

This FAQ is a fluid document. The most recent responses will be documented at the top each time an update is provided.

July 11, 2022

The following questions we submitted after the June 27, 2022, technical assistance package and FAQ was released.

Question	Answer
<p><i>It sounds like the recommendation is to omit supplementary aids and services from the service page if it is an infrequent service and to instead only include it in the special factors, training to staff, accommodations text boxes. How would we then be able to track which students have that support? Right now we are able to run reports based off of the services page, but if we leave SAS off of the service page, then we might miss students who require SLP(or OT) support. Am I reading the assistance documents correctly, and do you have any suggestions for how to keep up with students?</i></p>	<p>OTs and PTs delivering support through supplementary aids and services (SAS) are members of the IEP Team. EC Case Managers should ensure that OTs/PTs and all EC personnel delivering services to students are documented as part of IEP Teams in ECATS.</p> <p>There are two options for gathering information to determine students that may have SAS provided by related service personnel or other service provider types.</p> <ol style="list-style-type: none"> 1. ECATS Standard Reports > Caseloads Report Admin 2. Workload Tool (<i>Refer to May Institute Presentation and Overview provided during the Statewide Meeting for RSPs</i>)
<p><i>I think the suggestion to indicate SAS frequency/time in various text boxes is an unrealistic option – we would then have to dig through each IEP to find information about services.... We need an easier way to know who is getting SAS and direct services – we use the service page to pull reports to assign caseloads. Without info on that page, it will be extremely hard to assign students.</i></p>	<p>A new SAS function to document the frequency of services via text box without interruption to the LRE calculations is underway and will be added to the Services page in ECATS. Projected release is tentative for Fall 2022.</p>
<p><i>Also – for monthly service recommendations, is it correct that monthly services cannot be pro-rated for short months such as August and June? It just seems odd that if a student has 3 times per month on the IEP but we only attend school for 3 days in August that they would have to be seen 3 times in those 3 days. Is this correct?</i></p>	<p>Monthly services cannot be pro-rated. As previously indicated in the June FAQ, monthly services must be provided as written even if there are only a few days students are in attendance for that month.</p> <p>For the example provided in the question, please consider the data and purpose behind service delivery that occurs only three times per month. What is the reason for the student not receiving</p>

	<p>services one week out of the month? If it is determined that the student does require services 4 times per month, outlining the services as one time per week is the better option. Then, for the one week of the month that students are in attendance, the student would be served one time.</p>
<p><i>When we follow the RDDS guidance document, when not adding a service delivery line, the student is not exited from the related service correct? If we do exit the student that will greatly affect a therapist's ability to change support through an IEP meeting and will trigger the re-evaluation process.</i></p>	<p>For the specific scenario provided, you would not exit the student IF he/she is continuing to receive direct special education services and not just supplementary aids and services.</p> <p>As long as the student is eligible for special education and related services, the student's direct related service can transition to just supplementary aids and services without a change to eligibility. However, a student cannot remain eligible if the only service being provided is supplementary aids and services.</p> <p>Remember, eligibility has three prongs (1) the student has disability (2) the disability causes adverse effect in the general curriculum (3) the student requires special education (and related services if appropriate) as a result of the disability.</p>
<p><i>Without having a service delivery line there are a few issues a few of us discussed after talking with a few people regarding implementation there were some concerns:</i></p> <ul style="list-style-type: none"> <i>a) Without a service delivery line case managers will forget to invite therapists to IEP meetings.</i> <i>b) We will have to "trick" ECATS by adding a service delivery line each time we document the consult then removing the service delivery line after documentation. In other words, without a service delivery line therapists will not be able to access treatment notes and document services.</i> <i>c) Students may "fall through the cracks". When a new school year roll in many therapists conduct an "advanced search" for the schools they are supporting. The advanced search may not pull a</i> 	<ul style="list-style-type: none"> a) This is a valid concern. Local EC Leadership is encouraged to review practices and expectations for EC Case Managers. Individuals that provide services and supports should be added to the IEP Teams for the students served. If this practice is established, the ECATS Standard Reports > Caseloads Report Admin can be run to identify all service providers even if those services are SAS. b) A new SAS function to document the frequency of services via text box without interruption to the LRE calculations is underway and will be added to the Services page in ECATS. Projected release is tentative for Fall 2022. c) If all related service staff and other service providers are included on the IEP Teams of the students served, either by related services or SAS, the ECATS Standard Reports > Caseload Report Admin document will include the name of most recent therapist/service provider included on the IEP Team. The report also

