



Public Schools of North Carolina

EC Directors' Webinar February 2, 2016

Agenda



Welcome!

Updates

- Assistant Director
- Special Programs and Data
- Policy, Monitoring and Audit
- Program Improvement and Professional Development
- Sensory Support and Assistive Technology
- Director

Q & A



Assistant Director *Sherry Thomas*



- March Institute
 - March 7-10,2016
 - Koury Center, Greensboro
- Distinguished Service Awards
 - Deadline: February 8, 2016



Special Programs and Data

Tracy Riddle



- IDEA Funding Allotments



Policy, Monitoring and Audit

Carol Ann Hudgens



- Memo: Feeding Therapy Policy



Program Improvement and Professional Development

Paula Crawford



- NC SIP Spring Network Meeting
–March 22-23, 2016

- Summer Institutes
–July 25-29, 2016



Sensory Support and Assistive Technology

Sherri Vernelson



- Memo: ESDB Placements
(Educational Services for the Deaf and Blind)
- APH Legally Blind Census



Director
Bill Hussey



- ECATS
- SLD
- Mental Health Collaborative
- EC Funding Stakeholder Group





Q & A



Funding



1. Are there plans to distribute any more PRC 118 funds into the districts?



Funding



2. Has DPI considered reducing the numerous PRC 118 funding models and revert back to the PRC 44 Sliver model that gave each district more flexibility to determine how to use capacity building funds for their individual district needs?



IEP/Private School Services Plan



3. When a parent decides to either homeschool or place their child in a private school, is it necessary for the IEP Team to develop a new IEP at that time to present to the parent, along with a School Services Plan?





In-State Transfers

4. What process should be followed when a student transfers from one NC district to another? Is a new IEP required? Are we required to meet and complete a DEC-7 reevaluation process/form (and DEC-3 Eligibility Determination form) to document incoming information? Or do we just indicate previous services and information on a DEC-5 and continue the current eligibility?



MTSS/Initial Referral/Initial IEP



5. The School Wide Assistance Team initiates a referral for a student with reading and writing concerns, and these two areas are indicated as concerns on the Referral for Evaluation. During the comprehensive evaluation, it is determined that there are also concerns in math. At the IEP meeting to discuss the results, does the IEP make decisions about reading and writing and then start a reevaluation to get all the required information for math services? Or do they determine the need for math services based on the evaluation information?



Screening Tools



6. Some districts have created their own informal speech screener to use in its MTSS problem solving process. Other districts, however, use the speech screening instruments from the EC Department. Does this trigger a Speech Evaluation, and consideration for special education? Please advise as to what districts should do with regard to speech screening as a component of the MTSS / intervention process.



IEP/Section 504



7. Is there any situation where a student would have both an IEP and a Section 504 plan?



Read to Achieve



8. Is there any information regarding LEAs responsibilities under Read 2 Achieve and the new state requirement that K-2 students be allowed to attend the summer reading camp?



Future Webinar Dates



- April 5, 2016
- June 7, 2016
- August 2, 2016
- October 4, 2016
- December 6, 2016



Thank you!

