

## 1.0 Percent Participation Justification Form 2018–19

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 (i.e., English Language Arts/Reading, Mathematics, and/or Science) 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 Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). 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.

### Section 1: Contact Information

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:</b> 490
<b>Contact Name:</b> Rhonda McClenahan
<b>Contact Phone No.:</b> (704)873-9432
<b>District/Charter Name:</b> Iredell Statesville Schools
<b>Contact Title:</b> EC Director
<b>Contact E-Mail:</b> rhonda_mcclenahan@iss.k12.nc.us

### Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes                      ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☒ Yes

☐ No

Explain below:

The grade levels that we were over the 1% cap were grades 5, 6, and 11. There is documentation attached as to which students we were over and scores. The attached document also indicates that our 11<sup>th</sup> graders were in power school past their 11 grade year, but not tested on the ALT ACT. We also had three students that have moved from the Extend 1 test to the EOG.

### Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

Iredell Statesville schools does have a process in place to help support IEP teams with deciding if a student is appropriate for the Extended Content Standards and Extend 1 testing. The process consist of the teacher of the student completing a packet of information which includes progress monitoring data for goals and objectives, attendance record, BIP if appropriate, IQ, Adapatives, and Educational Scores from formal assessments, a check list of Adaptive skills completed by the team that serves the student. The packet is then sent to the EC leadership team where a district developed rubric and the state provided flowchart along with the packet of information provided is used to determine if the student is an appropriate candidate for the Extend 1 test and Extended Content Standards. The EC Leadership team then makes suggestions to the IEP team in regards to what should be considered and discussed at the IEP team meeting. The above packet of information and rubric explained are provided with the information.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

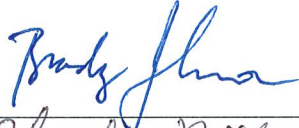
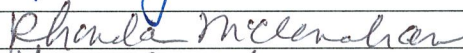
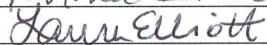
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## Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

The webinars have been helpful to EC district level staff. Matthew Martinez will be visiting our district May 15 to discuss the criteria with the administrators at the schools within our district. It would be helpful for the webinars to be available for all stake holders such as parents, related service staff, general and EC teachers and any other stake holders that may attend an IEP team meeting or be apart of the decision making.

### Signatures

Superintendent/Charter School Director		Date	<u>5/1/19</u>
Exceptional Children Director/Coordinator		Date	<u>5/1/19</u>
LEA/Charter School Test Coordinator		Date	<u>5/1/19</u>

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by May 3, 2019.

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 5 for additional information that can be included but is not required.

## Checklist for Consideration for District Classroom Placement

Student's Full Name \_\_\_\_\_ DOB \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_\_ Eligibility Area(s) \_\_\_\_\_ IEP Date \_\_\_\_\_ Eligibility Date \_\_\_\_\_

Date of Most Recent Complete Evaluation \_\_\_\_\_ Date Form Received \_\_\_\_\_

Home Address \_\_\_\_\_  
(Do Not use P.O. Box) Street City Zip Code

How long has student received Special Education services in ISS? Years \_\_\_\_\_ Months \_\_\_\_\_

**Please attach all of the following documentation and submit to your EC Specialist. Your EC Specialist will deliver completed packet to Leadership Team for further review. Upon, review you will be contacted.**

**Please complete each item and attach documentation that fully supports the items requested.**

\_\_\_\_\_ Copy of attendance record and discipline referral history

\_\_\_\_\_ Summary of continuum of services provided to student over the life of eligibility, including current services. The IQ score and adaptive scores along with when the student had their last **TESTED** re-evaluation needs to also be included within this information. This needs to be typed in paragraph or bulleted form.

\_\_\_\_\_ Documented list of interventions being used in current setting and documentation of progress monitoring. (The interventions should include what is being used in a setting that the student is with their non-disabled peers).

\_\_\_\_\_ Describe and support with documentation accommodations/modifications from current IEP being used in the regular ed setting, the results of the accommodations, and the length of time accommodations have been implemented. This needs to be typed.

