



Public Schools of North Carolina

North Carolina Department of Public Instruction Exceptional Children Division Directors' / Coordinators' Webinar 2/4/2020

Welcome to the webinar. The presentation and questions/answers are available at:



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- **Updates**
 - OSEP Monitoring Visit
 - New staff
 - Allotments
 - Regional Meetings
 - March Institute
 - RtA Memo
- **Re-evaluation**
- **Testing/Accountability Updates**
- **Sensory Support and Assistive Technology Updates**
- **Questions**



- OSEP Monitoring
 - Onsite at DPI 1/27 – 1/29
 - CMS, Wake, Wilson, East Wake Academy 1/30 – 1/31
 - **Risk Factors:** Size of grant, new director in last year, number of charter schools
 - **Monitoring areas:** SLD and Child Find, Indicators 11 and 12, PRTFs, General Supervision, Fiscal Monitoring and Allotments



- **New Staff:**
 - Bridgette LeCompte
 - Consultant for Occupational Therapy
 - Elizabeth Bare Loring
 - Monitoring Consultant for North Central



- The following allotments have been made or will be made in the near future
- Directors and Coordinators will receive individual emails with allotment totals
 - **PRC 118 Related Services and Autism**
 - **Developmental Day (second allotment)**
 - **Risk Pool**
 - **Special State Reserve**



- **Regional Meetings**
 - 2/11: Sandhills and Northwest
 - 2/12: North Central and Western
 - 2/13: Northeast and Piedmont-Triad
 - 2/14: Southeast and Southwest
- **Agenda items:**
 - Standards-Based IEPs, LEA data profiles, Planning for SLD Policy Implementation



- **March Institute**
 - **March 2-4 at Koury Convention Center**
 - **Hotel registration (closes 2/14):**
 - <https://book.passkey.com/event/49921850/owner/2511/home>
 - **Institute registration (closes 2/17):**
 - https://docs.google.com/forms/d/e/1FAIpQLS epGs8Rdia6Fs0zWO7gJXUGdNVobqqL4KbL EUW TaQtBa7usQ/viewform?usp=sf_link



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Agenda

Sunday, March 1, 2020

4:30 pm – 5:30 pm	Early Bird Registration	Registration Desk 1
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(Participants will be grouped by color for breakout sessions)

Monday, March 2, 2020

7:30 am – 8:30 am	Registration/Continental Breakfast	Registration Desk 1
9:00 am – 11:00 am	Standard-Based IEPS (SDI)	TBD
11:00 am – 12:00 pm	LEA Self-Assessment (LEASA)	
12:00 pm – 1:00 pm	Lunch Provided	TBD
1:00 pm – 2:30 pm	ECATS Beginner ECATS Advanced Data Profiles	TBD
2:30 pm – 2:45 pm	Break	TBD
2:45 pm – 4:15 pm	ECATS Beginner ECATS Advanced Data Profiles	TBD



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Tuesday, March 3, 2020

9:00 am – 10:30am	Re-eval Mental Health Dyslexia	TBD
10:30 am – 10:45 am	Break	
10:45 am – 12:15 pm	Re-eval Mental Health Dyslexia	TBD
12:15 pm – 12:30 pm	Break	
12:30 pm- 2:00 pm	Distinguished Service Award Luncheon	Imperial Ballroom
2:15 pm – 2:30 pm	Break	
2:30 pm – 4:00 pm	Re-eval Mental Health Dyslexia	TBD

Wednesday, March 4, 2020

8:30 am – 10:30 am	SLD - IABS/EC	TBD
10:30 am – 11:00 am	Break/check out	
11:00 am – 12:30 pm	SLD - IABS/EC	TBD
12:30 pm – 1:15 pm	LUNCH (provided)	
1:15 pm – 2:45 pm	SLD - IABS/EC	TBD
2:45 pm – 3:00 pm	Break	
3:00 pm – 4:30 pm	SLD - IABS/EC	TBD