<p><i>student who does not have a service delivery line.</i></p>	<p>includes the “can provide” field that indicates the IEP Team member can/will provide OT/PT/Speech etc.</p>
<p><i>I know we’ve discussed this before, but if we are not listed on the service page, it will not allow us to access the student in the ECATS documentation wizard. Do you know if we would be allowed to go back to leaving frequency/duration blank for SAS only students and then writing in something in one of the other boxes? That would allow us to document and also to run reports to be sure students would not be missed.</i></p>	<p>Frequency and duration may not be left blank. While this may have been used initially to problem-solve, going forward this is not the practice the OEC will support as it conducts ongoing program monitoring. A new SAS function to document the frequency of services via text box without interruption to the LRE calculations is underway and will be added to the Services page in ECATS. Projected release is tentative for Fall 2022.</p>

June 27, 2022

The following questions were collected during/after the June 2022 Director’s Webinar. The slide numbers referenced in the questions are based upon the excerpts of the “Determining Service Delivery” slide deck used during the micro-PD session on this topic during the Director’s Webinar.

Question	Answer
<p><i>Training videos were mentioned in the outset of the meeting, but not where videos could be found or link to them. Where can they be found?</i></p> <p><i>Thank you.</i></p>	<p>The technical assistance materials were released with this FAQ via the June 29, 2022, EC Directors’ Weekly Update.</p>
<p><i>Is Comp Ed an EC Direct meeting with parent or is it done during IEP meeting? Should it be documented in a PWN?</i></p>	<p>For interruptions to service described in the Tip Sheet, it is recommended that the IEP Team convene to discuss the scope of compensatory education. The rationale for this recommendation is because the IEP Team will need to review the progress monitoring data to determine if there was educational harm, and, if so, the type of compensatory services owed and potentially whether further revisions to the IEP are necessary. When compensatory education is required as a result of corrective action determined through a state complaint or other monitoring activity, the IEP Team does not generally meet as the hours as determined through the State’s investigation/monitoring activity. Therefore, in this situation, the parent and a representative from the PSU could determine the remaining details. The PWN should always be used when the PSU is</p>

	informing the parent of its final decision and/or decisions of the IEP Team.
<i>Can you give some examples of people outside of the ec teacher that can be responsible for implementing services-like the reg ed teacher? Is that allowed?</i>	No. Personnel Qualifications (NC 1501-12.2, 34 CFR 300.156) require that individuals providing special education must be licensed as an EC Teacher.
<i>Can you give some examples of inclusion goals/services?</i>	IEP goals are determined by the student's present levels of academic achievement and functional performance. The IEP Team determines if those goals can be addressed in the general education setting, and if so, determines the amount of special education necessary. The name of the service is generally based on the skill deficiency, while the location of services describes whether the services will be provided in general or special education settings.
<i>If PRP is going away, how do we document the frequency of SAS and Program Mod/Support for School Personnel, as these service are not typically daily, weekly, or monthly. Having a frequency reflected on the IEP is essential to provide accountability of services, to justify staff, and assign caseload.</i>	There are a number of text boxes throughout the IEP that lend themselves to narrative text describing the frequency of supplementary aids and services. Examples include: "Additional information" for Special Factors; "Describe consultation and/or training for school staff to meet the unique needs of the student"; "Implementation Specifics" for accommodations; "Supports for academic, functional, personal changes or circumstances"; or "Services Goal Integration - add supplemental aids". These examples are shared in the TA video "Determining Services".
<i>To clarify, the need for "make up" sessions depends on the frequency of occurrence or chronic nature of the missed sessions, correct? And would be reviewed on an individual basis?</i>	Generally, the term "make-up" has described services that are made up during the school day. Going forward, the Office of Exceptional Children will refer to services missed by various interruptions as the trigger for discussing whether "compensatory services" are required. Compensatory services should be delivered outside of the school day and determined on a case by case basis. Some exceptions may apply when similarly situated students did not receive services (e.g., teacher vacancy). In this circumstance, the compensatory service could be similar/same for this group of students.
<i>Who collects the data for a related service vacancy on the IEP goals that cannot be implemented by that related service provider during the time of the vacancy</i>	If no related service provider is available, the EC Director or director's designee should track the number of sessions missed and coordinate the development of a compensatory services plan. In

