

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: 422	District/Charter Name: Weldon City Schools
Contact Name: Shana Brown	Contact Title: Exceptional Children's Director
Contact Phone No.: 252-536-4821	Contact E-Mail: browns@weldoncityschools.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>LEA 422 will assure that IEP Teams are adhering to eligibility criteria as outlined in the Testing Students with Disabilities publication when determining student eligibility for alternate assessment participation by following State guidelines for eligibility criteria when developing identified students IEP's. Ensuring that the students are diagnosed with significant cognitive disabilities. Also, each year our teachers participate in special training sessions on testing students with disabilities which is facilitated by the Director of Curriculum and Instruction and or the Director of Exceptional Children's Programs. During monthly meetings we have extensive discussions on testing criteria. It's also discussed during the annual review, re-evaluation, and initial placement meeting to ensure we are providing the most appropriate testing for each individual child.</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: Disproportionality among race, gender, or socioeconomic status groups are defined through enrollment. Each of these areas are required for student enrollment (mandated by the State of NC). Currently we have: African American <u>864</u> White <u>45</u> Hispanic <u>11</u> Asian <u>1</u> Native American <u>6</u> Native Hawaiian <u>1</u> Other <u>25</u> • Plans for how disproportionality will be addressed: Our enrollment reflect the general make-up of the community. 	
<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>We are one of three public districts in the county with two private schools, and three charter schools in our local area who are recruiting students from our district. Currently, we have 240 students enrolled in those schools. During our individual IEP meeting's we review data thoroughly also discussing the need of the child. We use all pertinent data to make decisions and input from all involved parties that in around the table to ensure that we are placing each child in the least restrictive environment and most appropriate test setting.</p>	

Signatures

Superintendent/Charter School Director

Quintana D. Steele Date 04/12/18

Exceptional Children Director

Shana Brown Date 4/12/2018

LEA/Charter Test Coordinator

Ma Hinson Date 4/12/2018

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.