

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.

3-Digit LEA/Charter Code: 681
Contact Name: Lessley Saenz-Mader
Contact Phone No.: 919-967-8211
District/Charter Name: Chapel Hill Carrboro City Schools
Contact Title: Executive Director of Exceptional Children/SOC
Contact E-Mail: lmader@chccs.k12.nc.us

Section 1: Contact Information

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

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	X	X	X	X

1.0 Percent Participation Justification Form 2018-19

Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	X	X	X	X
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	X	X	X	X

Other, please explain below:

The CHCCS team utilized the alternate assessment eligibility criteria and our district curriculum decision support forms. We were unaware of the new form but will utilize the new flow chart in our process moving forward.

The CHCCS district EC leadership team provides targeted training to school teams. The district provides specific and individual training and support to teams and families during the process of curriculum consideration.

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:

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:

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:

**1.0 Percent Participation
Justification Form 2018-19**

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 has a documented process for placement of students into Adapted Curriculum. In addition, we have an adapted curriculum specialist who is frequently in these classrooms. She closely observes students, watching for those with skills that suggest a child is ready for the general curriculum.

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:

The district has developed and is utilizing a "Process for Curriculum Consideration" procedure. This process was developed to provide guiding resources, central services problem solving support and accountability to IEP teams when considering an alternate curriculum/ assessment. This process is being utilized to support new considerations for alternate assessment eligibility. The district is also utilizing this document for any student who is currently eligible for an alternate assessment, but may be brought up for reconsideration.


The EC department will continue to monitor disproportionality and review individual cases in any disproportionate group for evidence of inappropriate placement.

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?

**1.0 Percent Participation
Justification Form 2018-19**

Signatures

Superintendent/Charter School Director  Date 5/2/19

Exceptional Children Director/Coordinator  Date 5/2/19

LEA/Charter School Test Coordinator  Date 4/29/19

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.