

Instruction

HIGH SCHOOL EXIT EXAMINATION

The Governing Board desires to ensure that district students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics and are given the opportunity to learn the subjects covered in the high school exit examination.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.5 - Student Assessment)

(cf. 6162.54 - Test Integrity/Test Preparation)

The Superintendent or designee shall ensure that district programs and services, including, but not limited to, instructional materials, staff development, and remediation programs, are aligned with the exit exam.

The Superintendent or designee shall administer the high school exit exam in accordance with law. (Education Code 60850)

Students may be allowed to take the exam with variations, accommodations, or modifications in accordance with law and administrative regulation.

The district shall provide necessary supplemental instruction to students who do not demonstrate sufficient progress toward passing the exit exam to assist the students to succeed on the exam. (Education Code 60851)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

Legal Reference: (see next page)

HIGH SCHOOL EXIT EXAMINATION (continued)

Legal Reference:

EDUCATION CODE

35146 *Closed sessions*

37252 *Summer school*

51041 *Evaluation of educational program*

56026 *Individuals with exceptional needs*

56101 *Waiver of code or regulation*

60810 *Assessment of language development*

60850-60859 *Exit examination*

CODE OF REGULATIONS, TITLE 5

1200-1225 *High school exit examination*

UNITED STATES CODE, TITLE 20

1400-1482 *Individuals with Disabilities Education Act*

UNITED STATES CODE, TITLE 29

794 *Rehabilitation Act of 1973, Section 504*

CODE OF FEDERAL REGULATIONS, TITLE 34

300.503 *Prior notice*

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Smiley v. California Department of Education, (2002) 45 Fed.Appx. 780

Chapman v. California Department of Education, (2002) 229 F.Supp.2d 981

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Independent Evaluation of the California High School Exit Examination (CAHSEE), Annual Reports, Human Resources Research Organization

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, California High School Exit Examination: <http://www.cde.ca.gov/ta/tg/hs/index.asp>

Educational Testing Service: <http://www.ets.org/cahsee>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

HIGH SCHOOL EXIT EXAMINATION**Definitions**

Variation means a change in the manner in which the test is presented or administered or in how a student is allowed to respond, and includes, but is not limited to, accommodations and modifications as defined in Education Code 60850. (5 CCR 1200)

Accommodation means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. (Education Code 60850)

Modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. (Education Code 60850)

District and Test Site Coordinators

On or before July 1 of each school year, the Superintendent shall designate a high school exit examination coordinator from among district employees and shall notify the test contractor of the identity and contact information of the coordinator. The district coordinator or Superintendent or designee shall be available throughout the year, shall serve as the liaison between the district and the test contractor and between the district and the California Department of Education (CDE) for all matters related to the exit exam, and shall perform additional duties specified in 5 CCR 1209-1211.5. (5 CCR 1209)

Annually, the district coordinator or Superintendent or designee shall designate a test site coordinator for each test site to fulfill the responsibilities specified in 5 CCR 1210-1211.5. (5 CCR 1210)

All district and test site coordinators shall sign a test security affidavit/agreement pursuant to 5 CCR 1211.5.

Access to exam materials shall be limited to students taking the exit exam and individuals who have signed the test security affidavit, including employees directly responsible for test administration. All district and test site coordinators shall be responsible for inventory control. (5 CCR 1211)

Administration

The Superintendent or designee shall administer the exit exam in each district high school on the dates designated by the Superintendent of Public Instruction as exam days or make-up days. (Education Code 60851)

HIGH SCHOOL EXIT EXAMINATION (continued)

The exit exam shall be administered as follows: (Education Code 60851, 60852.3; 5 CCR 1204, 1204.5)

