

LOCAL ASSESSMENT PLAN AND SCHEDULE



**Van Buren R-I School District
2025-2026**

INTRODUCTION

The Van Buren R-I Board of Education Policy IL directs the creation of a written assessment plan. In the case of individual students, standardized tests in combination with other criteria can provide an indication of student success. The purposes of the District-wide assessment program is to facilitate and provide information for student achievement, student counseling, instructional change, and school and/or District evaluation and accreditation (Board of Education Policy IL).

Section 1 - Testing Sequence and Assessment Descriptions: This section contains a chronological listing of scheduled testing, testing contacts responsible for that testing or assisting in coordination of the test and targeted grade level(s). Additional testing information is shared with teachers/administrators through a district google calendar.

Section 2 – Student Testing This section contains a rationale for achievement testing in the District. It lists the test names and provides general descriptions of those tests.

Section 3 – Testing Responsibilities, Use of Assessment Data and Professional Development Related to Achievement: This section describes the responsibilities of District staff administering tests; how assessment results will be disaggregated, used and disseminated; and provisions for staff development activities related to the assessment program.

Section 4 - Individualized Testing : This section provides information about testing for special services, gifted education.

Section 5 – Guidelines for Including Students with Special Needs in State and District-wide Assessments: This section provides a rationale, descriptions of state and federal laws, and guidelines for compliance dealing with special needs students and academic accountability.

Appendix – Test Policy: This section references Board of Education policies that refer to the District's assessment plan, test security and the state-mandated reading assessment program (IL, ILA).

Section 1 - Testing Sequence and Test Descriptions

2025-26 *state windows are indicated	<u>GRADE</u>	<u>TEST</u>	<u>TEST CONTACTS</u>
August-May	K-12	Common Formative/Summatives	Classroom Teachers
1st 2-6 weeks of School Year	K	DRDP-K Desired Results Developmental Profile-Kindergarten	K-Teachers Elem Principal
Fall and Spring	11 – 12	ASVAB ^a	HS Counselor
October and June	11 – 12	ACT ^a	HS Counselor
Fall and Spring	10-12	ACCUPLACER	HS Counselor
*April/May TBD	3 – 8	MAP Test 3-8 and MAP-A in any required subject area	Elem. Counselor Elementary Principal SPED Teachers SPED Director
*December and May	9-12	Spring EOC in all required subject areas	HS Counselor HS Principal SPED Teachers SPED Director
Spring	9-12	TSA Test	HS Counselor Business, FACS and Ag Instructors
Fall, Winter, Spring	5,8 Science	Progress Learning	Classroom Instructors Elem Principal HS Principal
Fall, Winter, Spring	9-12 ELA, SS, Science, Math	Galileo Assessments	Classroom Instructors HS Principal
Window 1 Within 1st 30 days	K-8	i-Ready Diagnostic Reading/Math	Elementary Principal HS Principal
Window 2 12/02-12/19	K-8	i-Ready Diagnostic Math	Elementary Principal HS Principal
Window 2 2/23-3/13	K-8	i-Ready Diagnostic Reading	Elementary Principal HS Principal
Window 3 2/23-3/13	K-8	i-Ready Diagnostic Math	Elementary Principal HS Principal
Window 3 4/15-5/15	K-8	i-Ready Diagnostic Reading	Elementary Principal HS Principal
As needed	K-12	Dyslexia Screening	Interventionists

a- Students self-select their participation *-DESE window

Section 2 – Student Testing

Rationale: In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement. The purposes of the District assessment program are to facilitate and provide information for the following:

1. Student Achievement: To produce information about relative student achievement so that parents/guardians, students, and teachers can monitor academic progress of the general population as well as subpopulations.
2. Student Counseling: To provide data as a tool in the counseling and guidance of students for further direction and for specific academic placement and remediation.
3. Instructional and Curriculum Change: To provide data which will assist in the preparation of recommendations for instructional and curriculum changes to:
 - help teachers with instructional decisions, plans, and changes in classroom objectives and programs;
 - help the District make needed changes in the curriculum;
 - help the professional staff formulate and recommend instructional policy;
 - and help the Board of Education adopt instructional policies.
4. School and District Evaluation: To provide indicators of progress of the District towards the goals and objectives of the CSIP and MSIP.

