

Q&A
April 2016

1. If we lose the Related Services Support Description form (PT/OT/SLP indirect/consultative services), will these services still be considered related services or be changed to supportive services? Will this require PT/OT/SLP to exit as related services? How should LEAs proceed?

The Related Services Support Description form is an element that is still being discussed within the roll-out of the new EC Forms. Once a final decision is made, training will be developed to provide guidance specific to the student's unique needs and the method in which all supports and services are to be documented.

At this time, LEAs should proceed with the current forms and process and training are provided.

2. When completing a DEC 5 for the reevaluation process, should you check eligibility as a purpose along with reevaluation since you are talking about eligibility essentially or should you just check reevaluation?

The current DEC 5 instructions for the "purpose" directs users to "check all purposes that apply". If eligibility will be discussed/addressed during the reevaluation process, both items should be checked.

The EC Division website provides instructions for the completion of the current EC forms. The link to this resource can be found at <http://ec.ncpublicschools.gov/policies/forms/statewide-forms>.

3. Do you have to complete a DEC 5 prior written notice when you hold an IEP team meeting to review the Behavior Intervention Plan but do not recommend any changes to the plan or the IEP?

If an IEP Team meeting is held to discuss a Behavior Intervention Plan, it is best practice to document the team's decision regardless of whether changes are made or not. This serves as a record of the activity, the data and options considered and communicates the details of the outcome to the parent in writing.

4. If you have a Behavior Intervention Plan (BIP) Review meeting and the IEP team recommends adding additional support or making changes to the BIP and documents this on the review form, must you also add these changes to the IEP?

It depends. BIPs are part of a student's individualized education program. A change made to the BIP is essentially a change to the IEP and must follow the process for review/revising IEPs and prior written notice. This is particularly important if something "new" is added or deleted from the IEP/BIP.

However, if the IEP Team has documented the frequency of review (progress monitoring) and the adjustments that will be made to the implementation of the BIP based on progress monitoring data when the BIP was developed, the IEP Team process may not be required because the team has already planned for and communicated the adjustments that will occur in conjunction with progress monitoring.

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5. Who can be trained as Reading/Math master trainers during the summer institute?

Please refer to the memo dated March 17, 2016 sent to the NC SIP Network (and posted with this Q & A). The individuals will be called NC SIP Regional Coaches. In April, a memo providing more details, along with an application to apply for the role of NC SIP Regional Coach will be sent to currently certified NC SIP Foundations Instructors. EC Directors and NC SIP Coordinators will be copied on this communication. This is not a "position". There are codes in the PRC 082 chart of accounts that may be used for stipends in NC SIP Partner LEAs to help cover travel expenses for this additional training. The individuals who apply must be currently employed in, and have endorsement from, their LEA leadership. Those individuals selected must be available to attend the first offering of the new Foundations Revision during Summer Institute July 25-29, 2016.

6. When may our current R/M Foundations trainers resume their training with school staffs? Must they wait until they are trained in the new modules?

There were two additional informational memos related to this question posted with this Q & A.

One memo is dated September 24, 2015 and addresses in detail the Math and Reading Foundations revision timelines for the certification and recertification process.

Another memo, dated March 17, 2016 addresses in detail considerations to be given if an LEA is planning the provision of Math and Reading Foundations during the summer of 2016, using the No-Cost extension funds by September 30, 2016.

Instructors must wait until they are recertified in the new course content. The Reading and Math Foundations course revisions are significant and the current instructors must attend the recertification to continue to ensure the fidelity of delivery of these courses across the state.

Any additional questions should be directed to: Paula.Crawford@dpi.nc.gov or 919.807.3298

7. Are LEAs expected to transition to the new state paperwork at the beginning of next school year, or can we begin when we start using ECATS?

No, the new EC forms will not be released or implemented until a new ECATS vendor is selected. Additionally, the EC Division will be coordinating and messaging the timeline for training, implementation and full migration to the new EC forms and ECATS concurrently. It is critical that these elements are paired with a support system to ensure compliance with EC processes.

8. What guidance can be given to LEAs regarding child find of parentally placed private school students using MTSS (RtI) educational evaluation procedures, given that progress monitoring of research based interventions are not able to be captured guaranteeing fidelity?

Private schools are not required to implement MTSS.

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LEA may consider the following option for gathering instructional information from private schools.

- *Develop instructional questionnaires that request the frequency, intensity, and duration of the interventions used in the private school setting. Examples of intervention may be included. This questionnaire would be a part of the assessment plan for evaluation, therefore, parental consent should be obtained.*

Remember, decisions regarding the eligibility for special education and related services is dependent upon multiple pieces of data and meeting the three prongs:

- *Documented disability;*
- *The disability has an adverse effect on progress in the general education setting; AND*
- *The student is in need of specially-designed instruction (special education/related services).*

9. How are districts managing scholarship reevaluations?

As stated in the memo from the EC Division on 10/1/15, S.L. 2015-248 does not change an LEA or Charter School's obligation for Child Find and special education reevaluation under federal IDEA law. The assessments described in S.L. 2015-248 above relate to eligibility for the Special Education Scholarships program only. (Memo is attached to this email).