1. Students in grade 10, including students with disabilities who are otherwise exempt from the requirements of the exam, shall take each section of the exit exam once during the school year, either during the grade 10 census administration or the district-designated grade 10 make-up administration.
2. Students in grade 11 who have not yet passed one or both sections of the exit exam shall have up to two opportunities during the school year to take the section(s) of the exam not yet passed and may elect to take the exam during these opportunities. These students may be tested in successive administrations within a school year. Students should be offered appropriate remediation or supplemental instruction before being retested.
3. Students in grade 12 shall have at least three opportunities to take the section(s) of the exit exam not yet passed. Students in grade 12 may elect to take the exam up to five times during the school year and may take the exam in successive administrations. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6179 - Supplemental Instruction)

4. Adult education students shall have up to three opportunities per year to take the section(s) of the exit exam not yet passed and may elect to take the exam during these opportunities. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6200 - Adult Education)

If a student does not possess sufficient English language skills to be assessed on the exit exam, the Superintendent or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing, and comprehension in the English language. (Education Code 60852)

(cf. 6174 - Education for English Learners)

Test administrators at the test sites shall be responsible for the accurate identification of eligible students to whom the exit exam is to be administered. This identification shall be made through the use of photo identification or positive recognition by an employee of the district. (5 CCR 1203)

HIGH SCHOOL EXIT EXAMINATION (continued)

Any student found to have cheated, assisted others in cheating, or compromised the security of the exit exam shall not receive a score from that test administration. (5 CCR 1220)

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

Testing Variations for All Students

The Superintendent or designee may provide any student taking the exit exam with extra time within a testing day, simplified or clarified test directions (but not test questions), student marks (other than responses) including highlighting in test booklets, and/or testing in a small group setting. (5 CCR 1215)

A student may also be provided the following testing variations if they are regularly used in the classroom: (5 CCR 1215)

1. Special lighting, special acoustics, or special or adaptive furniture
2. Visual magnifying or audio amplification equipment
3. Noise buffers (e.g., an individual carrel or study enclosure)
4. Testing of individual students in a separate room provided that the student is directly supervised by an employee who has signed the test security affidavit
5. Colored overlay, mask, or other means to maintain visual attention to the exam or test items
6. Manually Coded English or American Sign Language to present test administration directions

At least 30 working days before the proposed administration of the exit exam, the Superintendent or designee shall submit a request to the CDE for a case-by-case review of a proposed variation that is not specified in law. The request shall include a description of the requested variation(s) and, if applicable, a certification that the student's individualized education program (IEP) or Section 504 plan specifies that the requested variation is appropriate and necessary to access the exam due to the student's identified disability(ies) and that such variation is currently listed in his/her IEP or Section 504 plan. (5 CCR 1218)

HIGH SCHOOL EXIT EXAMINATION (continued)**Testing Variations for English Language Learners**

In addition to testing variations allowed for all students, identified English language learners may be allowed the following testing variations if regularly used in the classroom or for assessments: (5 CCR 1217)

1. Flexible setting: English language learners may have the opportunity to be tested in a separate room with other English language learners provided that the students are directly supervised by an employee who has signed the test security affidavit.
2. Flexible schedule: English learners may have additional supervised breaks within a testing day.
3. Flexible time: English learners may have extra time on the exam within a testing day.
4. Translated directions: English learners may have the opportunity to hear the test directions printed in the test contractor's manual translated into their primary language. English learners may have the opportunity to ask clarifying questions about the test directions in their primary language.
5. Glossaries: English learners may have access to translation glossaries (English to primary language and/or primary language to English). The glossaries are to include only the English words or phrases with the corresponding primary language words or phrases. The glossaries shall include no definitions, formulas, or parts of speech.

Accommodations/Modifications for Students with Disabilities

A student with disabilities shall be permitted to take the exit exam with accommodations or modifications when the student's IEP or his/her Section 504 plan specifies their use on the exit exam, for standardized testing, or during classroom instruction and assessments. (Education Code 60850; 5 CCR 1215.5, 1216)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

The use of accommodations shall not invalidate a student's test score(s). Accommodations may include: (5 CCR 1215.5)

HIGH SCHOOL EXIT EXAMINATION (continued)

1. Presentation accommodations, including large-print versions in 20-point font, exam items enlarged if larger than 20-point font is required, Braille transcriptions provided by the test contractor, audio or oral presentation of the mathematics section of the exam, or use of Manually Coded English or American Sign Language to present test questions on the mathematics section of the exam or any prompts or passages present in the writing task
2. Response accommodations, including responses marked in the test booklet and transferred to the answer document by an employee who has signed the test security affidavit; responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe for selected-response items (e.g., multiple-choice test questions); responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter on the writing portion of the exam and the student indicates all spelling and language conventions; word processing software with spell and grammar check tools turned off on the writing portion of the exam; or an assistive device that does not interfere with the independent work of the student on the multiple-choice or writing portion of the exit exam
3. Scheduling/timing accommodations, including testing over more than one day after consultation with the test contractor, supervised breaks within a section of the exam, and administration of the exam at the most beneficial time of day to the student after consultation with the test contractor
4. Setting accommodations, including tests administered by a test examiner to a student at home or in the hospital

For purposes of receiving a high school diploma, the use of modifications shall invalidate a student's test score for the section of the exam for which the modification(s) were used. If the score is equivalent to a passing score, the student may be eligible for a waiver, as detailed below. Modifications may include: (5 CCR 1216)

1. Arithmetic table or formulas, calculators, or math manipulatives on the mathematics section of the exit exam
2. Audio or oral presentation of the multiple-choice portion of the English language arts section of the exit exam
3. Manually Coded English or American Sign Language to present the multiple-choice portion on the English language arts section of the exit exam
4. Spell checkers, grammar checkers, or word processing software programs that check or correct spelling and/or grammar on the writing portion of the exit exam

HIGH SCHOOL EXIT EXAMINATION (continued)

5. Mechanical or electronic devices or other assistive devices that are not used solely to record the student's responses, including, but not limited to, transcribers, scribes, voice recognition or voice-to-text software, and that identify a potential error in the student's response or that correct spelling, grammar, or conventions on the writing portion of the exit exam
6. Responses dictated orally, in Manually Coded English, or in American Sign Language to provide an essay response to a scribe and the scribe provides spelling, grammar, and language conventions
7. Dictionary on any section of the exam

Exemption for Students with Disabilities Beginning in 2009-10

The district shall grant a diploma to a student with a disability who has not passed the exit exam if all of the following criteria are satisfied: (Education Code 60852.3)

1. The student has an IEP or Section 504 plan.
2. The IEP or 504 plan states that the student is scheduled to receive a high school diploma.
3. The student has satisfied or will satisfy all other state and district requirements for the receipt of a high school diploma on or after July 1, 2009.

Waiver for Students with Disabilities

When a student with disabilities has taken any section of the exit exam with one or more modifications and has received the equivalent of a passing score, his/her parent/guardian may request that the student receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit a request for a waiver to the Governing Board. The Board may waive the requirement to successfully pass the exit exam if the principal certifies that the student has all of the following: (Education Code 60851)

1. An IEP or Section 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam
2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam

HIGH SCHOOL EXIT EXAMINATION (continued)

3. An individual score report showing that the student has received the equivalent of a passing score on the exit exam while using a modification that fundamentally alters what the exam measures as determined by the State Board of Education

In order to protect the student's privacy rights, the waiver request shall be considered in closed session. Final Board action on the waiver request shall be taken in open session and shall be a matter of public record. The student's name shall not be disclosed in open session.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

The principal or designee shall notify parents/guardians of students with disabilities about the criteria and process for applying for a waiver of the requirement to successfully pass the exit exam.

Each year, the Superintendent or designee shall provide the CDE with data regarding students with disabilities and the district's waiver process as specified in 5 CCR 1207.1.