\_\_\_\_\_ Copy of Behavior Intervention Plan and Functional Behavioral Assessment (if applicable). Data collection for BIP should include graphs based on the target behavior. This data collection should begin at least when the packet is received and should be ongoing.

\_\_\_\_\_ There should be at least one graph or chart for each IEP goal/and or objective. There needs to be at least 15 data points over a period of 6-8 weeks. Data collection should not begin



when this packet process is beginning. You may include 2 work samples for each goal/and or objective.

\_\_\_\_\_ Informal Assessment of the student's Adaptive Behavior skills should be completed. This may be completed collaboratively with the entire team which may include speech therapist, regular ed teacher, OT, PT, or anyone who works with the student.

\_\_\_\_\_ EC Curriculum Coordinator and EC Specialist both need to complete at least two 45 minutes observations on the student.

**Data needs to be checked and reviewed by EC Curriculum Coordinator and EC Specialist prior to packet being turned into Leadership Team.**

\_\_\_\_\_ EC Specialist Date \_\_\_\_\_

\_\_\_\_\_ EC Curriculum Date \_\_\_\_\_

Additional members of the team need to sign to verify the completion of all the information.

Case Manager \_\_\_\_\_ Date \_\_\_\_\_

Administrator \_\_\_\_\_ Date \_\_\_\_\_

Delivered to Leadership Team for review Date \_\_\_\_\_

The Leadership Team makes the following recommendation \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Leadership Team

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

# Informal Assessment of Student's Adaptive Behavior Skills

- Mastered - Student performs the skill independently
- Emerging - Student performs the skill with prompting (verbal, gesture, picture cues, etc.)

<b>Independent Functioning</b>			
	<b>Mastered</b>	<b>Emerging</b>	<b>Not Demonstrated</b>
Use restroom without assistance			
Requests to use toilet when needed			
Independently use familiar restroom for urination			
Independently use familiar restroom for bowel movements			
Remain clean on toileting schedule			
Pants up & down			
Shoes on & off			
Pants on & off			
Coat on & off			
Unzip zipper			
Use snaps			
Eat finger foods			
Drink from a straw			
Drink from a cup			
Feed self with spoon and fork			
Take prepared lunch to table			
Clean table after meals			
Keep eating areas clean			
Wash hands			
Dry hands			
Brush teeth			
Blow nose when needed			
<b>Physical/Motor Skills</b>			
	<b>Mastered</b>	<b>Emerging</b>	<b>Not Demonstrated</b>
Mark on paper with crayon			
Color within boundaries			
Places objects in a form box			
Block on blocks design cards			
Turns pages of a book			
Stacks blocks			
Remove lids of jars			
Strings beads			
Cuts across paper with scissors			
Removes wrappers			

Uses pincer grip			
Mark on paper			
Color between lines			
Trace lines and shapes			
Trace letters and numbers			
Copy straight lines			
Copy curved lines			
Copy letters with sample			
Copy numbers with sample			
Print letters			
Print numbers			

### Communication Skills

	Mastered	Emerging	Not Demonstrated
Responds to own name			
Follows instructions to do an enjoyable action or reinforcer item			
Follows instructions to do a simple task			
Touch own body parts			
Requests help			
Requests attention			
Answers 'wh' questions			
Requests information using questions			
Answers questions regarding personal information			
Describes steps in sequence of a daily activity			

### Socialization Skills

	Mastered	Emerging	Not Demonstrated
Independent outdoor activities			
Independent preferred activities			
Plays simple ball games and board games			
Plays interactively with other students			
Plays interactively with a variety of peers			
Plays with toys and talks with peers			
Sharing - gives up items to others			
Active attention seeking			
Sharing - asks for items to be shared			
Sharing - offers items to others			
Initiates greetings			
Joins peers in an activity			



[illegible]

# STUDENT BEHAVIOR OBSERVATION FORM

(To be completed by someone other than the student's classroom teacher.)

