

**JUSTIFICATION FOR EXCEPTION TO THE 1.0 PERCENT "PARTICIPATION" ON  
 NSCAS ALTERNATE ASSESSMENT FOR THE 2017-2018 SCHOOL YEAR**

1.

District Name and Number	County
Name of District Superintendent	Telephone (Include Area Code)
E-Mail	FAX (Include Area Code)

2. **The number of students at the state level who are reported as "participating" on the NSCAS Alternate Assessments may not exceed 1.0 percent of all students assessed in grades 3-8 and 11 per subject area. Does your district anticipate that the students participating on the NSCAS Alternate Assessments will exceed the 1.0 percent in grades 3 – 8 and 11 per subject area?**

**YES – please complete questions 3 and 4 below, sign and return this form.**

**NO – sign and return this form.**

3. Provide a brief description with supporting evidence that identifies specific programs or circumstances within the district that may contribute to higher enrollments of students with significant cognitive disabilities that would result in a participation rate in excess of 1.0 percent. Evidence may include elements such as descriptions of the program, number of contracted-in students with significant cognitive disabilities resulting from these programs, and/or other circumstances resulting from these programs, small overall student population or any other variables that may also contribute to higher numbers of students identified. Attach additional pages if necessary. **(Please include the process that is followed to determine which students are administered the Alternate Assessment).**

4. **The district ensures that it is fully and effectively addressing the requirements of 34 CFR § 200.6. Please initial each box that pertains to your district.**

- The district uses appropriate guidelines when IEP teams determine the student's significant cognitive disability justifies taking NSCAS alternate assessments. These guidelines are consistent with the Nebraska Department of Education's *IEP Team Decision Making Flow Chart: Nebraska Statewide Alternate Assessment for Students with the Most Significant Cognitive Disabilities, Alternate Assessment Criteria and IEP Team Decision Making Guidelines for NSCAS Assessments* posted on the Department's website. <http://www.education.ne.gov/sped/assessment.html>
- The student's IEP meets the requirements in **Rule 51 007.07A3, 007.07A7, 007.07.A7a and 007.07A7b.**
- Students with most significant cognitive disabilities (taking NSCAS Alternate Assessments) are included in the general education curriculum to the maximum extent possible. Curriculum is based on extended indicators for grade level content.
- The district ensures the use of appropriate accommodations throughout the district.
  - IEP teams select accommodations based on the individual student's needs.
  - General education and special education teachers collaborate to determine appropriate accommodations that ensure access to the general education curriculum at grade level.
  - Accommodations are disseminated to all appropriate staff to ensure accommodations are provided as outlined in the IEP.
- The district takes steps to ensure that parents participate in the IEP team meeting. Through the IEP process, parents are knowledgeable about their child's curriculum is based on extended indicators. Parents understand the NSCAS system and their child's participation in the alternate assessments.

\_\_\_\_\_  
 Date of Submission

\_\_\_\_\_  
 Signature of District Superintendent