• Read to Achieve Memo

- *All students with disabilities, including those on the Extended Content Standards, shall participate in state-mandated K-3 reading assessments, as part of Read to Achieve.*
 - *All EC students in K-3 should be assessed using Istation, with approved accommodations, modifications, and assistive technology as appropriate, unless the IEP Team determines otherwise, based on student data and information.*
 - *In rare situations, especially with students on the Extended Content Standards, the IEP Team may determine the student is unable to be assessed using Istation. The IEP team should then determine an appropriate alternate assessment to be used to measure the student's literacy skills. In this case, an IEP Team meeting will need to be held to address the alternate and any additional accommodations needed for the assessment.*

Please contact Sherry Thomas (sherry.thomas@dpi.nc.gov) or Matt Hoskins (matt.hoskins@dpi.nc.gov) with any additional EC related questions you may have.



Documenting in ECATS

- State-mandated assessments will be updated to include iStation
- Currently, district assessment can be used to document accommodations/modifications
- From a monitoring perspective, it would be appropriately documented if it is anywhere in the IEP



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Re-evaluation

Key Points



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The New AU Policy

“Opportunities” for Clarification





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PUBLIC SCHOOLS OF NORTH CAROLINA
Educating the Whole Child

EXCEPTIONAL CHILDREN DIVISION

Please review the attached documents regarding the new policy regarding the identification of children suspected of Autism Spectrum Disorder (ASD).

- [AU Worksheet.docx](#)
- [Memo.AU.ECATS.pdf](#)
- [AUTipSheetECATS.pdf](#)

The “Gift”
that keeps
on GIVING!



“Opportunity”



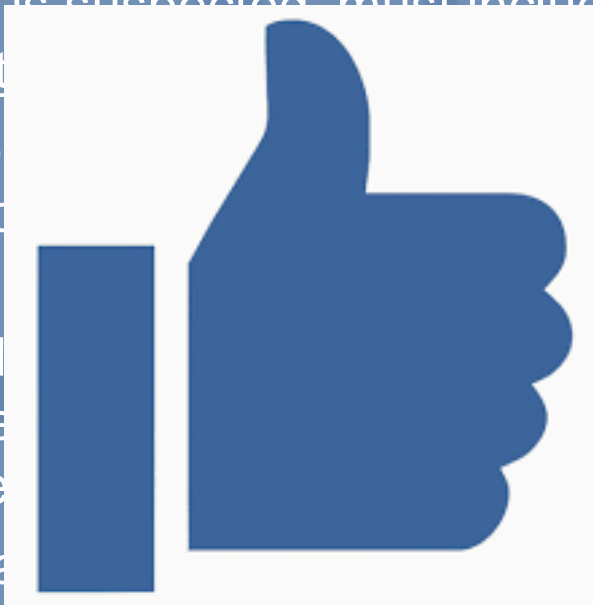
**Remember these key points:*

- 1. The required screenings and evaluations are not only used to determine eligibility but are also necessary for appropriately developing the child's individualized education program.*
- 2. Eligibility decisions are not made on one piece of data. Evaluations must be sufficiently comprehensive to identify all of a child's unique needs. Eligibility decisions are made on a preponderance of data.*
- 3. IEP Teams may consider a review of existing data, provided there are data for all required screenings and evaluations, when determining whether or not consent for additional evaluations are needed.*
- 4. The new Autism policy requires two new evaluations: motor screening and a sensory processing evaluation.*
- 5. Scheduling of the reevaluation of children with Autism should occur well in advance of the eligibility due date to ensure that the parental consent for motor screening and sensory process evaluation (absent existing data) is obtained and evaluations are conducted to ensure the timely reevaluation of children with Autism.*



Initial Evaluations (AU Policy)

- As of January 1, 2020, any initial evaluation, in which Autism Spectrum Disorder is suspected, must include a Sensory Processing Evaluation (SPE).
- IEP Teams may choose to include a Motor Screening (MS) to meet the policy requirements. (SPE) and Motor Screening (MS).
 - If the existing data is sufficient and relevant, IEP Teams may then include the Assessment Summary under the MS.
 - If no existing data is sufficient and MS, then parental consent must be obtained to conduct these evaluations.





