1.  It is discovered that a DEC-5 is non-compliant and needs correction.  Please clarify the procedures to follow and if there is anything that needs to be done regarding the IEP, especially if the change needed on the DEC-5 does not effect anything on the IEP.  (i.e., do we need to change the IEP implementation date and the dates on the IEP?)

    *During Monitoring, the Student Record Protocol indicates that the corrective action for a Prior Written Notice error is to provide a corrected PWN to the parent. There is no requirement to amend the IEP.*

2.  If we send home an invitation for an IEP meeting and the parent does not respond, is the second notice we send out to be a reminder for that IEP meeting or is the second notice to be for a new meeting on a different day? Clarification on attempts to involve parents when they do not respond is needed.

    *The second notice must reflect the original date of the meeting.  Best practice is to follow-up with a phone call, email or home visit and document those attempts.  For the requirement for Parent Participation refer to NC Policy 1503-4.3, page 81.  If a second notice is sent with a different meeting date, it constitutes a first notice for a different meeting.*

3.  If the IEP team is convened for the IEP meeting and the parent does not show and has not called, or if the EC teacher called the parent from the IEP meeting and gets no response, can the IEP team move forward with the IEP meeting if a second notice was provided?

    *NC 1503-4.3(d) Conducting an IEP meeting without a parent in attendance.*

    *A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parent(s) that they should attend.*
    *In this case, the LEA must keep a record of its attempts to arrange a mutually agreed on time and place, such as-*
    *(1) Detailed records of telephone calls made or attempted and the results of those calls;*
    *(2) Copies of correspondence sent to the parent(s) and any responses received; and*
    *(3) Detailed records of visits made to the parent's home or place of employment, if appropriate, and the results of those visits.*

**Progress Monitoring**
4.  We were told in SDI training that a progress monitoring plan is suggested as a tool to be used by IEP teams and that one would be shared. Please give an update on this document?

    *There is a progress monitoring plan that has been provided as a tool/template in the SDI training for Day 2- Progress monitoring.  It is also in Appendix C of the SDI Guidance.  This information is not located in a Google Doc.*

**MTSS**

5. How will MTSS be emphasized to districts that are not on board? If districts are not implementing MTSS, what is EC supposed to do?

- **The majority of districts in NC have or will be participating in an MTSS cohort. 97% of school districts have been invited to participate, or are currently participating, in an MTSS cohort.**
- **For Cohort 3: 66 Districts and Charters and Cohort 4: 53 Districts and Charters. Cohort 3 and 4 professional development and coaching will begin this fall.**
- **District teams in the cohorts include general education and exceptional children leadership working collaboratively to implement an MTSS framework.**
- **The MTSS professional development includes 3 modules.  The 3rd module focuses on SLD evaluation and eligibility, using multiple sources of data to inform evaluation and eligibility decisions.  Standalone sessions on leadership, data evaluation and problem solving were provided during the 2015-16 school year- these sessions will continue to be offered.**
- **MTSS communication is disseminated on a regular basis through the NCDPI superintendents' message and principal messages as well as through listservs, the MTSS wiki and other print media.**
- **Continued professional development and coaching will occur across the state for sustainers and new adopters, including provision of PD through the ECDs' regional team structure beginning in the 2017-18 school year.**

**Licensure**

6.  Will middle and high school teachers have to be certified in content areas to be teachers of record?

    *As it stands now, teachers in middle and high schools who are the teacher of record for a subject area must hold a license to teach that subject area.*

7. How can the EC Teacher be the Teacher of Record for NCVPS if they are not HQ in content area?

    *As it stands now, the EC teacher can only be the teacher of record in middle and high school content areas if he/she holds licensure in the area/s. The NCVPS teacher provides the content and the EC teacher provides the specially designed instruction expressed in the IEP as needed by the student/s who are in the class.*

**ECATS/CLEAR/New Forms**

8. What will the Comprehensive LEA Report (CLEAR) include?

    *Behavior, Accountability (performance) and Monitoring (Program and Fiscal) will be included in the CLEAR report.*