Records

The Superintendent or designee shall maintain a summary data file of all students who participate in each test administration. This summary data file shall include the following information for the English language arts section and the mathematics section for each administration: (5 CCR 1205)

1. The date on which each section of the exam was taken
2. The full name of each student who took each section of the exam
3. The grade level of each student at the time each section of the exam was taken
4. Whether each student has satisfied the requirement to successfully pass each section of the exam

In addition, the Superintendent or designee shall provide the test contractor with the student demographic information specified in 5 CCR 1207.

Within 60 days of receiving electronic data files from the test contractor, the Superintendent or designee shall enter the following information in each student's permanent record: (5 CCR 1206)

HIGH SCHOOL EXIT EXAMINATION (continued)

1. The date on which the student took each section of the exam
2. Whether the student has satisfied the requirement to successfully pass each section of the exam

(cf. 5125 - Student Records)

Notifications

At the beginning of each school year, the Superintendent or designee shall provide written notification of the exit exam requirement to all students in grades 9-12 and to their parents/guardians. Such notification shall also be provided to any student who transfers into the district after the beginning of the school year at the time of the student's transfer. The notification shall include, at a minimum, the date of the exam, the requirements for passing the exam, and the consequences of not passing the exam, and shall inform the parent/guardian that passing the exam is a condition of graduation. The Superintendent or designee shall maintain documentation that the parent/guardian of each student has been sent this written notification. (Education Code 48980, 60850; 5 CCR 1208)

(cf. 5145.6 - Parental Notifications)

(cf. 6146.1 - High School Graduation Requirements)

Prior to each administration of the exit exam, the Superintendent or designee shall notify students of the provisions of 5 CCR 1220 related to the consequences of cheating. (5 CCR 1220)

Regulation

approved: August 7, 2001

revised: August, 2003

revised: September 19, 2005 – Board Policy Committee

revised: April 16, 2007 – Board Policy Committee

revised: April 19, 2010 - Board Policy Committee

VISALIA UNIFIED SCHOOL DISTRICT

Visalia, California

Instruction

HIGH SCHOOL EXIT EXAMINATION (continued)
Procedures for Submitting a
California High School Exit Examination (CAHSEE)
Special Education Waiver

Page 1

Task	Timeline	Office Responsible	Person Responsible
Distribute list of all students, regardless of P/F to high school principal(s).	Sept.1, Nov. 1, Mar. 1, June 1 or within 30 calendar days of receipt of CAHSEE results	Achievement and Success	Achievement and Success
Principal distributes list and Waiver packet to site CAHSEE Coordinator, who <ul style="list-style-type: none"> • Compiles SASI Grad Checks for all students with \geq 350 invalid score on ELA and/or Math with modifications • CAHSEE Coordinator forwards packet with SASI Grad Check and copy of CAHSEE test results to site Special Education Assistant Principal 	Within 30 calendar days of CAHSEE test results	School Site	Principal Site CAHSEE Coordinator
Meet with all special education teachers who have students on the list. <ul style="list-style-type: none"> • Distribute, review and explain Waiver Packet 	Sept. 20, Nov. 20, March 20, June 6 or within 45 calendar days of receipt of CAHSEE test results	School Site	Special Education Site Assistant Principal
Complete Waiver Packet <ul style="list-style-type: none"> • Complete CAHSEE Waiver Cover Sheet Attach the following: <ul style="list-style-type: none"> ○ IEP Assessment page/504 plan ○ SASI Grad Check ○ Copy of CAHSEE Student Report 	Site Decision	School Site	Special Education Teacher as per caseload assignment
Schedule Site Review Committee	Oct. 1, Dec. 1, April 1, June 10, or within 60 calendar days of receipt of CAHSEE test results	School Site	Special Education Site Assistant Principal
Collect completed Waiver packets from Special Education teachers	Oct. 1, Dec. 1, April 1, June 10 or within 60 calendar days of receipt of CAHSEE test results	School Site	Special Education Site Assistant Principal
Site Review Committee Meets <ul style="list-style-type: none"> • Verify and review CAHSEE Waiver Cover Sheet • Verify inclusion of the following: 	Oct. 15, Dec. 15, April 15, June 15 or within 65 calendar days of receipt of CAHSEE test results.	School Site	Special Education Site Assistant Principal