In the continual effort to improve instruction and programs, the District-wide assessment program implements the components of the Missouri Assessment Program to monitor the progress of all students in meeting the Missouri Learning Standards. Other assessments given on a District-wide basis are described in the chart contained in this section of the District's local assessment plan.

The District-wide assessment plan is used as a vehicle for furnishing the needed information to decision makers, including the Board, administrators, teachers, parents/guardians, and students. The Board, in cooperation with the administrative and instructional staff, annually reviews disaggregated and aggregated student performance data. The District uses a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to guide District-wide decisions.

There is involvement in development/implementation of the District-wide assessment program. Instructional staff are given training and responsibilities in coordinating the program. The tests included in the District-wide assessment program include:

- Tests mandated by state and federal programs
- Tests mandated by state and federal law
- Tests mandated District-wide for a particular group of students

Student Participation in State Testing

Missouri does not have a formal process for students to "opt out" of statewide assessments. Missouri school districts are compelled by state and federal statute along with state board of education rule 5 CSR 20-200.210 to assess all students enrolled in school districts. All students are expected to participate in State/Federal testing as required.

The following pages include charts that explain:

- detail what tests and assessments are included in the District-wide assessment program;
- provide the grade the test is given;
- explain the purpose of each test;
- who is responsible for the test;
- describe how the results are used
- describe how results are disseminated

DISTRICT AND STATE ASSESSMENTS

Grade Level	Coordinator	Name of Test	Purpose	How Results are Used	Dissemination of Results
K-HS	Classroom Instructors, Building Principals	Pre/Present and Post Tests	These assessments are common assessments, designed to assess students' progress towards the mastery of standards for each content area being tested.	Teachers make determinations in regard to their instruction and need for tutoring from this data. These results do not count as an assessment grade for students.	These results are shared with students, teachers, and administrators. Parents may also get this information through parent-teacher conferences and discussions.
K-HS	Classroom Instructors, Building Principals	Summatives	These common assessments are designed by classroom teachers. These assessments measure students' progress towards course objective mastery.	These assessments are given a minimum of twice per grading period at each grade level. The results are used both formatively and summatively. These results do count as an assessment grade for students. Teachers/administrators make determinations regarding the instruction during this period of time and determine if re-teaching is necessary and if tutoring may be appropriate.	These results are shared with students, teachers, and administrators. Parents may also get this information through parent-teacher conferences and on the Lumen parent portal.
3,4,6,7	Counselors, Building Principals	MAP Grade Level Assessments ELA and MA	These assessments are based on the Missouri Learning Standards and are the state required assessments for APR.	The results of these assessments are used to help determine how well the District's curriculum supports the Missouri standards. Change in instruction and curriculum can occur based on the results.	The results of the MAP Grade Level Assessments are shared with teachers, parents and students through paper copies and downloaded files.
5 and 8	Counselors, Building Principals	MAP Grade Level Assessments in ELA, MA and	These assessments are based on Missouri Learning Standards	The results of these assessments are used to help determine how well the District's curriculum supports	The results of the MAP Grade Level Assessments are shared with teachers, parents