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Reevaluation (Quick Review)





Reevaluation (Definition)

NC 1500-2.28

Reevaluation

Reevaluation is the process of examining existing data, and if determined necessary, gathering additional data in order to:

- Determine continuing eligibility for special education;
- Assure that the continuing individual needs of a student are identified; and
- Assure appropriate educational programming (review and/or revision of IEP).



Reevaluations (Reasons for Conducting)

NC 1503-2.4

Reevaluations

- (a) General. A public agency must ensure that the timely reevaluation for each child with a disability is conducted in accordance with NC 1503-2.5 through NC 1503-3.5
- (1) If the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant additional evaluation data; or
- (2) If the child's parent or teacher requests additional evaluation data. Programming and/or Eligibility
- (b) Limitation. The reevaluation conducted under paragraph (a) of this section--Programming and/or Eligibility
- (1) May occur not more than once a year, unless the parent and the LEA agree otherwise; and
- (2) Must occur at least once every three years Programming AND Eligibility required
- (c) Reevaluation of Children Identified as Developmentally Delayed. The reevaluation of children identified as developmentally delayed shall occur at least once every three years following placement; and prior to turning eight years of age, or prior to entering third grade (whichever comes first). Eligibility (required) and/or Programming



Reevaluations (Reasons for Conducting)

- (e) Reevaluation before a change in eligibility for special education
 - (1) Except as provided in paragraph (e)(2) of this section, an LEA must reevaluate a child with a disability in accordance with NC 1503-2.4 through NC 1503-3.5 before determining that the child is no longer a child with a disability. **Eligibility** (no longer/change in category) and/or **Programming**
 - (2) The reevaluation described in paragraph (e)(1) of this section is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.
 - (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.



Reevaluations (IMPORTANT)

Any time “**Eligibility**” is part of the reason for conducting a reevaluation, the ***eligibility worksheets must be completed*** with either existing data or new evaluation data that was obtained through parent consent.

- Therefore ECATS requires users to complete the eligibility worksheets on the Eligibility EC Process tab.
- This ensures that the IEP Team has all the required screenings/evaluations to:
 - Confirm the child continues to be a child with a disability;
 - Determine that the child no longer continues to be a child with a disability; or
 - Determine that the existing eligibility category is not an accurate disability identification and a different eligibility category better describes the child’s unique needs.



Reevaluations (IMPORTANT)

If one of the purposes for reevaluation is “Eligibility”; the IEP Team can only proceed with a “no-test” decision if:

- there is existing data for **all** of the required screenings and evaluations associated with the child’s current disability – or
- there is existing data for all the required screenings and evaluations for any new disability/eligibility area being considered.



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Reevaluation (AU Policy)





Therefore, as of January 1, 2020, if the reason for conducting a reevaluation (for a student with the disability of AU) is:

- Occurring more than once a year for the purposes of **ELIGIBILITY**, the review of existing data must include information for SPE and MS.
 - *If no existing data is available for SPE/MS, consent must be obtained to conduct the evaluations before eligibility is determined as AU.*
 - *The “TRIENNIAL” clock is reset because the eligibility category either changed, was discontinued, now includes a secondary eligibility or remains the same.*
 - Eligibility paperwork (eligibility/eligibility worksheet) is completed.



Therefore, as of January 1, 2020, if the reason for conducting a reevaluation (for a student with the disability of AU) is:

- Occurring once every three years, as required by policy to review **ELIGIBILITY** and programming, the review of existing data must include information for SPE and MS.
 - *If no existing data is available for SPE/MS, consent must be obtained to conduct the evaluations before eligibility is determined as AU.*
 - *The “TRIENNIAL” clock is reset because the eligibility category either changed, was discontinued, now includes a secondary eligibility or remains the same.*
 - Eligibility paperwork (eligibility/eligibility worksheet) is completed.
 - The evaluation data, for which parent permission was obtained for ELIGIBILITY and PROGRAMMING, is documented on the eligibility worksheet(s) and in the PLAAFP.



