

POLICY

DISTRICT-WIDE ASSESSMENT POLICY

It is the policy of the Board of Education that students with disabilities receive appropriate accommodations necessary to measure the academic achievement and functional performance of the disabled student in the administration of District-wide assessments. To the extent feasible, the universal design principles (attached) will be utilized in developing and administering any District-wide assessment programs.

In designing and administering District-wide assessment programs, it is the responsibility of the Superintendent or his designee to:

1. Appropriately train all staff participating in developing District-wide assessments in the principles of universal design. Those principles include, but are not limited to:
 - (a) Development of instructional and assessment materials that are varied and diverse.
 - (b) Development of tests that do more than accommodate physical, sensory, or cognitive disabilities.
 - (c) Development of tests that are flexible and promote alternatives.
 - (d) Development of tests that are inclusive.
2. Ensure that the Committee on Special Education routinely considers particular access issues of each individual student with disabilities in developing an individualized education plan.
3. Create a classroom environment that respects and values diversity.
4. Employ a variety of curriculum delivery methods.
5. Make information accessible by all students so as to allow each student to fully participate in the District's curriculum.
6. Encourage different methods of communication from students to teachers and students to students so each student may fully participate in the District's curriculum.
7. Provide multiple ways for students to demonstrate learned knowledge by fully including disabled students in the District-wide assessment program in respect to both access and scoring.

The Board of Education directs the Superintendent or their designee to provide an annual report to the Board of Education regarding the success in implementing universal design principles in the District's District-wide assessment program.

Ref: 8 NYCRR §200.2(b) (13-14)
8 NYCRR §200.4(d) (2) (vi-vii)
New York Education Law §§ 1604(29-a); 1709(4a); 2503(7a); 2504(7a)
34 CRF §300.44
20 USC §1401(35)
20 USC §1412(a) (16)(E)

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PRINCIPLES OF UNIVERSAL DESIGN

Universal design has now evolved to the point where educators plan for inclusion at the design stage of curriculums and build in accomplishments for English language learners and students with disabilities.

The Center for Universal Design (1997) published seven Principles of Universal Design and associated guidelines that can be applied to the fields of architecture, product development, and education. The principles and guidelines are summarized below:

1. **Equitable Use** - provide the same means of use for all users. Avoid segregating or stigmatizing any users. Provide equal availability for privacy, security, and safety. Make the design appealing to all.
2. **Flexibility in Use** - provide choice in methods of use. Accommodate right or left-handed access and use. Facilitate the user's accuracy and precision. Provide adaptability to the user's pace.
3. **Simple and Intuitive** - eliminate unnecessary complexity. Be consistent with user expectations and intuition. Accommodate a range of literacy and language skills. Arrange information in order of importance. Provide effective prompting and feedback.
4. **Perceptible Information** - use pictorial, verbal, and/or tactile modes for presentation of essential information. Provide adequate contrast between essential information and its surroundings. Differentiate elements in ways that can be easily described. Provide compatibility with devices used by people with sensory limitations.
5. **Tolerance for Error** - arrange elements to minimize hazards and errors. Provide warnings and fail-safe features. Discourage unconscious action in tasks that require vigilance.
6. **Low Physical Effort** - allow user to maintain a neutral body position. Use reasonable operating forces. Minimize repetitive actions and sustained physical effort.
7. **Size and Space for Approach of Use** - provide a clear line of sight to important elements for any seated or standing user. Make comfortable for any seated or standing user. Accommodate variations in hand and grip size. Provide adequate space for the use of assistive devices or personal assistance.

Readopted: 2/25/21 (st)