

Guidance on Alternate Report Cards

OFFICE OF SPECIAL EDUCATION PROGRAMS

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Alternate Report Cards: Federal/Legal Guidance

- ▶ Federal Guidance from [Office of Civil Rights Q&A on Report Cards/Transcripts For Students With Disabilities](#) :
 - ▶ "Under Section 504 and Title II, in general, the LEA must provide students with disabilities report cards that are **as informative and effective** as the report cards provided for students without disabilities."
 - ▶ It is up to the LEA to determine the standards to be used to measure the student's progress or level of achievement.
 - ▶ Alternate report cards CAN indicate that a student is receiving special education or working on a modified/alternate curriculum, as long as the report card also provides an explanation of the student's progress that is as informative and effective as the explanation provided for students without disabilities.
 - ▶ Transcripts CANNOT have any designation of special education status.
- ▶ [Saddleback Valley USD vs OCR, 1990](#) "For students with severe disabilities, the use of an alternate reporting system must be **at least equivalent to the information and reporting frequency** consistent with section 504."

Alternate Report Cards: Options

- ▶ How can districts create alternate report cards that are:
 - ▶ **“as informative and effective”** as the report cards provided for students without disabilities
 - ▶ **“at least equivalent”** in information and reporting frequency
- ▶ Frequency: Same as other students in your districts!
- ▶ Parents: Involve them in the report card development.
- ▶ Start with the grade-level report card and standards. Individualize the report card from there.
- ▶ Look at the student’s **grade-level [Core Content Connectors](#)** for ELA/Math/Science. Use the content and modify the **achievement** as it applies to the student.

Alternate Report Cards: Options continued

- ▶ **Elementary grades:** might list reading/writing/math subjects and social skills being worked on in the gen ed classroom. Measurement might be "Emerging/Developed/Mastered" to be consistent with grade-level.
- ▶ **Middle/High School grades:** might use CCC, with the measurement of "Pass/Fail" because an ABC grade is not accurate for achievement of course requirements.
- ▶ **Self-contained placements:** might create courses on Infinite Campus such as Life Skills Reading, Life Skills Math, Daily Living Skills. Measurement might be "Pass/Fail".
- ▶ Ensure that parents understand how the alternate (MODIFICATION) report card affects graduation requirements!

Alternate Report Cards: IEP Team Considerations

- ▶ Caution: Using the quarterly IEP Progress Report as a student's only "report card" may not be considered "at least equivalent" or "as informative and effective" to the report card of grade-level students without disabilities.
 - ▶ IEP Progress Report addresses IEP Goals, and likely not the FULL range of subject/content instruction the student is receiving.
- ▶ Due to the large range of students' ability/achievement levels, educational placements, grade-levels, variation in report cards between districts...**an individualized Alternate Report Card may look very different for each student.**

Alternate Report Cards: Resources

- ▶ Districts can find further guidance and legal precedence on alternate report cards at:
 - ▶ US Dept of Education, Office of Civil Rights Q&A on Report Cards/Transcripts For Students With Disabilities:
 - <https://www.ed.gov/laws-and-policy/individuals-disabilities/special-education-laws/faqs-report-cards-and-transcripts-students-disabilities>
 - ▶ SPED Connection:
 - <https://www.specialedconnection.com/>
- ▶ Districts can interpret federal guidance and legal precedence with their district attorney.