

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: 280
Contact Name: Reida S Roberts, EdD.
Contact Phone No.: (252) 480-8888 (ext.1926)
District/Charter Name: Dare County Schools
Contact Title: EC Director
Contact E-Mail: robertsre@daretolearn.org

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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>

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Other, please explain below:

Our teams reference the alternative assessment justification policy, which is on page 125-128 of the Testing Students with Disabilities manual (August 2018). The Extended Content considerations document is posted to the EC LiveBinder resource. The students have been identified by a formal psychoeducational assessment as having a significant cognitive disability, which significantly impacts adaptive behavior and requires extensive and repeated individualized instruction and support to make meaningful gains. The students have been receiving instruction using the North Carolina Extended Content Standards in all assessed content areas (English/Language Arts/Reading, Mathematics, and Science). According to PowerSchool, these students are enrolled in grades 3-8, 10, or 11.

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.

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:

Our small school district, located in rural northeastern North Carolina, is comprised of approximately 6500 total students (grades pre-K through 12, grade) with approximately 680 exceptional students. Due to our isolated geographical location in the Outer Banks of North Carolina, many of our families requiring additional services and supports for their students with significant cognitive disabilities have to travel at least an hour to receive such services and supports. We are the only public school district in our county and many of our families do not utilize private providers.

Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

Our district reexamines the identification of students' current categories of disability and current educational placement. Students with significant cognitive disabilities will receive intensive instruction to strengthen and remediate academic skills. Students with significant cognitive disabilities will be instructed in the least restrictive environment by a highly qualified exceptional children's teacher.

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:

For students with potential significant cognitive delays, early interventions through MTSS will be utilized to target and remediate significant areas of academic and functional deficits. Students with significant cognitive disabilities will be instructed in the least restrictive environment by a highly qualified exceptional children's teacher.

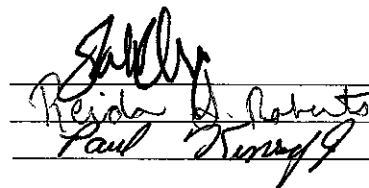
Section 4: Resources and Technical Assistance

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?

Continued communication of known best practices is appreciated.

Signatures

Superintendent/Charter School Director
Exceptional Children Director/Coordinator
LEA/Charter School Test Coordinator



Date 4/22/19
Date 4/24/19
Date 04/29/19

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.