

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 NCEXTEND 1 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: 720	District/Charter Name: Perquimans County
Contact Name: Norris Parker, Ed.D.	Contact Title: Chief Academic Officer
Contact Phone No.: 252-426-5741	Contact E-Mail: norrisparker@pqschools.org
<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> <ul style="list-style-type: none"> ● Our teams reference the alternative assessment justification policy, which is on page 125-128 of the Testing Students with Disabilities manual (August 2018) ● The students have 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. 	
<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: According to the Office of Special Education Programs (OSEP), IDEA Section 618 (d) requires us to collect and examine data based on race, ethnicity with the identification of their disability and their educational placement. At this time, a disproportionality has not been identified at this time for these specific students since students range from across different races, genders, and ethnics groups. ● Plans for how disproportionality will be addressed: Our district would reexamine the identification of their current category of disability, and current educational placement. Students with significant cognitive disabilities will receive intensive instruction to strengthen and remediate academic skills. 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. 	

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.

- Our small school district, located in rural northeastern North Carolina, is comprised of approximately 1,625 total students (grades pre-K through 12th grade) with approximately 320 exceptional children's students.
- While not all of these student exhibit significant cognitive disabilities, there are fourteen students in grades 6-12 that the IEP teams agreed met the eligibility requirements for NCEXTEND1.
- Due to our geographical location, 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.

Signatures

Superintendent/Charter School Director		Date	<u>4-11-18</u>
Exceptional Children Director		Date	<u>4-11-18</u>
LEA/Charter Test Coordinator		Date	<u>4-11-18</u>

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.