Student Observed: \_\_\_\_\_ Teacher: \_\_\_\_\_

Observer: \_\_\_\_\_ Observer Position: \_\_\_\_\_

Date: \_\_\_\_\_ Time Entered: \_\_\_\_\_ Time Exited: \_\_\_\_\_

Classroom Environment:

Arrangement:	Student / Teacher Ratio (during observation period)	
<input type="checkbox"/> rows of desks	<input type="checkbox"/> < 10:1	<input type="checkbox"/> < 10:2
<input type="checkbox"/> tables grouped	<input type="checkbox"/> 10-15:1	<input type="checkbox"/> 10-15:2
<input type="checkbox"/> desks centers	<input type="checkbox"/> 16-20:1	<input type="checkbox"/> 16-20:2
<input type="checkbox"/> other: _____	<input type="checkbox"/> >21:1	<input type="checkbox"/> >21:2
		<input type="checkbox"/> More than 2 adults

Does the student exhibit any signs of difficulty hearing or seeing? \_\_\_\_\_

Area of academics observed:

- |                                  |                                  |  |   |
|----------------------------------|----------------------------------|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> Math calculations | <input type="checkbox"/> Math word problems |
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies    | <input type="checkbox"/> Other: _____       |

Delivery of Instruction:

- |                                      |                                      |                                     |  |
|--------------------------------------|--------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Whole group | <input type="checkbox"/> Small group | <input type="checkbox"/> One to one | <input type="checkbox"/> Learning stations |
|--------------------------------------|--------------------------------------|-------------------------------------|--|

Learning style observed:

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> Verbal / Linguistic | <input type="checkbox"/> Visual / Spatial | <input type="checkbox"/> Bodily / Kinesthetic | <input type="checkbox"/> Musical / Rhythmic     |
| <input type="checkbox"/> Interpersonal       | <input type="checkbox"/> Intrapersonal    | <input type="checkbox"/> Natural              | <input type="checkbox"/> Logical / Mathematical |

Use of Accommodations:

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Preferential seating | <input type="checkbox"/> Shortened worksheet | <input type="checkbox"/> Chunked tasks | <input type="checkbox"/> High interest material |
| <input type="checkbox"/> Extra time           | <input type="checkbox"/> Visual aids         | <input type="checkbox"/> Peer tutor    | <input type="checkbox"/> Reward for behavior    |

Student Behaviors observed:

Compared to his/her peers in the classroom, indicate the frequency of the behaviors listed below using the following scale: N= Not Observed S=Sometimes O=Often

Student Attention:			Student Attention:		
Listens to instructions	N	S	O	Plays with materials	N S O
Understands directions	N	S	O	Talks out of turn	N S O
Does not understand directions	N	S	O	Out of seat without permission	N S O
Stays on task	N	S	O	Looking around room	N S O
Easily distracted	N	S	O	Makes noises	N S O
Begins work independently	N	S	O	Doodles	N S O
Volunteers to answer questions	N	S	O	Engaged in lesson	N S O
Fidgeting in seat	N	S	O	Understands concepts presented	N S O

*greet Ms Kirby*

(To be completed by someone other than the student's classroom teacher.)

Student Effort / Motivation		Student Temperament	
Responds to praise	N S O	Happy	N S O
Tries hard	N S O	Angry / Hostile	N S O
Gives up easily	N S O	Anxious	N S O
Careless in work	N S O	Confused	N S O
Eager to please	N S O	Depressed	N S O
Works at reasonable pace	N S O	Easily upset	N S O
Works slowly	N S O	Daydreams	N S O
Work is accurate	N S O	Hyperactive	N S O
Hesitant to begin work	N S O	Lethargic / tired	N S O
Student / Teacher Interactions		Student / Peer Interactions	
Cooperative	N S O	Participates in group	N S O
Noncompliant	N S O	Argues with peers	N S O
Seeks attention	N S O	Interacts well with others	N S O
Withdrawn / stares blankly	N S O	Hitting or poking peers	N S O
When called upon, attempts to answer	N S O	Avoids peer interactions	N S O
Careless / quick response	N S O	Distracts peers	N S O

Additional Comments:

[illegible]

## Student Observation Form 2

Additional items to observe and note

1. Does the teacher provide appropriate materials or task for the student to complete or attend too?

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2. Does the teacher use modeling if needed for the student?