Therefore, as of January 1, 2020, if the reason for conducting a reevaluation (for a student with the disability of AU) is:

- Occurring more than once a year for the purposes of **PROGRAMMING (only)**, the review of existing data may include information for SPE and MS.
 - *If no existing data is available for SPE/MS, consent could be obtained to conduct the evaluations if the IEP Team determines that those data are needed for PROGRAMMING.*
 - *The “TRIENNIAL” clock is not reset because the current eligibility category is not being questioned and it is not time for the TRIENNIAL to occur.*
 - No eligibility paperwork (eligibility/eligibility worksheet) is completed.
 - The evaluation data, for which parent permission was obtained for PROGRAMMING, is documented on the PLAAFP.



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Essential Question

Would you like for this information to be repeated and elaborated upon in break-out sessions during March Institute?

Go to www.menti.com



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Testing / Accountability Updates



Testing Students with Disabilities publication (pg. 28) & Guidelines for Testing Students Identified as English Learners publication (pg. 18)

Order of "**precedence**" for:

Documentation for testing accommodation:

- IEP
- Section 504 Plan
- EL Plan/documentation
- Transitory Impairment documentation"



One Authoritative Source

Precedence refers to where accommodations must be housed when data collection occurs.



There can only be one authoritative source for accommodations.



Precedence does not mean that one type of plan is more important than another.



Examining Participation on NCEXTEND 1

- **ESSA requirements indicate States cannot exceed the 1% participation cap** for any student participating on the Alternate Achievement Alternate Assessment (AA-AAAS).
 - NCDPI current participation rate for AA-AAAS continue to exceed the 1% participation rate
 - Some LEAs are above 2% of the participation rate



Upcoming CTE-IA Regional Training

- Each LEA is asked to send two CTE representatives and two EC representatives, one of which should be a teacher of the Occupational Course of Study (OCS).

Expectation to share the information with appropriate CTE and EC staff in their LEA.

- [Link to CTE-IA Memo](#)



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SSAT Updates



Annual Legally Blind Registration

- Deadline to register students is Friday, February 14, 2020
- January 6, 2020, memo:
<http://bit.ly/NCAPH2020Memo>
- No qualifying students:
 - MUST send email to ncaph@dpi.nc.gov
 - Indicate LEA name and “No Eligible Students”



Annual Deaf-blind Census

- Registration window February 17 to March 17, 2020
- Memo will be released this week
- Additional information and instructions will be posted on the EC Division website under Disability Resources > Deaf-Blind > Census
- Students DO NOT have to be found eligible in the category of Deaf-blind to be eligible for the Deaf-blind Census.
 - Many students on the Census are identified as having Multiple Disabilities



Vision Related Specially Designed Instruction

VI: ECC - Career Education
VI: ECC - Daily Living Skills
VI: ECC - Independent Living Skills
VI: ECC - Recreation and Leisure
VI: ECC - Sensory Efficiency
VI: ECC - Social Skills
VI: ECC- Self Determination

- VI:ECC stands for Vision Impairment Expanded Core Curriculum
- Set of unique, vision-related skills
- SDI delivered by a Teacher of the Visually Impaired
- The ECC should not be confused with the Extended Content Standards.



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Questions



Questions

- Please review the regulations/processes for determining what constitutes a private school under IDEA and state regulations. What should a school district do when they believe and/or receive notice that the parent is withdrawing the student to enroll in a private school. What constitutes a special education private school in NC?



Questions

- What, if any, are the parameters under which a school district can refuse to allow a service dog in schools? If a teacher assistant is in place and attends to the child's needs, can a district refuse to allow a dog in the school if the intent of using the dog is to help with the needs already addressed by the T/A and school staff or if the student is not yet ready to perform tasks (i.e. independent movement in the school building) that the dog is trained to help with?



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Thank you!

The Exceptional Children Division