

## 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.	
<b>3-Digit LEA/Charter Code: 97D000</b>	<b>District/Charter Name: Bridges Academy</b>
<b>Contact Name: Merry A. Lowe</b>	<b>Contact Title: Principal/Director</b>
<b>Contact Phone No.: 336.874.2721</b>	<b>Contact E-Mail: mlowe@bridgesschool.com</b>
<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><b>Bridges Academy is a free, public school of choice, serving as its own LEA. The school is accountable to the North Carolina State Board of Education as well as its local board of directors. The nonprofit Board of Directors is comprised of community members, including minority representation, parent representation, and members with experience in education, legal issues, business, and finance. Bridges Academy accepts all students equally following the state guidelines for charter schools. The schools mission includes students that are struggling in the traditional academic setting, consequently, many applications are from students with disabilities. In regard to special education, Bridges Academy follows the POLICIES GOVERNING PROGRAMS AND SERVICES FOR CHILDREN WITH DISABILITIES.</b></p> <p><b>The school is located close to the base of the Appalachian Mountain area in a rural setting.</b></p> <p><b>Bridges Academy is a school of choice, serving students from kindergarten through 8th grade. It meets all local and state codes for operating as a school. The school currently employs seven lead teachers, one part time teacher, seven assistants, one part time psychologist, two and 3/4 EC teachers and an EC assistant.</b></p> <p><b>Many of the students enrolled here at Bridges are dually diagnosed with academic and behavioral needs. The school provides a continuum of services which includes contracted staff in the following areas: Speech and Language, Occupational Therapy, Physical Therapy, and Vision Impairment. The school works cooperatively with mental health services throughout the community for students/families to gain access to mental health resources. The school recruits minority staff representation, and all teachers are highly qualified and receive in-service training during the summer and throughout the school year. They also participate in trainings provided by DPI and Summer Institutes. The teachers and staff work together as teams to meet the diverse needs of the student population.</b></p> <p><b>Based upon the mission to "provide all students with the opportunity to develop an academic foundation that empowers students to reach their full potential," many students enroll in Bridges with a current IEP from another school.</b></p> <p><b>Classroom teachers and assistants in regular education are trained in research based interventions, modifications and strategies as well as specialized instruction to meet the needs of all students in a total school environment. The EC team offers a continuum of services to meet the educational needs of students placed on IEP's. All EC services are determined during a team meeting which</b></p>	

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includes the LEA, EC teacher, lead teacher, parents, related service providers, and students ages 14 and above. Students have access to the regular curriculum through inclusion, regular “pull-out” and resource models. Students are served in the EC room through small group, specialized instruction and skill acquisition. When appropriate, related services are provided on campus and are integrated into the regular education setting so as not to restrict access to the general curriculum. Some students receive related services in a pull out setting, while others receive those services through home-bound instruction.

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.

- Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:

**The school does not have any disproportionality as defined or identified by NCDPI Exceptional Children’s Department.**

- Plans for how disproportionality will be addressed:

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.

**Students are enrolled at Bridges Academy through a lottery process that does not identify student with disabilities. Students are selected and enroll in Bridges with alternative assessments already identified on the IEP. The IEP team reviews the current IEP and determines if the alternative assessment meets the criteria of significantly cognitively impaired.**

**Consequently, Bridges has two students enrolled that are assigned to the Extend 1. This exceeds Bridges 1% cap.**



**Signatures**

Superintendent/Charter School Director Merry A. Lowe Date 3-27-18  
Exceptional Children Director Melissa Isaacs Date 3-27-2018  
LEA/Charter Test Coordinator Merry A. Lowe Date 3-27-18

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](mailto: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.