Page 2 Task (cont'd.)	Timeline (cont'd.)	Office Responsible	Person Responsible
<ul style="list-style-type: none"> ○ IEP Assessment page/504 Plan ○ SASI Grad Check ○ Copy of CAHSEE Student Report ● Approve/Deny Waiver based on criteria 			
Complete VUSD CAHSEE Application and submit with students' packets to Principal(s) for signature.	During site Review	School Site	Special Education Site Assistant Principal
Principal(s) sign VUSD CAHSEE Application	Site decision	School Site	Principal
Make copies of all CAHSEE Waiver Cover Sheets , Packets, and the VUSD CAHSEE Application for site records	Prior to submission	School Site	Principal
Submit signed VUSD CAHSEE Application with completed waiver packets to the Office of Special Education, Director of Special Education/504	Oct. 30, Dec. 30, April 30, June 30 or within 70 calendar days of receipt of CAHSEE test results.	School Site	Principal
District Review Committee Meets ● Verify and review site's CAHSEE Applications	Nov., Jan., May, July	Office of Special Education	District Director of Special Education/504
Consent item-Compile a listing of the students approved for the waiver and respective school site.	Nov., Jan., May, July	Office of Special Education	District Director of Special Education/504
Submit consent item to Executive Assistant to the VUSD Board of Education	Dec., Feb., June, Aug.	Office of Special Education	District Director of Special Education/504
Maintain records of approved Waivers	Dec., Feb., June, Aug.	Office Special Education, High School Office of Achievement and Success	District Director of Special Education/504

September 19, 2005 – Approved by Board Policy Committee

SITE WAIVER APPLICATION
California High School Exit Examination (CAHSEE)

Date: _____

Send **original** Waiver Application and Waiver Packets to:
Office of Special Education, Attn:

School Site	Site Contact	Contact Person's E-mail
School Address		Site Phone () - X
List all students that you are requesting a waiver for the CAHSEE.		
<u>First Name</u>	<u>Last Initial ONLY</u>	<u>Z#</u>
<p>Certification – I hereby certify that the students on this list have been verified to have:</p> <ul style="list-style-type: none"> <input type="checkbox"/> IEP documentation of modification use <input type="checkbox"/> Evidence of academics at high school level achievement (SASI Grad Check) <input type="checkbox"/> Individual Score Report showing “equivalent of a passing score” but invalid due to modification <p>“The term ‘equivalent of a passing score’ is used, because the test score received by a student who takes the test with modifications cannot be a valid passing score.” (CDE)</p>		
Signature of Principal		Date
Site Waiver Committee Chair	Title	Date
Office Use Only		
<input type="checkbox"/> All students approved for Waiver <input type="checkbox"/> All students approved for Waivers except:		<u>Date to Board</u> <u>Reason</u>
<u>First Name, Last Initial</u>		

WAIVER COVER SHEET
California High School Exit Examination (CAHSEE)

To be completed by Case Manager

First Name _____

Last Name Initial Only _____

Z#: _____ Birth Date: _____ Male/Female: _____

- Mental Retardation
- Hard of Hearing
- Deaf
- Speech or Language Impairment
- Visual Impairment
- Emotional Disturbance
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Deaf-Blind
- Multiple Disabilities
- Autism
- Traumatic Brain Injury

The following required evidence is attached:

- I E P
- SASI Graduation Check
- Individual Score Report

Parent contacted by teacher:

- Conference _____
Date
- Letter (Form _____) _____
Date
- Phone call _____
Date

Submitted by: _____
Name

Position

Date

SITE LEVEL REVIEW MEETING DOCUMENTATION
 Special Education Waiver
 California High School Exit Examination (CAHSEE)