		Science	and are state required tests for APR.	Missouri standards. Change in instruction/ curriculum can occur based on the results.	and students through paper copies and downloaded files.
3-8, 10,11	Special Ed. Director, process coordinators, and teachers	MAP-A (MAP Alternate) using Dynamic Learning Maps	This is the Alternate Assessment for students with Special Needs and are based on IEP goals.	The results of these assessments are used to help us determine how well the District's curriculum supports the Missouri standards. Change in instruction and curriculum can occur based on the results.	The results of the MAP-A are shared with teachers, parents and students through paper copies and downloaded files.
HS	HS Counselor, Building Principals	End-of Course exams (Alg I, ELA2, Biology, Government)	These assessments are based on the Course Level Expectations and are the state required assessments for APR.	The results of these assessments are used to determine how well the District's curriculum supports the Missouri standards. Change in instruction and curriculum can occur based on the results. The results do not count as an assessment grade for students.	The results of the MAP End of Course Exams are shared with teachers, parents and students through paper copies and downloaded files.
K-12	ELL Coordinator	WIDA ACCESS Placement Test (W-APT)	This assessment is required by the state for all new identified students as ELL screening.	This assessment allows the district to properly place students in an ELL program.	Results are shared with administrators, parents, students and teachers.
K-12	ELL Coordinator	ACCESS for ELLs	This assessment is required by the state/federal government for all ELL students.	This assessment allows the district to assess students' progress within the ELL program	Results are shared with administrators, parents, students and teachers.
K-8	Principals, Classroom Instructors	i-Ready	Benchmark and progress monitoring system for math and reading.	The results for this system will be used to help determine student re-teaching and tutoring needs.	Data are shared with students, parents, teachers and administrators

K	Kindergarten Instructors, Elem Principal	DRDP-K Desired Results Developmental Profile-Kinderg arten	DRDP-K assists in determining a child's overall school readiness and strengths in early learning domains.	DRDP-K results are used to inform teachers and administrators of the level of readiness in Kindergarten students.	Data is used to support instruction allowing instructors to meet students at their ability level when they enter school.
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READING SCREENINGS AND ADDITIONAL TESTS

Grade Level	Coordinator	Name of Test	Purpose	How Results are Used	Dissemination of Results
K-6/selected others	Interventionists	i-Ready	Dyslexia Screener	i-Ready is designed to be used for identification of students experiencing difficulty in acquisition of basic early literacy skills. This will aid the interventionists in identifying students to service as well as an early indicator of dyslexic issues.	Data will be shared by the team with necessary stakeholders, including administrator, teachers, and parents.
K-8	Principal/ Instructional Staff	i-Ready	Benchmark and progress monitoring system for reading & math.	The results for this system will be used to determine response to intervention.	Data are shared with students, parents, teachers and administrators.
9-12	HS Principal, Instructional Staff	Galileo Diagnostic	Benchmark and progress monitoring for core subject areas in HS.	The results for this system will be used to determine response to intervention.	Data will be shared with students, teachers and administrators.
Early Childhood/ Kindergarten	Classroom Instructors	Brigance	Brigance assists in determining a child's overall school readiness and strengths in early learning domains.	Brigance results are used to inform teachers and administrators of the level of student readiness.	Data will be shared with students, teachers and administrators.
Elem/MS	Classroom Instructors	Progress Learning	Progress Learning assists in determining students' level of understanding in the areas of 5th and 8th grade science.	These results are used to monitor and then adjust instruction based on student instructional needs.	Data will be shared with students, teachers and administrators.

COLLEGE AND CAREER READINESS SCREENING

Grade Level	Coordinator	Name of Test	Purpose	How Results are Used	Dissemination of Results
11-12	HS Counselor	ACT	This national test is used to measure students' acquired knowledge, skills and understanding.	Used by students as a qualifier for college entrance and can assist students in securing financial aid in college. Also used by the HS staff to look for strengths and weaknesses in instruction.	Reports are sent to students and parents and also to designated colleges. The district also receives a composite report for use in data analysis.
11-12	HS Counselor	ASVAB	A measure of general learning aptitudes and potential for occupations.	Results are used for career planning.	Students and Parents get a report and a copy is in each student's record.
10-12	HS Counselor	ACCUPLACER	This test assesses skills in reading, writing and math to determine if students are ready to take particular courses.	Determines academic placement.	Students and or parents, HS counselors, college advisors review reports from this assessment.
11-12	Vocational/Technical Instructors	Technical Skills Assessments	To provide students the ability to earn a certificate in their field of study.	The results are used to determine the qualification of students within their desired study area. TSAs/IRCs are also a state measure for the district APR.	Students receive a score report as does the state department of education.

