

1.0 Percent Participation Justification Form 2017–18

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 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 numbers 1–4 are required; it is optional to include additional information (see page 3). 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.

1. 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: 010	District/Charter Name: Alamance-Burlington School System
Contact Name: Kristy Davis	Contact Title: EC Director
Contact Phone No.: 336-438-4000 ext. 20078	Contact E-Mail: Kristy_davis@abss.k12.nc.us
2. Enter a description of how the district/charter school will assure that Individualized Education Program (IEP) teams are adhering to the eligibility criteria as outlined in the <i>Testing Students with Disabilities</i> publication when determining student eligibility for participation in the alternate assessment.	
<small>In accordance with the eligibility criteria as outlined in <i>Testing Students with Disabilities</i> publication, students in grades 3-8, 10, and 11 in the Alamance Burlington School System are only under consideration for participation in NC Extend 1 testing when there is considerable evidence of a significant cognitive disability. Documentation of a significant cognitive disability must be present in formal assessments including recent psychological and adaptive behavior assessments that have been utilized in consideration of eligibility for Exceptional Children's services. As an initial step in an extensive process, a thorough review of the student's Exceptional Children's file is completed by district level staff. If for any reason the evidence is questionable, a recommendation may be made for the IEP team to consider conducting a re-evaluation.</small> <small>As a second step in the Adapted Curriculum placement process, district level staff conduct observations of the student and review the student's Individualized Education Program for evidence that the student requires extensive and repeated instruction to make gains in academic or daily living skills. This is typically indicated by the student requiring an extensive amount of removal from nondisabled peers or high levels of service delivery time in order to receive highly individualized instruction in academic and functional goal areas. Additionally documentation of utilization of substantially adapted materials and individualized methods of accessing information in alternative ways is considered when reviewing present levels of performance, annual goals, classroom modifications and testing accommodations.</small> <small>Information from the file review and observation recorded and is then shared out with parents in an IEP team meeting to discuss the possibility of the student receiving instruction aligned with North Carolina Extended Content Standards and participating in NC Extend 1 testing. At this meeting, the parent is informed that this may ultimately lead to the student receiving a graduation certificate rather than a diploma if the student remains on the Adapted Curriculum pathway through higher high school career. As members of the IEP team, the parents may then indicate if they are interested in visiting an adapted curriculum classroom. If so, a highly qualified teacher of the adapted curriculum is also invited to observe the student and review the record. As a final step, a second IEP meeting is held after the observations is completed at which time a decision made regarding student placement, instruction aligned with the NC Extended Content Standards, and NC Extend 1 testing as appropriate per the child's grade level in PowerSchool. The student's IEP is reviewed or revised accordingly to meet federal, state, and district requirements.</small> <small>While this is a thorough and lengthy process, it provides assurances that the following requirements for participating in the alternate assessment as put forth by NCDPI are adhered to:</small> <ol style="list-style-type: none"> 1. The student has a current IEP. 2. The student is enrolled in grades 3-8, 10 or 11 in PowerSchool. 3. The student is instructed using the Extended Content Standards in Math, ELA, and Science. 4. The student has a documented significant cognitive disability that impacts adaptive behaviors and requires extensive and repeated individualized instruction and support. Additionally, the student uses substantially adapted materials and individualized methods of accessing information in alternative ways. 	
3. Enter a description of how any disproportionality among race, gender, or socioeconomic status groups is defined and plans for how that disproportionality will be addressed.	
