

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: <u>200</u>	District/Charter Name: <u>Cherokee County</u>
Contact Name: <u>Anne Boring</u>	Contact Title: <u>EC Director</u>
Contact Phone No.: <u>828-837-2722</u>	Contact E-Mail: <u>anne.boring@cherokee.k12.nc.us</u>
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. <div style="text-align: center; font-size: 1.2em; color: blue;">See attached.</div>	
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: <div style="text-align: center; font-size: 1.2em; color: blue;">See attached.</div> <ul style="list-style-type: none"> Plans for how disproportionality will be addressed: <div style="text-align: center; font-size: 1.2em; color: blue;">See attached.</div>	
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. <div style="text-align: center; font-size: 1.2em; color: blue;">See attached.</div>	

Signatures

Superintendent/Charter School Director



Date 4-24-2018

Exceptional Children Director



Date 4-24-2018

LEA/Charter Test Coordinator



Date 4-24-18

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.

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 *Testing Students with Disabilities* publication when determining student eligibility for participation in the alternate assessment.

Any student who has been determined as NC Extend 1 appropriate has met the NC Criteria for being put on the NC Extended Content Standards. The IEP team must complete a document acknowledging that the student is instructed on the NC Extended Content Standards in ALL assessed content areas. The student must have evidence of a significant cognitive disability (IQ range of 55 or below). The documentation must also clearly affirm and explain that the student meets all of the following in order to be eligible for the NC Extend 1:

- Does the student's disability significantly impact their adaptive behaviors, defined as those skills which are essential for someone to live and function independently?
- Does the student requires extensive and repeated individualized instruction and support to make meaningful gains?
- Does the student use substantially adapted materials and individualized methods of accessing information in of accessing information in alternative ways?

Prior to proposing to the IEP team for placement on the NC Extend 1, the Educational Diagnostician and the EC Director must review the qualification worksheet to approve the EC Teacher's request for the student to be placed on the NC Extend 1 Alternate Assessment. Once it is approved, the EC Teacher may propose their Qualification Worksheet to the IEP Team to place the student on the Extended Course of Study/NC Extend 1 Alternate Assessment. The IEP team is required to complete this form and implement an IEP that supports the student in all of the areas documented. The parent/guardian of the student at the time of this decision must agree by signing the Cherokee County Parent Agreement for Extend Content Standards/NC Extend 1 Alternate Assessment Participation form.

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:

Cherokee County Schools uses clear guidelines based on NCDPI's standards for a student with an IEP being placed as NC Extend 1 in order to determine placement for a student on the NC Extend 1 Alternate Assessment.

• Plans for how disproportionality will be addressed:

Cherokee County Schools would refer back to NCDPI's guidelines on placing students on the NC Extend 1, review the student's current IEP, review the student's current educational,

psychological, and adaptive testing results to ensure that the student has been appropriately placed on the NC Extend 1 Alternate Assessment.

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.

Two group homes opened during the 2017-2018 School Year. The students who enrolled in our school system were all served from their previous schools with IEPs that indicated that they were placed on alternate assessments. Cherokee County Schools has conducted a full re-evaluation of all of these students to document current information on Cherokee County Schools Extended Content Standards Extend 1 Qualification Worksheet. This increase to our significant cognitive disability population of students impacted the increase of students placed on the NC Extend 1 Alternate Assessment.

Cherokee County Schools

NC Extended Content Standards/Extend 1 Qualification Worksheet

Student Name: _____ Grade: _____ School: _____ Current Disability Category: _____

To determine participation in any of the *NCEXTEND1* alternate assessments, the following eligibility requirements must be met:

- Student has current IEP: begin date _____ end date _____
- Student is enrolled in grade _____ 3-8 , _____ 10, _____ 11
- Student is instructed using N. C. Extended Content Standards in **ALL** assessed content areas
_____ English/Language Arts _____ Reading _____ Mathematics _____ Science _____ SS
- Student has **significant** cognitive disability (IQ range 55 or below)
Current Intellectual ability (IQ) _____
- Student's disability **significantly** impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently

Describe:

- The student requires **extensive** and **repeated** individualized instruction and support to make meaningful gains

Describe:

- The student uses **substantially adapted** materials and individualized methods of accessing information in of accessing information in alternative ways

Describe:

_____ **Yes-**The IEP team has determined that student **meets all** eligibility requirements for participation in the extended content standard curriculum and EXTEND1 in order to be provided educational services in the least restrictive environment based on the following criteria and will be referred for final approval prior to implementation of decision:

Explain:

_____ **No-**The IEP team has determined that student **does not meet all** eligibility requirements for participation in the extended content standard curriculum and EXTEND1 in order to be provided educational services in the least restrictive environment based on the following criteria and will not be considered for extended content standard participation:

Explain:

IEP Team:

Parent:

LEA Representative:

Regular Education Teacher:

Special Education Teacher:

Other:

Date:

Date of review:

Determination approved_____

Determination rejected_____

Signatures:

Anne Boring, EC Director:_____

Cynthia Waldroup, Educational Diagnostician:_____



CHEROKEE COUNTY PUBLIC SCHOOLS

Dr. Jeana Y. Conley, Superintendent
jeana.conley@cherokee.k12.nc.us

Anne L. Boring, Exceptional Children Director
anne.boring@cherokee.k12.nc.us

Parent Agreement for Extended Content Standards/NC Extend 1 Alternate Assessment Participation

I, _____, parent/legal guardian of _____ hereby agree and consent for my child to follow an extension of the North Carolina standard course of study and be evaluated through EXTEND1 assessment criteria.

- I understand that my child will be instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., English Language Arts/Reading, Mathematics, and Science).
- I understand that my child will be instructed using less rigorous academic standards than a standard high school diploma tract and will receive a certificate of attendance vs a standard high school diploma.
- I understand that a certificate of attendance is not a diploma and are not thought of as diplomas by employers, military, nor recognized for admission to degree programs in community colleges or technical centers.

The IEP Team, of which I am a member, have met and reviewed the criteria below and determined that my child meets all eligibility requirements for NCEXTEND1 participation.

To determine participation in the NCEXTEND1, the following eligibility requirements must be met:

- The student must have a current Individualized Education Program (IEP).
- The student is enrolled in grades 3–8, 10, or 11 according to PowerSchool. Note: Only those students enrolled in 11th grade for the first time are required to take the NCEXTEND1 Alternate Assessment at Grade 11.
- The student is instructed in the North Carolina Extended Common Core or Essential Standards in ALL assessed content areas.
- The student has a **SIGNIFICANT COGNITIVE DISABILITY** (i.e., exhibits severe and pervasive delays in ALL areas of conceptual, linguistic and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).

The NCEXTEND1 is **NOT** appropriate for the following students:

- Students who are being instructed in **ANY OR ALL** of the general grade-/course-level content standards of the North Carolina Common Core State Standards or Essential Standards.
- Students who demonstrate **delays only in academic achievement**.
- Students who demonstrate **delays due primarily to behavioral issues**.
- Students who demonstrate **delays only in selected areas of academic achievement**.
- Students pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study).

(Parent/Legal Guardian)

(Date)

(LEA Witness to Parent/Legal Guardian)

(Date)