

SB

372

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Session:
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SENATOR LYDA GREEN
SENATE DISTRICT G

SB 372 Sponsor Statement

“An Act relating to secondary school assessments for students with disabilities; and providing for an effective date.”

SB 372 ensures that the Exit Exam regulations address the needs of the learning disabled student while still holding schools accountable. SB 372 provides for individualized assessment mechanisms, not just the use of tools to assist the student on the standardized exit exam, to address the needs of learning disabled students.

SB 372

- (1) Allows *disabled students* (who do not achieve a passing score on the exit exam) to receive a diploma if the student successfully completes an *individualized assessment* which demonstrates proficiency on the performance standards established and required by the student's individualized education plan.
- (2) Allows for students with a *severe cognitive disability* to participate in an assessment based on alternate academic standards and *to receive a diploma without taking the exit exam* if the student meets graduation requirements and successfully completes the assessment. This would address a void in the statute wherein the statute does not provide a system for a severely cognitively disabled student to earn a diploma.
- (3) Delays for one year the deadline for a student's IEP to provide for an individualized assessment mechanism.

LEGAL SERVICES

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MEMORANDUM

March 30, 2004

SUBJECT: Secondary School Assessments (SB 372)

TO: Senator Lyda Green
Attn: Kim Carnot

FROM: Jean M. Mischel
Legislative Counsel 

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Expresses the legislature's intent that regulations adopted for individualized assessment programs under AS 14.03.075 may not limit the programs to modified versions of the secondary school competency examination.

Section 2. Adds an exception for certain students with disabilities to take an alternate assessment to the secondary school competency examination in addition to the current system of requiring some students with disabilities who have failed the competency examination to take an individualized assessment. Changes the name of "alternative assessment" to "individualized assessment." The individualized assessment is to be based upon performance standards established for the student in the student's IEP or education plan. Deletes requirements that the individualized/alternate assessment conform, to the maximum extent possible, to state performance standards and that the department approve an alternative assessment program for a student. Provides that a student with a severe cognitive disability shall receive a diploma even if the student does not pass the regular competency examination or an individualized/alternate assessment if the student is eligible under board regulations to participate in our alternate assessment, successfully completes that assessment in grade 10, and meets other graduation requirements, such as those relating to credit hours.

Section 3. Adds references to the individualized and the alternate assessments to the requirement that the department establish uniform standards in regulations for the assessments. Deletes a prohibition against changing an assessment system in a student's junior year. This prohibition is reinstated by sec. 4.

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Section 4. Effective July 1, 2005, adds back in the prohibition against changing an assessment system in a student's junior year.

Section 5. Changes the reference in the school performance reporting requirement to "individualized assessment" from "alternative assessment."

Section 6. Provides a delayed effective date for section 4.

Section 7. Provides an immediate effective date for the Act except as provided in section 6.

JMM:mdr

04-125.mdr

FISCAL NOTE

STATE OF ALASKA
2004 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: SB 372
 () Publish Date: 3/19/2004

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title An Act relating to secondary RDU Teaching & Learning Support
school assessments Component Quality Schools
 Sponsor Senate HESS
 Requester _____ Component No. 2147

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2004) cost: 0.0
 Mark this box (X) if funding for this bill is included in the Governor's FY 2005 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

SB 372 requires a student to successfully complete an alternate assessment. Currently the costs for this assessment are covered by federal funds as it is a federal requirement for grade 10 only and students are not required to be proficient. If a student is required to successfully complete they would need to be proficient and therefore may be required to repeat the assessment in 11th and 12th grade. At the same time, SB 372 removes the requirement for a department approved alternative assessment program and replaces it with an individualized assessment program determined for the student under their IEP for those special education students that do not fall under the severely cognitively disabled category. The department believes that existing staff in the agency would be able to provide technical assistance and guidance to district IEP teams in establishing individualized assessment programs and also address the cost for repeating the alternate assessment, if necessary.

Prepared by: Les Morse, Director of Assessment Phone 465-8691
 Division Teaching and Learning Support Date/Time 3/31/04 8:58 AM
 Approved by: Karen J. Rehfeld, Deputy Commissioner Date 3/31/2004
 Agency Department of Education & Early Development