<p><i>when there are no related service providers to assume this responsibility due to the significant staffing shortages?</i></p>	<p>this scenario, the absence of any progress monitoring data will likely create circumstances in which the scope of educational harm will be difficult to ascertain and may require compensatory services that are greater in intensity.</p>
<p><i>Who holds the IEP meeting when the case manager and/or related service provider vacancy does not permit services to be provided on IEP goals?</i></p>	<p>The EC Director or director's designee will determine when and with whom an IEP Team meeting should be held. It is likely that a representative from the local EC leadership team will need to participate as an IEP Team Member and possibly in the LEA Representative role as this individual will be allocating the PSU's resources in the offer of compensatory education.</p> <p>It is critical that there be ongoing communication with parents/guardians when this occurrence impacts delivery of services.</p>
<p><i>hi Carol Ann, We had a teacher quit last year and had a sub for 3 weeks in a separate setting class. It's not a pattern but a 1 time event. Would we need to consider compensatory ed? Thank you</i></p>	<p>Yes. You must consider compensatory education for all students in this setting. However, the scope of compensatory education will depend on whether each individual student's progress on IEP goals was adversely impacted and whether the PSU implemented strategies to monitor the lesson plans and services delivery by a licensed EC Teacher to support the substitute and mitigate any potential educational harm.</p>
<p><i>Due to the litigious nature of some families, is there a need to note in the PWN a conversation with parents about the school calendar's impact on service delivery (holidays, breaks, closures, etc) and that it is understood that services are not needed to be made up since school was not in session?</i></p>	<p>No. Generally speaking, parents should understand that when school is closed for all students, services are not provided.</p>
<p><i>Please explain where in the IEP comments will be made when service delivery is not made on a weekly basis. EX. services are described in the drop down boxes as 3 times a month. Services will be delivered 1 time a week for 3 weeks within that month unless school is not in session for a full month. At that time, services will be prorated in accordance with the amount of time school is in session for that month.</i></p>	<p>For this scenario, it is unclear why the services are not appropriate 1 x week regardless of the month. If services are written 1 x week, it becomes clearer when services are not delivered (e.g., no service when there are weeks with no school). Services that are specified for three times a month must be delivered three times a month regardless of when some school months are short.</p>



<p><i>Please explain where and how support services for related services can be described when these services are not delivered at the frequency options allowed in the IEP. This would be for a student who may need supports for equipment fitting and staff training at the beginning of the year and then maybe 1 or 2 check ins throughout the year. To add more frequent services would violate LRE.</i></p>	<p>There are a number of text boxes throughout the IEP that lend themselves to narrative text describing the frequency of supplementary aids and services. Examples include: "Additional information" for Special Factors; "Describe consultation and/or training for school staff to meet the unique needs of the student"; "Implementation Specifics" for accommodations; "Supports for academic, functional, personal changes or circumstances"; or "Services Goal Integration - add supplemental aids". These examples are shared in the TA video "Determining Services".</p>
<p><i>Is there going to be any additional training as far as how to enter frequencies in ECATs to provide services that are more intermittent (i.e. related services or support plans)?</i></p>	<p>The full length TA video: "Determining Services" will provide examples of locations within the IEP that can be utilized for documenting supplementary aids and services that occur less frequently.</p>
<p><i>If we list related services as a number of sessions per month, how do we document and inform the IEP team that less services will be provided on months with less school days, such as August, December, and June? For example, are we supposed to list the amount of services for each date period using multiple lines on the IEP, or would it be sufficient to just discuss and include a statement on the PWN saying that shorter months will have lowered service delivery.</i></p>	<p>It is recommended that a local review of this type of service scenario be conducted. If the number of sessions per month are equivalent to services one time per week, then weekly should be selected. Weekly services provide a clearer understanding of when services will or will not be provided in the event that some weeks in the month are when no students are in school, and no services are provided. If services on the IEP are documented as monthly, it is expected that those services happen at the frequency per month regardless of if the month is a short month.</p>
<p><i>Slide 8 - Please clarify second bullet. This sounds as though special education services must be provided outside the general education classroom. This contradicts LRE. Is the intent that special education is more intensive and individualized than what is typically provided through general education instruction and supports?</i></p>	<p>Yes, the intent of this bullet was to describe the intensity of instruction and that special education services are more intense/individualized than the general education instruction. In the TA video "Determining Services" this bullet was edited for clarity</p>
<p><i>Slide 8 - Please clarify third bullet and what is meant by "education professional." Does this mean that services can be provided by someone other than a special education teacher or related service provider?</i></p>	<p>No. Since the slide was intended to provide characteristics of "special education services", the term "education professional" was intended to be inclusive of an EC Teacher or Speech/Language Pathologist who may both deliver EC services when a student may or may not be identified with a "Speech-only" disability. In the TA video</p>