<ul style="list-style-type: none"> • Description of how any disproportionality among race, gender, or socioeconomic status groups is defined: <p>Data collected during the 2016-17 school year and as displayed in Table 1 (Attached) of this document reveals that the Alamance Burlington School System exceeded the 1% cap for participation in the alternate assessment in grades 3-5 and grade 8. This is similar pattern to that at the state level as indicated in the chart included in the memo "JUSTIFICATION REQUIRED FOR EXCEEDING 1.0 PERCENT PARTICIPATION IN THE ALTERNATE ASSESSMENT". Consideration should be given regarding disproportionality when a particular population is either overrepresented or underrepresented by comparing the data regarding race, gender, or socioeconomic status of students participating in the NC Extend 1 to that of all students participating in end-of-grade or course testing in the district. An examination of the data from 2016-17 indicates that a higher percentage of males participated in NC Extend 1 testing in grades 3-8 and 11 than in the total number of students who participated in end of grade assessments across the district. Additionally, at the 3rd, 4th, 5th, 7th, 8th and 10th grade levels, a higher percentage of students identified a Black participated in Extend 1 testing when compared to the total number of students who participated in all testing. Another possible area of concern is the number of students with Asia denoted as their race on the 6th grade assessment. On the NC Extend 1 assessment, 6.7% at the 6th grade level were noted as being identified as Asia regarding race demographics while 1.2% of all students participating in end of grade assessments were similarly identified. While this represents only a 5% difference between the two groups at one grade level, this may be considered statistically significant given the small percentage of the overall population identified as belonging to this racial demographic group.</p> <ul style="list-style-type: none"> • Plans for how disproportionality will be addressed: <p>In order to further address possible issues with disproportionality among race, gender, or socioeconomic status groups, the Alamance Burlington School System will continue to ensure that all students participating in NC Extend 1 assessments meet the qualifications as set forth by the North Carolina Department of Public Instruction. In addition to noting that the student has a current IEP and is in grades 3-8, 10, or 11 in PowerSchool, specific documentation of the following requirements will be included on the district level file review and observation form in consideration of Adapted Curriculum placement and alternate assessment participation as noted on page 127-128 of the <i>Testing Students with Disabilities</i> publication:</p> <ol style="list-style-type: none"> 1. Is the student instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science)? 2. What evidence supports the finding that the student has a significant cognitive disability? (Please site specific dates, and names of evaluations used to make this determination.) 3. Does the student's disability significantly impact adaptive behaviors, defined as those skills which are essential for someone to live and function independently? (Please list specific evidence.) 4. Does the student require extensive and repeated individualized instruction and support to make meaningful gains? (Please list specific evidence.) 5. List ways in which the student uses substantially adapted materials and individualized methods of accessing information in alternative ways. <p>Data collected regarding these areas will assist in facilitating discussions during IEP meetings in determining the appropriateness of alternate assessment participation for students. Additionally, as a final safeguard, consultation with the Executive Director for Exceptional Children will occur for any student whose candidacy for NC Extend 1 participation is questionable for any reason.</p>	
4. Enter additional justification of variables not covered but deemed essential to understanding why the district/charter school has a higher rate of alternate assessment participation.	
<p>The Alamance Burlington School System lies within close geographic proximity to three major medical centers (Duke, Chapel Hill, and Baptist hospitals) in addition to the TEACCH Center in Chapel Hill. Many families of students with complex learning needs including students with significant cognitive disabilities have reported relocating to Alamance County to have access to these centers while living in a county with low tax rates. Additionally, Alamance County now has one of the highest percentages of group homes for individual with disabilities in the state. This directly impacts the high percentage of students served with significant needs including students who meet the eligibility requirements for participation in alternate assessments.</p> <p>As a part of an annual initial training for teachers of Adapted Curriculum Classrooms in the Alamance Burlington School System, the requirements for participation in NC Extend 1 testing are thoroughly reviewed. In addition to multiple members of district level support staff, these teachers are included in the observations and IEP team meetings to discuss student participation in NC Extend 1 assessments. Additionally, all Adapted Curriculum teachers are trained in the administration of NC Extend 1 assessments on an annual basis.</p> <p>A copy of the Adapted Curriculum Placement Process in addition to the district level file review and observation form has been included as attachments to this justification statement.</p>	

Signatures

Superintendent/Charter School Director

W. L. C. H. H. H. Date 4/22/18

Exceptional Children Director

Kristy Davis Date 4-20-18

LEA/Charter Test Coordinator

Angie Date 4.20.18

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director, and testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by **May 4, 2018**.

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 3 for additional information that can be included but is not required.

Table 1: ABSS Demographic Information Regarding End of Grade Assessments 2016-17

LEA	Grade	Subject	Percent	Male pct X1	Male pct All	Asia pct X1	Asia pct All	Blick pct X1	Blick pct All
010	3	RD	1.5%	82.1%	50.1%	3.6%	1.7%	35.7%	21.5%
010	3	MA	1.5%	82.1%	50.1%	3.6%	1.7%	35.7%	21.5%
010	4	RD	1.3%	66.7%	51.9%	4.2%	1.4%	50.0%	23.2%
010	4	MA	1.3%	66.7%	52.0%	4.2%	1.4%	50.0%	23.2%
010	5	RD	1.1%	57.9%	50.6%		1.6%	31.6%	22.5%
010	5	MA	1.1%	57.9%	50.6%		1.6%	31.6%	22.5%
010	5	SC	1.1%	57.9%	50.6%		1.6%	31.6%	22.5%
010	6	RD	0.9%	60.0%	51.0%	6.7%	1.2%	13.3%	20.3%
010	6	MA	0.9%	60.0%	51.0%	6.7%	1.2%	13.3%	20.4%
010	7	RD	1.0%	75.0%	52.1%		1.6%	37.5%	21.5%
010	7	MA	1.0%	75.0%	52.1%		1.6%	37.5%	21.4%
010	8	RD	1.3%	73.9%	52.7%		0.8%	26.1%	21.8%
010	8	MA	1.3%	73.9%	52.8%		0.8%	26.1%	21.8%
010	8	SC	1.3%	73.9%	52.8%		0.8%	26.1%	21.6%
010	10	RD	0.7%	58.3%	52.1%		1.5%	41.7%	21.8%
010	10	MA	0.7%	58.3%	52.3%		1.4%	41.7%	21.8%
010	11	SC	0.9%	71.4%	52.9%		1.7%	21.4%	22.8%
010	All38	RD	1.2%	70.4%	51.4%	2.4%	1.4%	33.6%	21.8%
010	All38	MA	1.2%	70.4%	51.4%	2.4%	1.4%	33.6%	21.8%
010	All58	SC	1.2%	66.7%	51.7%		1.2%	28.6%	22.1%

ABSS Adapted Curriculum Classrooms

While most students with disabilities are served at their home schools as their least restrictive environment, there are some students who require more specialized curriculum, equipment, and staff. Due to the varied and significant needs of some students with disabilities served in the Alamance Burlington School System, two types of adapted curriculum classrooms have been created to serve students who are identified with autism or multiple disabilities.

Programs for students with autism:

Each school serves students with autism who demonstrate significant communication delays or may be nonverbal, challenging behaviors, cognitive deficits, and most have sensory integration issues. They require a structured, controlled, and predictable environment that includes opportunities to explore workstations, sensory integration, social skill development, and academic experiences. Students appropriate for these classrooms are typically instructed using Extended Content Standards (ECS) and alternately assessed on NCEXTEND1.

Program Locations:

- South Graham, E.M. Yoder, Hillcrest, Newlin and Smith Elementary Schools
- Graham, Woodlawn, and Turrentine Middle Schools
- Eastern, Graham and Williams High Schools

Programs for students with multiple disabilities:

Each school serves students who have been identified with multiple disabilities. Multiple disabilities are characterized by significant cognitive disabilities in conjunction with other disabilities such as a physical disability. Students typically served in this program are functioning at or below the IDMO (Intellectual Disabilities – Moderate) range. Instruction is geared to each student's specific functioning ability. Students appropriate for these classrooms are typically instructed using Extended Content Standards (ECS) and alternately assessed on NCEXTEND1. Classrooms are equipped with specialized equipment, materials, and technology (assistive technology) to meet the special needs of their students.

Program Locations:

- R. Homer Andrews, Highland, E.M. Holt, Garrett, and B. Everett Jordan Elementary Schools
- Western, Broadview, Hawfields, and Southern Middle Schools
- Cummings, Southern Alamance, and Western Alamance High Schools

Adapted Curriculum Classrooms (ACC) are part of the continuum of placements in the least restrictive environment. Each of the Adapted Curriculum Classrooms provides opportunities for students to interact and function with typically developing peers to encourage inclusive practices.