9. Will ECATS include a progress monitoring component?

*Yes, this component will exist in two places in ECATS: Special Ed and MTSS. The goal is to look at data points across time. This tool will ultimately support the universal scanner which is planned which will be developed in the next few years.*

10. What will ECATS include with respect to forms?

    *On the SPED side, all EC forms, including the new IEP forms will be provided, along with the appropriate business rules to utilize the forms. Before ECATS rolls out statewide, all forms will be uploaded and functional. On the MTSS and Medicaid side, the state recommended forms will be included.*

11. Can an LEA pilot ECATS if it is currently using EasyIEP and not CECAS?

    *Yes. Both current system users will be included in the pilots. The plan is to identify small pilot "pockets" across the state, utilizing all size LEAs and charters. The goal is to pilot to find bugs and form issues, so the roll-out is successful with the least amount of errors.*

**Transition Teams**
12. When is this going to be held? Details?

    **Training with Transition leads have been conducted during the 2015-16 school year. If your LEA/Charter has not attended training and you have identified your Transition Lead, please contact Beverly Colwell. We will offer a session at the Summer Institutes in July. Again, please provide the person's name and e-mail address when contacting Beverly Colwell at <u>Beverly.colwell@dpi.nc.gov</u> we will make sure that person receives an invitation.**


    **Objectives**
13. Are objectives required only for students participating in NCExtend1?

    **Yes. Students who are tested on the alternate assessment must have benchmarks or short term objectives in their IEP. Short-term objectives and benchmarks are steps that measure the child's progress toward the annual goals in the IEP. When written correctly, short-term objectives provide teachers with a roadmap and a clear mechanism to evaluate the child's progress.**

**Testing**

14. If a student exits within the last month of school or within 2 weeks of state testing, are they allowed to receive test accommodations that were routinely used throughout the year if: (1) implementation begins immediately; (2) implementation is 10 days from date of meeting and current IEP is still effective?

    **All special education services, related services, appropriate aids, services, modifications, and/or accommodations and modifications cease on the date the child is exited from special education. Accommodations for statewide assessment are not permitted beyond the date the student exits special education.**

**SLD and Speech**

15.     If a student is receiving services for SLD with Speech as a related service, does the speech EVAL need to be addressed on the DEC-3 and/or DEC-7 at reevaluation?

**At the time of th16. e reevaluation, the corresponding Category Worksheet (DEC 3) should reflect any new data used to determine the student's eligibility for special education and related services.  When conducting a reevaluation determination (DEC 7), the IEP Team is required to review and record all existing data which will include any speech/language evaluations.**

**Questions from the Webinar:**
        16. Is the ECU support only for DB?

        ***Yes, ECU is part of the Division's Deaf-Blind Grant.***

        17.  Where do we get the Parent Rights' Handbooks?

        ***The Handbook can be ordered from DPI Publications***
        ***http://www.ncpublicschools.org/publications/ or downloaded from our website at***
        ***http://ec.ncpublicschools.gov/parent-resources/parents-rights-handbook.***

        18.  Is there or will there be a PDF version of the new parent handbook available?

        ***Yes…see above.***

        19. When are end of year forms due for Risk Pool, State Reserve, and Developmental Day?

        **The EOY updates for Risk Pool and Special State Reserve and the DDCF1 for Developmental Day are all due June 30, 2016**

        20. Can you remind us who the email came from regarding reevaluation of private school students?

        ***EC Directors were contacted individually, based on the list provided by the NC State Education Assistance Authority.  There was not a blanket email that went out to all Directors***.

        21. In regards to the corrected PWN (number 1 under section on IEPs): does a meeting need to be called in order to correct the PWN or can it be corrected without a meeting?

        ***An IEP meeting is not required. However, LEAs are well-advised to consider carefully the time that has lapsed since the meeting was conducted and consider whether or not to schedule the annual meeting earlier.***