	<p>"Determining Services", "education professional" was edited to "personnel" to make the connection to the "personnel qualifications" in regulations and policy describing individuals that can deliver services.</p>
<p><i>Slide 17 - Last bullet implies that IEP teams should be determining practices, which could lead to methodology, as a default rather than the exception (including in the IEP if that is the only appropriate method for the student).</i></p>	<p>No. As services are delivered, evidence-based practices should be employed. Nothing on this slide or within the presentation establishes a requirement for practices, strategies, curriculums, or other pedagogy to be itemized in the IEP.</p>
<p><i>Slide 19 - This seems to shift personnel decisions to the IEP team. Is that now an IEP team decision?</i></p>	<p>The types of services determined by the IEP Team require specific skill sets commensurate with the personnel qualifications established in regulations and policy. For example, if a student requires reading services to address reading comprehension and the student is blind, the personnel required may be a Teacher of the Visually Impaired, etc. The intent of this slide is to ensure that the appropriate personnel are addressing the student's unique needs as a result of the student's disability.</p>
<p><i>Slide 19 - Define adequate training and expertise. This can imply that an appropriately licensed provider is not required as long as we train someone in the school to provide the service.</i></p>	<p>The personnel qualifications in regulations and policy establish the credentials necessary to provide special education, related services and supplementary aids and services. There are occasions in which additional training may be necessary to address the student's unique needs that are in addition to required licensure.</p>
<p><i>1) It is my understanding that the LEA is not required to provide "session for session" comp education for sessions missed due to the failure of the PSU to provide services; therefore, how does the IEP Team determine how many compensatory education sessions will be offered? Is the number based on how many sessions can be reasonably made up "outside of the instructional day" within the school year, e.g.. before/after school day hours, weekends, holidays, summer sessions, (i.e. Extended School Year)?</i></p>	<p>While there is no established formula for the calculation of compensatory services, it is recommended that on an individual basis, the PSU consider: (1) how many services were missed, (2) the student's progress toward goals before and after the interruption, (3) appropriateness - student's age, disability, intensity of compensatory services offered, (4) reasonableness - whether the compensatory services will require sustained services over time to regroup from the loss or intense time limited remediation, etc.</p>
<p><i>2) Parents frequently ask why we are not required to make up "every session missed" due to interruptions in services. Is</i></p>	<p>No, conversely there is no policy that states PSU's must provide compensatory services time for time either. This scenario provides an example of why</p>

<p><i>there a written policy that states PSUs are not required to provide "session for session" missed for compensatory education?</i></p>	<p>progress monitoring IEP goals, before, during and after interruptions is so important. The student's progress or lack of progress is the data from which the scope of compensatory education is calculated.</p>
<p><i>What options are available to teams to document the discussion and decisions around compensatory or make up services? Can this be recorded in "contacts" in ECATS? Can this conference and determination be recorded with a service delivery log? Or must this documentation be detailed in an IEP meeting and PWN?</i></p>	<p>The "Contacts" tab in ECATS is always a good place to document parent communication. If the discussion for compensatory education occurs in an IEP Team Meeting, the Prior Written Notice is the most appropriate form to document the final decisions. Additionally, the Office of Exceptional Children has a sample compensatory services form that can be customized locally and used to document the offers, options, and whether the parent/guardian accepts the compensatory services plan. This template can be located here: https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/program-and-fiscal-monitoring/compliance-and-focused-monitoring#monitoring-tools-program-compliance-review</p>
<p><i>Slide 20 - We are confused by "person responsible" in the first bullet. Is the IEP team now determining personnel? How and where would this be documented on the IEP as there is no person responsible section on service delivery (only on the transition component)?</i></p>	<p>"Person responsible" is intended to communicate the special expertise, training and professional role of the individual delivering the service. For example, if there are integrated goals, has it been made clear how/when/who shall monitor progress on the goals and deliver services. Additionally, if general education teachers are responsible for implementing accommodations, they could be a "person responsible". "Person responsible" was not intended to convey an expectation that a person's name or role must now be included on the IEP. In general, the IEP Team should know how the IEP will be implemented and the individuals responsible for doing so.</p>
<p><i>Slide 21 - The question at the bottom of the slide only addresses supplementary aids and services. Should this also include whether the student can meet the IEP with the provision of SDI in the general education setting?</i></p>	<p>The question at the bottom of the slide was only intended to be an example. To eliminate the possibility that this will cause confusion, an over generalization of the content or limit the essential questions asked by the IEP Team, the question has been removed from the slide deck used to record the TA Video - "Determining Service Delivery".</p>
<p><i>Are decisions around compensatory services always an IEP team decision? Are there circumstances where this would be administrative decisions in</i></p>	<p>No. The EC Director or director's designee could provide offers of compensatory education that impact groups of similarly situated students in instances where staff vacancies have occurred</p>