A. The process for placing a student in an Adapted Curriculum Classroom is as follows:

1. Home School has concerns regarding appropriateness of placement - The home school has reviewed all current evaluations, IEP progress, and any related service progress notes. If the home school feels that due to the significance of the student's disability, additional specialized EC support and services may be required, the home school should notify their assigned Level Program Specialist. After the Level Specialist has conducted a file review and observation, she/he will contact the EC Program Specialist for Multiple Disabilities or Autism if ACC will be considered.

2. Program Specialist for Multiple Disabilities and Autism will schedule a file review and observation. If the student is considered an appropriate candidate for an ACC classroom, the home school will proceed to step 3. In certain cases, a recommendation may be made for updated evaluations as part of the ACC process. In these cases, the school psychologist assigned to the home school should be consulted prior to scheduling an IEP committee meeting.

3. Home School schedules an IEP meeting which includes either the Level Specialist or Specialist for Multiple Disabilities and Autism : The home school should meet with the parent to address the student's needs and their ability to meet such needs. The home school will review all current evaluations, IEP progress, and any related service progress notes. Input from the parent is essential at this stage of the process. A decision regarding placement is **not** made at this time.

- DEC 5
 - o Under "Other" write consideration of candidacy for an Adapted Curriculum Classroom.
 - o Under Actions Proposed/Refused include qualifications reviewed in Section I. and the decision to either pursue or decline continuation of the process and explain *why*. If the decision is to decline continuation of the process, please record this decision and *why* it was made under Section II.

4. Observations: If the decision is made to pursue an Adapted Curriculum Classroom, the student's parents will be given the opportunity to visit the intended class. The teacher from that classroom will also be contacted to schedule a time to observe the student. The home school will proceed to step 5.

5. Home School schedules an IEP meeting. This meeting **must** include a teacher from the Adapted Curriculum Classroom and a Program Specialist (EC). At the IEP meeting, if the team (including a representative of the receiving Adapted Curriculum Classroom and the ECPS) agrees that the student is appropriate for a centrally located program, the team should indicate this by completing the following paperwork:

- DEC 4 IEP
 - o Make changes to goals and objectives if necessary
 - o LRE Justification Statement: identify that the student is being removed from non-disabled peers at their home school due to _____ (identify cognitive, functioning, sensory, and physical deficits that are so significant that they require specialized EC instruction, environment, materials, and

- equipment). The student is being placed in the Adapted Curriculum Classroom.
- o Address changes to General Education Program Participation including utilization of modified instruction aligned with the North Carolina Extended Content Standards if appropriate.
- o Address changes in district and statewide assessments including change to NC Extend 1 if appropriate.
- o Address service delivery time and change of setting on the continuum as needed.
- DEC 5
 - o Under "Other" write, "Separate –home school to Adapted Curriculum program."
 - o Address transportation if it is being added as a modification
 - o Change of setting to "separate" if student will spend less than 39% of their school day with nondisabled peers.
- A target date for anticipated attendance in the Adapted Curriculum Classroom should be agreed to and recorded in the minutes of the meeting.

6. Parents should enroll the student at the host school for the Adapted Curriculum Classroom. This is not considered a typical transfer. The student is enrolling in the Adapted Curriculum Classroom per the IEP team decision with EC Director approval. All EC paperwork and communication with parents will become the responsibility of the ACC once the student enrolls.

B. The Process for exiting an Adapted Curriculum Classroom and placing a student back in his/her home school.

1. Adapted Curriculum Classroom has concerns about appropriateness of placement. The Adapted Curriculum Classroom has reviewed all current evaluations, IEP progress, and any related service progress notes. If the Adapted Curriculum Class feels that the student no longer requires the level of EC support provided through the program, the Program Specialist for Multiple Disabilities or Autism should be contacted. After the EC Program Specialist for Multiple Disabilities or Autism has conducted a file review and observation, she/he will contact the the homeschool's EC Specialist if exiting the Adapted Curriculum Classroom will be considered.