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3. Is visual or verbal cueing used with the student if needed?

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4. Is there a positive learning environment?

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5. Is the instruction differentiated appropriately for the student?

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6. Does the student need a behavior plan based upon observation? If yes, is there a plan or what behavioral strategies are being used?

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7. Behavioral data collection if needed: Frequency and/or ABC

# Placement into a Low Incidence Classroom

Name of Student \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

	4	3	2	1
Attendance	<p>Student has been absent less than 15 days each year for the past 2 years. Less than 10 tardies and early dismissals for the current school year.</p> <p><b>Notes:</b></p>	<p>Student has been absent 16- 25 days each school year for the past 2 years. 10 or more tardies and early dismissals for the current school year.</p>	<p>Student has been absent 26-35 days each school year for the past 2 years. 10 or more tardies and early dismissals for the current school year.</p>	<p>Student has been absent 36-45 days each school year for the past 2 years. 10 or more tardies and early dismissals for the current school year.</p>
Discipline	<p>Less than 10 office referrals within a 2 year period.</p> <p><b>Notes:</b></p>	<p>15-11 office referrals within a 2 year period.</p>	<p>20-16 office referrals within a 2 year period.</p>	<p>25-19 office referrals within a 2 year period.</p>



Continuum of Services	<p>The student is currently separate setting on the IEP, with services being met in the resource classroom. The team has appropriately implemented this level of service time.</p> <p><b>Notes:</b></p>	<p>The student is currently separate setting on the IEP, with services being met in the resource classroom. The team has not appropriately implemented this level of service time.</p>	<p>The student is currently resource setting on the IEP. The team has not appropriately implemented this level of service time.</p>	<p>The student is currently resource setting on the IEP. The team has not appropriately implemented this level of service time.</p>
<p>Modified Instruction to include accommodations, modifications and interventions</p>	<p>Instruction is significantly modified, several accommodations are noted on the IEP and/or the student requires many adaptive and behavioral interventions to function with non-disabled peers.</p> <p><b>Notes:</b></p>	<p>Instruction is modified, many accommodations are noted on the IEP and the student requires some adaptive and/or behavioral interventions to function with non-disabled peers.</p>	<p>Instruction is some what modified, there are some accommodations noted on the IEP and the student may require a few adaptive and/or behavioral interventions to function with non-disabled peers.</p>	<p>Instruction is modified minimally, there are few accommodations noted on the IEP and the student may require little to no adaptive and/or behavioral interventions to function with non-disabled peers.</p>

Behavior Plan	FBA and BIP are current with appropriate data to support plan.	FBA and BIP are current with some appropriate data to support plan.	FBA and BIP are current with limited data to support plan.	FBA and BIP are not in place, but there is evidence that one is needed.
Data for IEP goals and objectives	<p><b>Notes:</b></p> <p>All IEP goals and objectives are clearly focused on the Extended Content Standards and data is appropriate to support goals and objectives.</p>	<p>Some IEP goals and objectives are focused on the Extended Content Standards and data is appropriate to support goals and objectives.</p>	<p>Some IEP goals and objectives are focused on the Extended Content Standards and data is some what appropriate to support goals and objectives.</p>	<p>No IEP goals and objectives are focused on the Extended Content Standard and data is some what appropriate to support goals and objectives.</p>
IQ score	<p><b>Notes:</b></p> <p>55 or lower</p>	56-59	60-63	63 or higher
Adaptive Scores	55 or lower	56-59	60-63	63 or higher

Informal Assessment Adaptive Behavior	50% or more of the domains not demonstrated.	49%-30% of the domains not demonstrated.	29%-15% of the domains not demonstrated.	15% or less of the domains not demonstrated.
Other areas of concern				

Total Score:

Suggestion: