an academic or career interest based on the student’s individual learning plan.
- **Technology - Demonstrated performance-based competency in technology**

also include Kentucky Employability and Foundational Academic Standards.

- **Health and Physical Education – 1 class** to include the content strands of individual well-being, consumer decision, personal wellness, mental wellness, and community services as well as psychomotor and lifetime activity.
- **Visual and Performing Arts – 1 class** a performing arts course (or another arts course which incorporates this content) which incorporates the content strands of arts, dance, music, theatre, and visual arts or a standards-based specialized arts course based on the student's Individual Learning Plan.
- **Electives – 3 classes** in academic and career interest the Kentucky Alternative Assessment aligned to Kentucky Academic Standards (KAS) and Kentucky Employability and Foundations Academic standards-based learning experiences to include standards-based learning experiences in an academic or career interest based on the student's Individual Learning Plan; and demonstrated performance based competency in technology. (See Career Work Experience Certification (optional) requirements below)
- **Technology - Demonstrated performance-based competency in technology**
- **ILP completed for each grade level 6-12**

Kentucky Accountability – More information is located on the [Accountability page](#) of the KDE website

(ACT) – required at grade 11

Transition Attainment Record (TAR) – required at grade 11

Civics Test (required)	Not Required
K-Prep	Alternate K-PREP
	Optional: Career Work Experience Certification and Employability Skills Attainment Record (ESAR) for career transition readiness accountability

# Appendix E

*Student A Sample Schedule – includes a combination of regular education, special education courses and the courses required to receive a CWE Certification.*

Area/Course Title	Course Code	Recommended Grade Level									Guidance	
		Middle School			High School				Grade 14			
		6	7	8	9	10	11	12	Year 5	Year 6		Year 7
<b>English Language Arts</b>											<b>English Language Arts</b>	
Middle School Language Arts	600120	X	X	X								Select 4. Courses may also be selected from general education course codes
English I	600121				X							
English II	600122					X						
English III	600123						X					
English IV	600124							X				
<b>Mathematics</b>											<b>Mathematics</b>	
Middle School Math	600130	X	X	X							Select 3 in grades 9-12. Courses may also be selected from general education course codes	
Math 1	600131				X							
Math 2	600132					X						
Math 3	600133						X					
Math 4	600134							X				
<b>Science</b>											<b>Science</b>	
Integrated Science	303091				X						Select 3 in grades 9-12. Courses may also be selected from general education course codes	
Life/Science/Biology	600141					X						
Earth/Space Science	600142						X					
<b>Social Studies</b>											<b>Social Studies</b>	
Integrated Social Studies	600150				X						Select 3 in grades 9-12. Courses may also be selected from general education course codes	
World History	600151					X						
U.S. History	600152						X					
Humanities (Visual & Performing Arts) or a standards-based specialized arts course											Humanities (Visual & Performing Arts) or a standards-based specialized arts course	
History and Appreciation of Visual and Performing Arts Survey	500111	X	X	X	X							
<b>Health &amp; Physical Education</b>											<b>Health &amp; Physical Education</b>	
Health and Physical Education	600170	X	X	X		X					Select 1 year in Middle School; Select 1 year in High School - 0.5 Health; 0.5 PE	

Area/Course Title	Course Code	Recommended Grade Level									Guidance	
		Middle School			High School				Grade 14			
		6	7	8	9	10	11	12	Year 5	Year 6		Year 7
Electives												Electives
Developing Career Choices	600183	X	X	X								Select at least 3 in Grades 9-12. Electives may also be selected from general education course codes, including CTE courses
Daily Living Skills	600180				X		X		X	X	X	
Life Skills	600290					X		X	X	X	X	
Basic Money Skills	600181				X	X	X					
Money Skills for Independent Living	600182							X	X	X	X	Career Work Experience Certification Electives: 1/year Grades 9-12, Grade 14 as appropriate
Career Work Experience Certification Electives: 1/year Grades 9-12, Grade 14 as appropriate												
Developing Career Options	600184				X							1 Year recommended at either grade or in alignment with the length requirement for CTE courses. Prerequisite to last two courses
Developing Leadership Skills	600190					X			X	X	X	1 Year recommended at either grade or in alignment with the length requirement for CTE courses. Prerequisite to last two courses
Experience in Workplace Principles	600189						X	X				1 Year recommended at either grade or in alignment with the length requirement for CTE courses.
Individualized Career Work Experience	600185							X	X	X	X	1 Year recommended at either grade or in alignment with the length requirement for CTE courses.

# Appendix F

## *Student Sample Communication Goals*

Student Example 1: Shelby has cerebral palsy, limited mobility, no speech, uncertain use of vision. She alerts to others when engaged and smiles. She learned to use a single switch to indicate “more” in a short 15-minute teaching session when engaged with peers. Currently, she would score a (3) expressively on the LCI and a (3) on the receptive item on the LCI. However, with increased instruction, she could easily move to an emerging level of communication.

### Potential Goal for Shelby

#### Goal 1:

When participating in an engaging activity, Shelby will use symbolic communication including words, pictures, or voice output device with words or symbols to communicate a variety of communicative intents: request, refuse, comment, affirm, greet with 80% accuracy over 5 consecutive engaged opportunities as measured weekly by teacher made checklist.

#### Benchmark/Objectives:

- i. When participating in an engaging activity, Shelby will independently push the switch when the engaging activity stops/pauses to indicate “more” 80% of engaged opportunities as measured weekly by teacher made checklist.
- ii. When presented with less desired options, Shelby will refuse by using a voice output device to say “no” or “stop” 80% of opportunities as measured weekly by teacher made checklist.

Specially designed instruction: 1) respond as if meaningful to all communicative gestures, facial expressions, and vocalizations; 2) Implement partner assisted voice scanning to select a preference, 2) model communication using a highly flexible core word array - “more”, “go”, “like”, “stop” 3) assess and provide an accessible AAC device with voice output using the highly flexible core words where the position of the pictures/words maintains the same location; 4) provide pictures and illustrations on black back grounds and high contrast colors; 5) provide objects or high contrast picture symbols (nouns) representing highly preferred items.

Student Example 2: Stevie uses some signs, pictures – primarily nouns, facial expressions, and vocalizations to communicate a variety of intents. Currently, he would score a (2) expressively on the LCI. Receptively, he can follow 1 -2 step directions when motivated to do so, and he is beginning to indicate a response using pictures using voice output AAC device. He is emerging in his use of symbols to communicate a variety of intents.

### Potential Goal for Stevie

#### Goal 1:

When participating in an engaging activity, Stevie will use symbolic communication including words, pictures, or voice output device with words or symbols to communicate a variety of communicative intents: request, refuse, comment, affirm, greet with 80% accuracy over 5 consecutive engaged opportunities as measured weekly by teacher made checklist.

Benchmark/Objectives:

- 1) When participating in an engaging activity, Stevie will independently use a voice output device to express a variety of intents using highly flexible core words in a static array to request, refuse, and comment 80% of opportunities across the day as measured by daily checklist
- 2) Stevie will communicate using two/three words together in either a pronoun/verb/object – “want more” “I want more” for 80% of communicative opportunities as measured by daily checklist.

Specially designed instruction: 1) respond as if meaningful to all signs, facial expressions, and vocalizations; 2) model communication on the device using a highly flexible core word array - “more”, “go”, “like”, “stop” that includes pronouns, verbs, adjective/adverbs arranged in sentence formation array; 3) assess and provide an accessible AAC device with voice output using the highly flexible core words where the position of the pictures/words maintains the same location; 3) provide highly specialized picture symbol words that are unique to academic content and student preferences (nouns) linked to the core words.