



Kentucky Department of **EDUCATION**

INCLUSION OF SPECIAL POPULATIONS REGULATION TRAINING CHECKS FOR UNDERSTANDING ANSWERS

The following information is a direct representation of the Inclusion of Special Populations regulation training provided by the Kentucky Department of Education. This document is provided as a resource service to Kentucky public school districts for training purposes only.

Inclusion Regulation Check for Understanding (1)

1. Are all special populations are included in the state-required Assessment and Accountability programs?

YES- those populations are defined on page 3 of the regulation.

2. Should a student with a Specific Learning Disability in Reading automatically receive a reader and scribe for accommodations?

NO- Accommodations are individual to each student and should not be a blanket set of accommodations based on a disability or English proficiency level (p.4-5)

3. Do students have the right to decline an accommodation?

YES- page 4 of the Inclusion regulation states that students may decline an accommodation.

4. Can a student plan change near an assessment window?

YES- a student plan may change when appropriate. If the meeting falls near an assessment window, be sure to document the justification for the change in any summary and within the plan. (p.5)

Inclusion Regulation Check for Understanding (2)

1. Do students who are in an alternative placement or state agency have to take the required assessments?

YES- students in alternative placements and state agency students have to take required assessments. (p.23-24)

2. For EL students, is one year of enrollment defined as 240 cumulative school days or 12 cumulative months?

YES- one year of enrollment is 240 cumulative school days or 12 cumulative months. (p.15)

3. Do districts have to send medical emergency documentation to KDE?

NO- Forms completed should be kept at the local level. (P.19)

4. Are students who have withdrawn to home school required to take the state required assessments?

NO-While students who receive homebound or hospital instruction are not automatically exempt from state required assessments, students who have completely withdrawn to be home schooled are not required to complete state assessments. This includes students who may come to the school to receive services such as Speech or OT but are not enrolled in that school for their primary enrollment. (p.24)

Inclusion Regulation Check for Understanding (3)

1. May a student who uses a communication device use it for state assessments?

YES- students using communication devices may use them during the state assessments to communicate with accommodators or test proctors. If there is internet capability, it must be disabled on the device during testing. A student using technology that may be distracting to another student should be tested in another location. (p.8-9)

2. Is a number line that is pre-numbered appropriate to use on state assessments?

NO- A number line must be blank for a student to use on a state assessment. Manipulatives are meant to serve as something that triggers a student's memory of a process or how to solve a problem. (p.9)

3. Does a student have to request the reader to begin reading initially?

NO- The student does not have to request for the reader to begin reading. A student taking the general assessment does have to request a re-read. Students taking the alternate assessment, which is scripted, do not have to request a re-read. (p.10, 20)

4. On an online assessment, may the scribe click the answer choices for the student?

YES- The scribe may click answer choices, perform functions for technology-enhanced items, and type written responses as directed by the student.

Inclusion Regulation Check for Understanding (4)

1. May a district group up to four students together for Oral Native Language Support?

YES- Up to four students with the same language may be grouped together. The best practice is to be aware of the translation needs of the students.

2. Can the same types of calculators be used for all state-required assessments?

NO- the test administration manual for each assessment specifies the calculator guidelines for each individual test.

3. Can a student use a text reader as a behavior modification?

NO- A text reader is an accommodation for a student who has a disability related to reading or as an EL support. It is not a behavior modification support.

4. If a student sleeps for 55 minutes of a 60-minute test, are they entitled to their extended time?

NO- the regulation states that the use of extended time on assessments shall be utilized if the student is demonstrating on-task efforts toward constructive progress. (p.11, 22)

