

INDIVIDUALIZED EDUCATION PROGRAM

____ County Schools

Student's Full Name _____

Date _____

PART VII (continued): ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS GUIDELINES**TO BE COMPLETED ONLY IF THE IEP TEAM HAS SELECTED ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS****ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS GUIDELINES**

Alternate Academic Achievement Standards are designed for students with the most significant cognitive disabilities. Students following the Alternate Academic Achievement Standards will participate in the statewide Alternate Assessment and are on track to receive an Alternate (*modified*) Diploma which has implications regarding postsecondary education and career opportunities.

The following three statements must be answered yes when determining if the student's program of study should be based on the Alternate Academic Achievement Standards:

1. The student has a significant intellectual disability.
NOTE: WV Policy 2419, states that an intellectual disability is defined as significantly subaverage intellectual functioning that exists concurrently with deficits in adaptive skill areas. These deficits are manifested during the developmental period and adversely affect the student's educational performance. The student with moderate to severe intellectual disability has general intellectual functioning more than three standard deviations below the mean, in consideration of 1.0 standard error of measurement as determined by a qualified psychologist, using an individually administered intelligence test.
2. The student will be primarily instructed using the Alternate Academic Achievement Standards.
3. The student requires extensive direct individualized instruction and substantial support to achieve measureable gains in the grade and age appropriate curriculum.

The following are NOT allowable considerations to determine participation in the Alternate Assessment:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student's scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

The IEP Team must check the box below to confirm that the guidelines were followed when making the decision to select Alternate Academic Achievement Standards.

☐ **The IEP Team has read and understood the ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS GUIDELINES and has applied those guidelines in selecting the Alternate Academic Achievement Standards.**