Section 3 – Testing Responsibilities, Use of Assessment Data and Professional Development Related to Achievement

Rationale: The Van Buren R-I School District supports the establishment of a District-wide assessment program as one indication of the success and quality of the education students receive in the school District. In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement. The District uses a variety of assessment data (i.e., longitudinal, demographic, disaggregated, diagnostic, survey, etc.) to provide information for District-wide decision making about curriculum and instruction.

Use of Assessment Data

1. After receiving test results, teachers are provided assistance in interpreting results so they can best utilize them in programming and curriculum development and/or revision.
2. Counselors use results in counseling and scheduling strategies.
3. The Curriculum Director provides student achievement results, including disaggregated data, to teachers, administrators, the community and the Board of Education so they are informed of the quality of education provided in the District.
4. The administrators and teachers at the building sites provide student achievement results to parents and students, as appropriate.
5. District personnel utilize test results, including disaggregated data, to develop and/or modify curricula and plan for the future needs of students and the professional development of staff.

Professional Development Related to Student Achievement

The teachers and administrators in the Van Buren R-I School District participate in professional development opportunities related to the goals and objectives of the CSIP, areas of needed student improvement based on data analysis, MSIP requirements, the results of the Professional Development Committee's needs assessment, and the results of other needs assessments. The information contained in this narrative is used to address professional development related to student assessment.

The topics related to state and District-wide assessment that are addressed in in-service opportunities are:

- how to analyze data to determine strengths and weaknesses;
- how to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment;
- how to use achievement data and dropout data of subgroups (by race/ethnicity, gender, disability, ELL, or migrant) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population;
- instructional strategies to be used in classrooms that will promote success on MAP and other standardized tests;
- how to increase student engagement;
- how to appropriately provide accommodations and modifications;
- and the legal requirements of reporting data as designated by IDEA (for administrators).

The Professional Development Committee of the Van Buren R-I School District works in conjunction with administrators to provide professional development opportunities for teachers, administrators, and support staff. The following ways and means are used as vehicles to bring about the realization of the goals and objectives contained in the CSIP:

- Study groups/focus groups/ Building Data Teams
- Building level and District-wide in-service facilitated by RPDC staff, DESE staff, and/or other consultants
- Peer coaching through the mentor program and teacher observations
- Teacher collaboration by common planning and/or departmental meetings
- Attending state and regional workshops related to CSIP goals, areas of needed student improvement, and other identified needs.
- Training for beginning teachers offered through the District Professional Development Committee and/or colleges/universities
- Enrolling in college/university classes

The logistics of how and when various groups will meet will be determined jointly by the PDC and the administrators. To allow for professional development, the District uses a variety of methods to provide collaboration and learning time during the school year. The Van Buren R-I School District operates from the premise that effective professional development, as it relates to student assessment, increases achievement for all students. It also facilitates data-driven decision-making, and creates learning cultures within each building.

Section 4 - Individualized Testing

Rationale: Individualized assessment is defined as testing not routinely used for all students in a grade or a class. It is required for pupil identification in special services and gifted education programs. It is also employed to aid District staff when making decisions about retention.

Special Services

The purpose of assessment is to build an understanding of the complete child with his/her abilities and patterns of functioning in order to meet the student's individualized educational needs. Special services assessment is ongoing as needed. Areas assessed may include:

- general health (includes motor)
- vision
- hearing
- academic performance
- intellectual/cognitive ability
- communication (speech and language)
- social/emotional

Section 5 – Guidelines for Including Students with Special Needs in State and District-wide Assessments

Rationale: Missouri has moved to an inclusive state assessment program. Districts are accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students will participate in either the Missouri Assessment Program (MAP) assessments developed for specific content areas or the MAP Alternate Assessment.

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program and be included in districts' assessment programs.

Federal and State Laws

Section 504 of the Rehabilitation Act of 1973 lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in Federally-assisted programs or activities. Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.

Individuals with Disabilities Education Act (IDEA)(Public Law 105-17) provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. This act provides clear direction for including students with disabilities in state assessment programs as well as district-wide assessment programs. With regard to assessment programs, IDEA requires that:

- states establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state;
- states establish performance indicators that can be used to assess student progress toward meeting those goals and standards;
- children with disabilities be included in state and district-wide assessment programs, with appropriate accommodations provided as necessary;
- states develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment;
- states develop and begin to conduct alternate assessments for students who cannot participate in the regular assessment program by no later than July 1, 2000;
- states report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students;
- and the IEPs of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed.

Guidelines for Compliance

In order to comply with federal laws and state mandates, the Van Buren R-I School District has developed the following guidelines for including students with special needs into the state assessment program and District-wide assessment program.

1. Decisions regarding participation in state-level testing (MAP Grade-Level Assessments and EOCs) and accommodations are made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. Students with special needs participate in the MAP one of three ways:

- **MAP/EOC Subject Area Assessments without Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.
- **MAP/EOC Subject Area Assessments with Accommodations:** Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.
- **MAP Alternate Assessment:** A very small number of students with significant disabilities will not be able to participate in the MAP subject area assessments even with accommodations. These students participate in the MAP Alternate Assessment.

2. Decisions regarding participation in the District-wide assessment program and accommodations are made annually, based on a student's instructional goals, curriculum, and current level of functioning, skills, and learning characteristics. Students with special needs participate in the District-wide assessment program one of three ways: assessments given District-wide without accommodations, assessments given District-wide with accommodations, or alternate assessments. The District develops/uses alternate assessments that parallel (in purpose, type, and content assessed) assessments given on a District-wide basis.

3. The IEP team will ask the following three questions to determine how the student will participate in the state and the District-wide assessment program.

- **Is the student working toward the same instructional goals as other students?**
Students with disabilities are working toward the same instructional goals as other students if their goals will prepare them for typical work, school, and life experiences. Students who fall into this category are participating in the general education curriculum. These students participate in all parts of each of the six MAP subject area assessments and all parts of the assessments included in the District-wide assessment program. These students may require some accommodations in testing procedures.

- **Is the student working toward modified instructional goals?**

Students are working toward modified instructional goals if attainment of these goals generally prepare them to participate in typical life experiences, but modifications have been made in curriculum or instruction to support the realization of these goals. Students who fall into this category are participating in the general education curriculum. These students participate in all parts of the six MAP subject area assessments and all parts of the assessments included in the District-wide assessment program that are instructionally relevant to the students' learning goals. These students probably require accommodations in testing procedures.

- **Is the student working toward different instructional goals than other students?**

Students are working toward different instructional goals than other students if their instructional goals are primarily functional in nature and relate mostly to self-care and life skills. Students working toward functional goals participate in the MAP Alternate Assessment. These same students are given alternate assessments in lieu of assessments included in the District-wide assessment program. The names and/or descriptions of the assessments are documented in the students' IEPs.

4. The IEP team uses the following key points as a premise when making state and local assessment participation decisions.

- Decision-makers should start from the premise that all students, including those with disabilities, participate in the state assessment and the District-wide assessment program and to the greatest extent possible in all parts of the six MAP subject area assessments and all parts of the assessments included in the District-wide assessment program.
- Any decisions regarding participation in the state assessment program and the District-wide assessment program must be made by a student's IEP team, and documented in the IEP along with the reasons for those decisions.
- Decisions about how a student should participate in the MAP and the District-wide assessment program should be based on the goals and content of that student's instruction.
- A student with disabilities should participate in all parts of the six MAP subject area assessments and all parts of the assessments included in the District-wide assessment program that are instructionally relevant for that student.
- Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom.
- Students should not be exempted from any part(s) of the six MAP subject area assessments or any part(s) of the assessments included in the District-wide assessment program simply because they are not expected to do well.
- It is important to remember that things change, so participation decisions will be reviewed just prior to assessment to be sure that they are still valid.
- Decisions are also made regarding exempting students from the voluntary End-of-Course exams.

5. The IEP Team uses the following process to make judicious decisions about accommodations during participation in the state assessment program and the District-wide assessment program.

Step 1: Identify the learning characteristics and needs of the student.

Step 2: Identify the accommodations used during instruction.

Step 3: Learn about the MAP subject area assessments and the assessments included in the District-wide assessment program and the requirements of the items included in each part of the assessments. Team members look through the MAP released items and other information available from DESE and testing vendors. They read the examiner's manuals, and if possible observe administrations of the various assessments. Someone knowledgeable about the MAP/EOC subject area assessments, the MAP Alternate Assessment, and the assessments included in the District-wide assessment program is included on the IEP team when decisions about participation or accommodations are made.

Step 4: Use what is known about the student, accommodations used in the classroom, and the items included on the MAP and the assessments included in the District-wide assessment program to identify possible accommodations needed during testing.

Step 5: Determine which of the identified accommodations are appropriate for the MAP subject area assessments and the assessments included in the District-wide assessment program. IEP teams use State Policy Guidelines and the following questions to determine which of the identified possible accommodations might be appropriate for the MAP subject area assessments and/or the assessments included in the District-wide assessment program. IEP team members ask themselves:

- Does this accommodation change what is tested?
- If this accommodation is used, is the integrity of the test protected?
- Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?
- Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test scores of the student?
- Does the accommodation threaten test security?

Step 6: Check the resulting list of acceptable accommodations against the state's list of approved accommodations for the MAP and the vendors' approved accommodations for the assessments included in the District-wide assessment program. If it is deemed that a student requires accommodations not listed or approved by MAP or the testing vendor(s), the IEP team needs to document the reasoning behind using these non-approved accommodations. (Note: The District will contact the testing vendors to determine what accommodations are allowed for each of the assessments given on a District-wide basis.)

6. The following information related to assessment is included in the IEP:

- A description of how a student participates in the state and District-wide assessment programs
- Statements regarding any individual accommodations needed in the administration of the state and District-wide assessment programs
- A statement of why the assessment(s) are not appropriate for the student and a description of how the student will be assessed*

(*Note: This is only needed if the IEP team determines the student cannot participate in a particular part of the MAP assessments, in the MAP Alternate, or any part of an assessment contained in the District-wide assessment program.)

7. Parents of students with special needs are part of the IEP team discussion and will be informed about:
 - options for their child's participation in the state and District-wide assessment programs;
 - the benefits to be gained as a result of participating in standardized testing;
 - the reporting policies of IDEA regarding student achievement;
 - accommodation options for the state and District-wide assessments;
 - and any intended or unintended consequences of accommodation policies that may impact the student's opportunities such as promotion, graduation, or receipt of a regular diploma.
8. Once the test results are obtained from MAP and the assessments included in the District-wide assessment program, the District reports to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of non-disabled students. The District complies with IDEA guidelines in the reporting of state and District-wide test results.
9. Teachers in each building study the achievement levels of subgroups of students by disability. Based on this study, actions are taken to improve the performance of any subgroup that lags behind.
10. To ensure anonymity of all students, test results are not to be reported in disaggregated form if there are fewer than 5 students in a given grade level.

Notes

In order to get a reportable score for the MAP core subject area assessments, students need to attempt one item on the test in question. When deciding which parts of the MAP subject area assessments are appropriate for a student in relation to his/her instructional goals, teachers need to operate from the premise that the student should attempt as many items as possible to obtain the highest possible level of achievement.

District-wide assessment program is defined as assessments that are administered District-wide to a particular group of students (i.e., all 2nd grade students, all students enrolled in 6th grade reading classes, all boys in the District, all kindergarten students, etc.).

Board of Education Test Policies

IL and ILA

Can be accessed through the district
webpage or at the links below.

[Board Policy IL](#)

[Board Policy ILA](#)