

1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

3-Digit LEA/Charter Code: 100
Contact Name: Melissa Quinlan
Contact Phone No.: 910-253-2900
District/Charter Name: Brunswick County Schools
Contact Title: Executive Director-Exceptional Children/Student Services
Contact E-Mail: mquinlan@bcswan.net

Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

1.0 Percent Participation Justification Form 2018–19

Other, please explain below:

The district provides booster sessions throughout the school year to testing coordinators, administrators and EC staff/Related Service providers in order to review procedures taught during face to face training sessions. Parents are provided individualized training through the IEP process to assist them with understanding alternate assessment measures.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

1.0 Percent Participation Justification Form 2018–19

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

The district provides multiple layers of proactive measures to support monitoring processes. The district monitors alternate assessment participation by conducting a comprehensive audit of student records utilizing the state compliance audit checklist to ensure that identified students meet eligibility criteria for the alternate assessment as outlined by the Testing Students with Disabilities Manual. In the event that the audit yields findings that do not support student placement on the alternate assessment the IEP team convenes to review and revise the IEP as outlined by policies and procedures that govern students with disabilities. District administrators serve as the designated LEA representative for all IEP meetings, and the LEA monitors IEP team decision making processes to ensure that students meet the eligibility criteria and are assigned to the alternate assessment based on comprehensive student data. The Exceptional Children department completes an internal quality assurance walk-through document for students assigned to the alternate assessment to ensure that they meet the criteria as outlined in the Testing Students with Disabilities Manual. The district Testing Director provides test training and maintains test training logs for all school-based testing coordinators. The training outlines eligibility criteria for the alternate assessment as outlined in the Testing Students with Disabilities Manual. School-based testing coordinators provide training and maintain test training logs for school-based administrators and school-based certified staff that outlines eligibility criteria for the alternate assessment as outlined in the Testing Students with Disabilities Manual. Regional Coordinators from the Exceptional Children Department provide a booster training session for all exceptional children teachers/related service providers regarding eligibility criteria for participating in the alternate assessment

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

1.0 Percent Participation Justification Form 2018–19

Disproportionality is addressed by conducting a comprehensive audit of student records utilizing the state compliance audit checklist to ensure that identified students meet eligibility criteria for the alternate assessment as outlined by the Testing Students with Disabilities Manual. In the event that the audit yields findings that do not support student placement on the alternate assessment the IEP team will convene to review and revise the IEP as outlined by policies and procedures that govern students with disabilities.

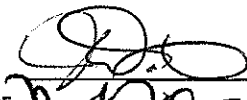
Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

The district will continue to utilize state resources as provided through state training and state publications to ensure that students are being assessed using appropriate assessment measures.

Signatures

Superintendent/Charter School Director



Date 4/15/19

Exceptional Children Director/Coordinator



Date 4/11/19

LEA/Charter School Test Coordinator



Date 4/15/19

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

Note: See page 5 for additional information that can be included but is not required.