

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: 080	District/Charter Name: Bertie County Schools
Contact Name: Jamie C. Liverman	Contact Title: Executive Director for Exceptional Children
Contact Phone No.: 252 - 794 - 6058	Contact E-Mail: jliverman@bertie.k12.nc.us
<p>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.</p> <p style="padding-left: 40px;">There will be a School-Based Chairperson at each school. This is a EC teacher that will be in a teacher leader role and will be responsible for ensuring that the IEP team adheres to all criteria as outlined in the <i>Testing Students with Disabilities</i> published by NCDPI. The School-Based Chairperson will also monitor the placement process to make sure that only the students with significant cognitive deficits are being considered for the most restrictive environment and alternative forms of assessments.</p>	
<p>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.</p> <ul style="list-style-type: none"> • Description of how any disproportionality among race, gender, or socioeconomic status groups is defined: <p style="padding-left: 40px;">Over-representation of certain students by race/ethnicity for special education services; in more restrictive placement options; and/or removed from their educational placements due to disciplinary removals.</p> • Plans for how disproportionality will be addressed: <p style="padding-left: 40px;">Progress monitor the IDEA process Effective scheduling of students with IEPs Maintain high expectations for all students</p> 	
<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> <p style="padding-left: 40px;">Closing of Charter School</p>	

Signatures

Superintendent/Charter School Director Catherine Edmonds Date 5/7/18
Exceptional Children Director James Luevano Date 5/7/18
LEA/Charter Test Coordinator Quia White Date 5/7/2018

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.