

Q & A
February Directors' Webinar
02.02.16

1. Are there plans to distribute additional PRC 118 funds to the districts?

As indicated in the December 4, 2015 email, if there are available funds, there may be an additional allocation in the spring of 2016. If individual LEAs have updated 2014-2015 expenditure data to provide, please contact Sherry Thomas. The funding allotments were based on the funds available and equitability in the distribution of funds.

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?

There is no plan at this time to reinstate the PRC 44 Sliver model.

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?

If the student is enrolled in school with a current IEP and then withdrawn to homeschool or private school, the IEP Team would review the current IEP in order to offer the Private School Services Plan. The services offered would reflect the LEA's proportionate share plan.

Please make sure that you do the following:

Ask if they want to continue the current IEP and stay enrolled in the LEA; if they maintain their decision to withdraw from the LEA, develop a service plan for the unique needs addressed by the LEA proportionate share plan.

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?

Once eligibility is determined in the state of NC, it is considered current and valid across NC LEAs. The only reasons eligibility might be considered during the In-State transfer process are:

- 1) the eligibility has expired in transit;

- 2) the receiving LEA has reason to either suspect a new disability or a change in the current disability; or
- 3) the current eligibility is due for reevaluation.

For the IEP, the receiving LEA would follow the policy 1503-4.4(e)(1)(i)(ii) *When IEPs Must be in Effect*.

The new LEA either:

- (i) Adopts the child's IEP from the previous LEA; or
- (ii) Develops, adopts, and implements a new IEP that meets the applicable requirements.

**A reevaluation would only be necessary if:

- 1) the IEP team required additional formal evaluations for programming through the IEP; or
- 2) the IEP team did not receive all the documentation necessary to support the incoming eligibility.

5. The School Wide Assistance Team initiates a referral for a student with reading and writing concerns, and these two areas are indicated 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 Team 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?

If the IEP team has sufficient data to identify the unique needs of the student, the IEP should be constructed to address those needs. While the referral team may have started the process based on specific concerns, if the evaluation process yields data to suggest there are additional needs, the IEP Team should consider them.

*Reminder: The evaluation process is to determine whether or not the child is a child with a disability and in need of special education and related services. There are not separate disability categories for reading, math, or written expression.

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.

An essential question when working with students to provide intervention is whether or not there is a suspected disability.

Here are three policies to consider when determining if your screening process may constitute a suspected disability.

NC 1503-2.3 *Screening for Instructional Purposes is Not Evaluation*

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered an evaluation for eligibility for special education and related services.

NC 1500-2.30 *Screening*

Screening may be used for the following purposes:

- (a) Mass screening are those screenings done with all students.
- (b) Individual screenings, such as hearing, vision, and motor screenings, may be required as part of the evaluation process for eligibility for special education and related services;
- (c) The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for special education and related services.

NC 1503-1(d)(1)(i)(ii) *Parental Consent: Other Consent Requirements*

Parental consent is not required before:

- (i) Reviewing existing data as part of an evaluation or reevaluation;
- (ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation; consent is required of all children.

It would be advisable for the LEA to have a clear distinction between screening tools used for instructional strategies and screening tools that are considered a component of an evaluation tool to determine eligibility.

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

No. If the student is eligible under the IDEA for special education and related services, all the student's unique needs should be addressed through that process.

- 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?

Requirements are the same as those for students in Grade 3. Remember, Read 2 Achieve is a general education requirement and special education should not be included, unless ESY is being delivered in conjunction with summer reading camp.

- 9.** If a child is getting the EC scholarship for private school tuition - we are no longer required to do a Private School Service Plan (PSSP) any longer right?

A child with a scholarship can have a Service Plan if they are still IDEA eligible and meet the proportionate share plan of the LEA. The child may not have a Service Plan if they have a scholarship but are no longer eligible under IDEA.