Site: _____ Date of Review Meeting: _____

Review Meeting Participants: 1. _____, Chairperson
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____

Student Name: _____ DOB: _____
 Date of last Triennial IEP: _____
 Date of last Annual IEP: _____
 Name of Caseload Manager: _____

- Documentation Presented for Review:
 - 1. IEP Assessment Page/504 Plan yes no
 - 2. SASI Graduation Check yes no
 - 3. Copy of CAHSEE student report yes no
- Review of CAHSEE Waiver regulations with Committee members yes no
- Verification of:
 - 1. CAHSEE Waiver Cover Sheet yes no
 - 2. Inclusion of Items #1, #2, #3 Documentation Items yes no
- CAHSEE Waiver Request, as per Stated Board criteria
 - Approved
 - Denied Reason: _____

- Meeting notes regarding discussions of committee. yes no
- Signatures of Site Review Committee:

Name	Date	Name	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Instruction

HIGH SCHOOL EXIT EXAMINATION

**Parent/Guardian Request for Waiver of the High School Exit Examination
Requirement for a Student with Disabilities**

Please return the completed form to the principal of your child's high school.

My child, _____[name]_____ is a student with disabilities attending _____[high school]_____. He/she has taken the high school exit examination with modifications that alter what the test measures and has received the equivalent of a passing score on one or more parts of the exam.

I hereby request that the principal submit a request to the Governing Board for a waiver of the requirement that my child successfully pass the exit examination in order to receive a high school diploma. I understand that, in order to receive such a waiver, state law requires that my child have all of the following:

1. An individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or a plan adopted pursuant to Section 504 of the Rehabilitation Act of 1973 that specifies the use of the modification(s) on the exit exam, standardized testing, or classroom instruction and assessments
2. Sufficient high school level coursework either satisfactorily completed or in progress in the district's high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that my child has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education

I hereby certify that, to the best of my knowledge, my child satisfies the conditions listed above.

Parent/Guardian Signature: _____ Date: _____

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HIGH SCHOOL EXIT EXAMINATION

**Principal's Certification and Request for the Governing Board
to Waive the High School Exit Exam Requirement
for a Student with Disabilities**

Student's Name:

Student's Number (for use on open session agenda):

Pursuant to Education Code 60851, the parent/guardian of _____ [student's name] _____, a child with disabilities, has requested that the Governing Board waive the requirement that his/her child successfully pass the high school exit examination in order to receive a diploma from _____ High School. His/her child has taken the high school exit exam with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score on one or both parts of the exam.

I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 plan that specifies the use of the modification(s) on the exit exam, standardized testing or classroom instruction and assessments. (Attach the IEP or Section 504 plan that indicates the modification needed to participate and access the high school exit exam.)
 - a. Describe the nature of the student's disability as identified on the IEP or Section 504 plan:
 - b. Describe any modification(s) used on the English/language arts section of the exam:
 - c. Describe any modification(s) used on the mathematics section of the exam:

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HIGH SCHOOL EXIT EXAMINATION (continued)

- d. List the rationale as to why the modification used was necessary to allow the student to access the test:
 - e. Describe the accommodations/modifications that the student regularly uses for English/language arts in the classroom and on other assessments:
 - f. Describe the accommodations/modifications that the student regularly uses for mathematics in the classroom and on other assessments:
2. Has sufficient high school level coursework either satisfactorily completed or in progress in the high school curriculum sufficient to have attained the skill and knowledge otherwise needed to pass the high school exit examination. (Attach transcript showing coursework completed.)

Summarize the student's academic preparation and performance in the subject areas of English/language arts and/or mathematics (depending on the subject of the waiver request) that demonstrate high school level achievement:

3. Has an individual score report showing that he/she has achieved the equivalent of a passing score on the exit exam (350 or more points) using a modification that fundamentally alters what the exam measures. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in either the English/language arts/and/or math portion of the exam.)

Certified by: _____ [principal's signature] _____ Date: _____