
**IEP GUIDELINES FOR STATEWIDE
ASSESSMENT OPTIONS (SED-P024)**
WENATCHEE SCHOOL DISTRICT

1.0 SCOPE:

- 1.1 This outlines the process, consistent throughout the district, for the selection of the appropriate WASL options for students with disabilities. Those options are: WASL without accommodations, WASL with accommodations, Grade Level WASL at Proficiency Level 2, Developmentally Appropriate WASL, and WAAS Portfolio.

**The online version of this
procedure is official;
therefore, all printed versions
are unofficial copies.**

2.0 RESPONSIBILITY:

- 2.1 Director of Special Education, Assistant Director of Special Education, Building Principals, Special Education Teachers, School Psychologists, other staff that may be working with the individual student.

3.0 APPROVAL AUTHORITY:

- 3.1 Director of Special Education

4.0 DEFINITIONS:

- 4.1 WASL – Washington Assessment of Student Learning
4.2 GLEs – Grade Level Expectations
4.3 G. L. – Grade Level
4.4 IEP – Individualized Education Plan
4.5 NOPA – Notice of Proposed Action

5.0 PROCEDURE:

- 5.1 IEP coordinator collects all data that may be used in the decision making process. Data may include the following: Adaptive Skills, IQ and academic scores in qualifies areas (math, reading, written language) from latest formal assessment, Social/Emotional ratings, Language Development, DRA and Levels Test outcomes, past WASL scores).
- 5.2 IEP coordinator sends invitation for an IEP meeting to parents, student (if appropriate), school psychologist, general education teacher, and other members as appropriate
- 5.2.1 The team will meet to review all available data and select WASL option that is considered the most appropriate for the student
- 5.2.1.1 Team will consider student's current rate of progress and anticipated post-school outcomes
- 5.2.2 IEP team will select the most appropriate option based on the criteria listed below:
- 5.2.3 WASL without accommodations:
- 5.2.3.1 Student is performing at or near grade level;

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- 5.2.3.2 Academic program guided by EALRs and GLEs;
 - 5.2.3.3 Achievement skills on multiple measures have been on or near grade level;
 - 5.2.3.4 Student has been below the mean on one or more levels of general functioning on measures of cognitive ability, social/emotional, adaptive skills and/or language development; and,
 - 5.2.3.5 Post–secondary outcomes may include 4-year college, vocational technical schooling, competitive employment and independent living.
- 5.2.4 WASL with accommodations:
- 5.2.4.1 Student is performing near grade level;
 - 5.2.4.2 Academic program guided by EALRs and GLEs, however student in need of
 - 5.2.4.3 accommodations and some modifications in general education setting;
 - 5.2.4.4 Student has been below the mean on one or more levels of general functioning on measures of cognitive ability, social/emotional, adaptive skills and/or language development; and, post –secondary outcomes may include 2-year college, vocational technical schooling, competitive employment and independent living.
- 5.2.5 G.L. WASL at Proficiency Level 2 (Basic):
- 5.2.5.1 IEP goals and objectives reflect student is functioning below GLEs;
 - 5.2.5.2 Progress monitoring demonstrates student oral reading fluency is not expected to intersect with GLEs.
 - 5.2.5.3 Student demonstrates persistent academic disability;
 - 5.2.5.4 Prior statewide assessments below proficiency;
 - 5.2.5.5 Post-school outcomes may include 2-year college, vocational/technical schooling, competitive employment and independent living.
- 5.2.6 Developmentally Appropriate WASL (DAW):
- 5.2.6.1 Student has a persistent academic disability;
 - 5.2.6.2 Student performs substantially below grade level;
 - 5.2.6.3 Prior assessments demonstrate student is significantly below grade level;
 - 5.2.6.4 Post-secondary outcomes may include 2-year college or Vocational/technical School; competitive employment and independent living.
- 5.2.7 WAAS Portfolio:
- 5.2.7.1 Student appears to have a significant cognitive disability (2 standard deviations below the mean);

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5.2.7.2 Student work is substantially below grade level and IEP focuses on functional skills and EALR extensions;

5.2.7.3 Prior statewide assessments reflect scores from a WAAS portfolio;

5.2.7.4 Post-secondary outcome reflects support living and supported employment.

5.3 IEP team completes form SED-F066 during the IEP process.

5.3.1 All completed forms are attached to the student's IEP with original documentation and sent to the Special Education office to become part of the student's cumulative file.

5.3.2 Student name, birth date, and test option sent directly to the Assistant Director of Special Education for state reporting.