2. Program Specialist for homeschool will schedule a file review and observation. – The program specialist will review the current IEP and evaluations then schedule a time to observe the student. Prior to discussing possible change of placement with parents, an EC Program Specialist must be contacted and meet with the Adapted Curriculum teacher to discuss appropriateness. In certain cases, a recommendation may be made for updated evaluations as part of the process. In these cases, the school psychologist assigned to the Adapted Curriculum school should be consulted prior to scheduling an IEP committee meeting.

3. Adapted Curriculum teacher schedules an IEP meeting which includes either the Specialist for the homeschool or Specialist for Multiple Disabilities and Autism : The IEP team should meet with the parent to discuss student progress and the home school's ability to meet such needs. The school will review all current evaluations, IEP progress,

and any related service progress notes. Input from the parent is essential at this stage of the process. A decision regarding placement is **not** made at this time.

- DEC 5
 - Under “Other” write consideration of exit from the Adapted Curriculum classroom.
 - Under Actions Proposed/Refused include qualifications reviewed in Section I. and the decision to either pursue or decline continuation of the Adapted Curriculum classroom exit process and explain *why*.

4. Observations: If, after observing the student, the ECPS believes the home school may be an appropriate placement the ECPS will contact the home school to request that a representative come observe the student.

5. Adapted Curriculum classroom teacher schedules an IEP meeting. This meeting must include a representative from the home school and a Program Specialist (EC). If the IEP team (including all representatives) agrees that the student is appropriate for the home school the team should indicate this by completing the following paperwork:

- DEC 4 IEP
 - Make changes to goals and objectives if necessary.
 - LRE Justification Statement: Identify that the student is returning to a home school placement but may be removed from non-disabled peers at their home school due to _____ (identify cognitive, functioning, sensory, and physical deficits that require specialized EC instruction, environment, materials, and equipment).
 - Adjust service delivery time and setting on the continuum as appropriate
 - Address General Education Program Participation with accommodations/modifications appropriate to the services that will be provided in the home school. This may include removing the utilization of a modified curriculum via the North Carolina Extended Content Standards.
 - Change district and statewide testing option as appropriate.
- DEC 5
 - Under educational placement write, “Adapted Curriculum program to home school”.
 - Change setting to reflect amount of service time in the home school.

6. Parents should enroll the student at the home school. This is not considered a typical transfer. All EC paperwork and communication with parents will become the responsibility of the home school once the student enrolls.

C. TRANSITIONS for (rising K, 6th & 9th) Students in Adapted Curriculum Classrooms

The IEP team at the adapted curriculum classroom should schedule transition meetings for all rising K, 6th and 9th grade students prior to the end of the school year.

If the student’s current school feels the student may need a Adapted Curriculum placement at the next level, the same process should be followed.

**ABSS Student Observation Form/File Review for
Adapted Curriculum Classroom Placement or Participation in Extend 1**

Student Name:

Eligibility Category: Click here to enter text.

School: Click here to enter text.

Special Education Teacher: Click here to enter text.

Grade: Click here to enter text.

Date of Birth: Click here to enter text.

Date of Observation: Click here to enter a date.

Background Information:

Click here to enter text.

File Review:

Click here to enter text.

Observation Information

Setting: Click here to enter text.

Time	Observations

Teacher interview: Click here to enter text.

Review of data collected in consideration of eligibility for Extend 1 participation:

1. Is the student is instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science)? [Click here to enter text.](#)
2. What evidence supports the finding that the student has a significant cognitive disability? (Please site specific dates and names of evaluations used to make this determination.)[Click here to enter text.](#)
3. Does the student's disability significantly impact adaptive behaviors, defined as those skills which are essential for someone to live and function independently? (Please list specific evidence.)[Click here to enter text.](#)
4. Does the student require extensive and repeated individualized instruction and support to make meaningful gains? (Please list specific evidence.)[Click here to enter text.](#)
5. List ways in which the student uses substantially adapted materials and individualized methods of accessing information in alternative ways. [Click here to enter text.](#)

Recommendations:

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- [Click here to enter text.](#)
- [Click here to enter text.](#)
- [Click here to enter text.](#)
- [Click here to enter text.](#)