<p><i>collaboration with families, particularly in situations where services were missed for over 90 day placements or significantly prolonged staff vacancies?</i></p>	<p>without IEP Team meetings. Generally, when this type of scenario occurs, students may be offered the same compensatory services plan and may be offered services that are hour for hour. Generally, blanket offers of compensatory education result in time for time services commensurate with the time of the vacancy. The IEP Team's analysis of progress monitoring data provides the opportunity for individualized decisions about educational harm and an appropriate remedy/compensatory services plan based on the individual student's progress or lack of progress during the interruption.</p>
<p><i>How does the removal of sessions per reporting period help anyone? It takes away service provider autonomy</i></p>	<p>The removal of per reporting ensures that the student's IEP can be implemented consistently from school to school, from PSU to PSU and from state to state. Weekly and monthly service times communicate universally understood increments of time, whereas "per reporting period" may have different meanings depending on location and could create instances in which students could be over- or under- served.</p>
<p><i>What problem is the removal of sessions per reporting period solving? The suggestions that have been previously suggested (ex. sessions per month from X date to Y date) are cumbersome to enter on an already cumbersome system. This makes more work for our staff who are already burned out.</i></p>	<p>The removal of per reporting ensures that the IEP can be implemented consistently from school to school, from PSU to PSU and from state to state. Weekly and monthly service times communicate universally understood increments of time, whereas "per reporting period" may have different meanings depending on location and could create instances in which students could be over- or under- served.</p>
<p><i>Removal of sessions per reporting period to a weekly service delivery requirement is going to cause an increase in our related service provider's workloads. My calculations indicate an increase in IEP hours of approximately 15-25% depending on the caseload. We already have a difficult time filling positions for related service providers due to statewide shortages. What is your recommendation for handling the increase in workload as a result of this change?</i></p>	<p>It is recommended that IEP Teams review the services and supports that are provided on a less frequent basis (PRP), along with the progress monitoring data collected on the goals that require the service to make decisions about the appropriateness of the service frequency. Additionally, an analysis of caseloads PSU-wide, the types of services being provided on PRP frequencies and why the services are being delivered in the manner documented on the IEP may be necessary to review appropriateness and caseload assignments.</p>
<p><i>How do we make recommendations for weekly/monthly based off of current</i></p>	<p>Service delivery is calculated based on the student's present level of academic achievement and</p>

<p><i>service delivery (times per reporting period)?</i></p>	<p>functional performance and the time necessary to address the goals to meet the student's unique needs. At the next naturally occurring IEP Team meeting for students with PRP, the IEP Team should look at the PLAAFP, the goal, the services necessary to address the goal, and location of where those services are to be delivered to determine how best to determine the frequency of services.</p>
<p><i>What about consultative services, such as OT sensory supports. If we only consult 1-2x reporting period how do we convert that to monthly?</i></p>	<p>If the service is consultative in nature, then this is a supplementary aids and service that should be documented in the narrative box for "<i>Describe consultation and/or training for school staff to meet the unique needs of the student</i>". The frequency for this type of service could be less frequent than weekly or monthly and should be documented within the narrative placed in this location.</p>
<p><i>If you choose to provide services monthly, what happens to the service delivery times for August, December, and June. If school is not in session for half of that month, do you just halve the amount of service delivery you would have offered?</i></p>	<p>No. If services are written on a monthly basis, then it is expected that the sessions are delivered commensurate with what is on the IEP rather than the weeks the student is or isn't in school. In this scenario, the question suggests that services may have been written for 4x month since the question asks whether the services could be cut in half for months that students may be in attendance for only two weeks. If true, it is unclear why the services are not written 1x per week as it is generally understood that the weeks students are not in session, no services are provided.</p>
<p><i>Can districts provide a document to families that explains that while service delivery is written weekly, services would not be expected to be served when school is not in session, student is absent, or there is inclement weather?</i></p>	<p>No, this is not recommended as this should be generally understood. To create a document outside of the IEP to explain this may create instances that hold the PSU to a higher standard for any potential interruption or unexpected interruption that was omitted from the document.</p>
<p><i>When scheduling sessions multiple times a week and you/student is absent, who makes the call of whether the progress monitoring data is sufficient to warrant or not warrant compensatory services.</i></p>	<p>Members of the IEP Team and the individuals implementing the IEP share the responsibility to monitor all interruptions to service delivery and reconvene to discuss the impact on the student's progress toward IEP goals as appropriate.</p>