6.0 ASSOCIATED DOCUMENTS:

6.1 SED-F023 IEP

6.2 SED-F025 Invitation to Meeting

6.3 SED-F022 Documentation of Notification

6.4 SED-F040 Notice of Proposed Action

6.5 SED-F066 IEP Guidelines for Statewide Assessment Guideline

6.6 SED-F038 Revision of IEP (if appropriate)

7.0 RECORD RETENTION TABLE:

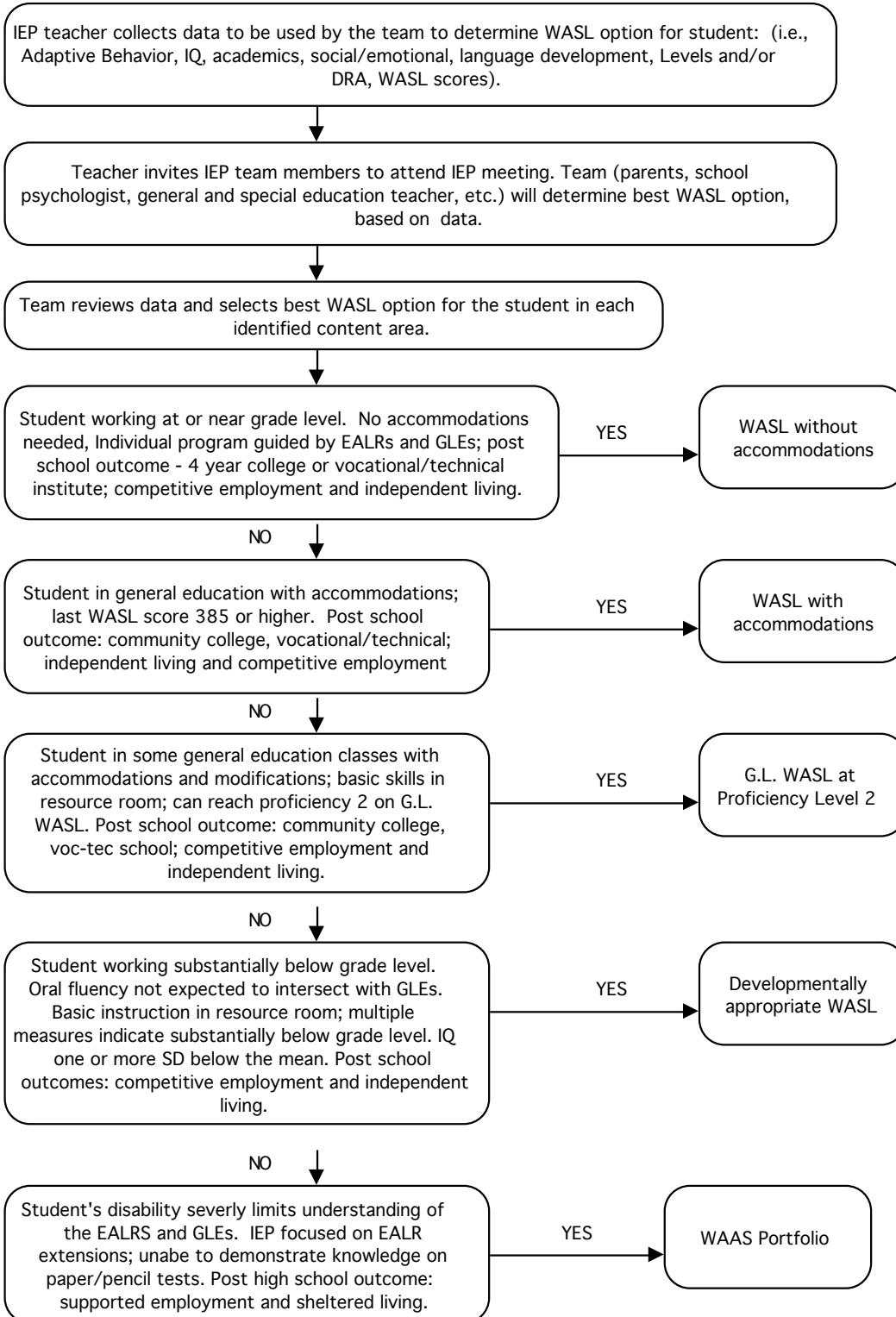
<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
All documents listed in 6.0 Associated Documents	Special Education Cumulative File; student's building file	According to state and federal guidelines, 6 years after student exists district	Letter sent to last known address; if no response, records destroyed after one month	Fireproof location

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev:</u>	<u>Description of Revision:</u>
02-Feb-06	A	Original Release

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IEP Guidelines for Statewide Assessment Options



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