

## NC CASE Networking Session

What questions do you have for DPI staff? They will provide answers to as many questions as possible during our networking session on Tuesday, October 4, 2022. Place your question in the first column.

<b>Question</b>	<b>Discussion Notes (To be completed by CASE Board on Tuesday)</b>
1. Can the Weekly Updates be sent in a format that will allow directors to copy and paste certain sections that can be shared with folks accordingly? If it is copied/pasted now, the formatting is not kept and often the links are lost. Thanks!	To maintain integrity of the document, we have to keep the Weekly Update in PDF form.
2. Would a pattern of a student missing instructional time due to the school buses arriving late be a valid reason to offer compensatory education?	If a pattern is established and identified, yes.
3. CTE has monthly meetings with their CIMC's which is similar to our Compliance Specialist. A thought is maybe not ECATS training for teachers face to face but a continued model of support for our Compliance Specialist that is on going support for them, that they can come back and support the teachers on a daily basis. Would be a time when things like PRP come up they could be fully trained on and then take it back to the PSU with in depth instruction and interpretation.	We are happy to investigate this request; we will follow up on this in the coming weeks.
4. What is DPI's general position on zero-tolerance, exclusionary discipline?	General position is we need to abide by IDEA which provides protections for SWD when considering disciplinary action.  The disciplinary authority issues the consequence, then EC applies the disciplinary protections for SWD (i.e. manifestation determination reviews, FBA/BIP...)
5. When is ECATS going to "pull" our students in to their correct class? We need to see their proper paperwork in a timely manner. Three days is a bit extreme.	The integration of changes in PowerSchool requires at least 24 hours to update data by PSU; ECATS then requires 24 hours to refresh and include new data. This timeline is contingent on when the previous PSU removes the student from enrollment.
6. Coming from another state... teacher contracts were binding for the entire school year. Is there any chance that NC DPI would support this to enable districts to keep teachers for the duration of a school year?	This is not something the OEC would have authority over. General Statute gives the authority for teacher contracts to local School Boards..

<p>7. ECATS IEP Progress Monitoring...will the percentage for short term objectives be fixed to align with the annual goal mastery percentage. Right now, they have to add up to the goal mastery percentage.</p>	<p>We need to explore this issue to determine if this is a bug or if there is another solution to address this issue. Any updates will be communicated through the Weekly Update and Monday Message.</p>
<p>8. Scenario: High School EC student diagnosed ED received 10 consecutive day suspension (first time suspended this year) for assaulting a female on bus. Principal sent a request to the superintendent for a long term 45 days. No decision has been made by the superintendent. Does the EC case manager hold manifestation determination "just in case" or does she wait until a long term is assigned and a change of placement is in play?</p>	<p>The Administrator has to make the determination of the consequence. Per the presentation from Campbell &amp; Shatley Monday afternoon, the first determination would be whether the assault meets the threshold of severe bodily harm. The PSU should not conduct an MDR "just in case". An MDR is held in response to a disciplinary change in placement/removal.</p>
<p>9. Could NC DPI folks share some innovative ideas for using the PRC 185, 186 and 187 funds?</p>	<p>These funds align directly with PRC 60, 49, and 70 Chart of Accounts and you can use it the exact same way. You must ensure it matches your narrative and use of funds in your IDEA Grant. Some Ideas:</p> <ul style="list-style-type: none"> <li>● Extensions on SDI, multi-year license as long as bill can be issued and paid ahead of time. (ex. Spire, number worlds, reading recovery).</li> <li>● Large ticket items replacing outdated AT Devices, replacing items that have had to be repaired a multitude of times.</li> <li>● Look at some of your PT or OT equipment.</li> <li>● Is there a contract for related services personnel that you can put in there?</li> </ul>
<p>10. What is best practice when it comes to completing a PWN: at the conclusion of the IEP meeting with the parent present or can teams complete the PWN once a parent leaves?</p>	<p>Either approach is allowable; however, the best practice recommendation is to be consistent with the chosen practice throughout the PSU.</p>
<p>11. Can 185, 186, 187 be used for EC District level folks to attend professional development conferences?</p>	<p>PRC 185 and 186 definitely as long as it aligns with the use of funds in PRC 49 and 60. PRC 187 has to go along with your CEIS plan; it has to align with your CEIS plan and remember the focus is early intervening services..</p>
<p>12. We thought that 185, 186, 187 had to be spent on COVID related items....</p>	<p>These funds align with your PRC 60, 49, and 70 anything that is written in your use of funds for these grants you can use to spend PRC 185, 186, and 187. PRC 167 was directly related to learning loss and COVID.</p>
<p>13. Ideas for funding to go to LRP National Conference?</p>	<p>It is professional development. As long as your funds support it you can use your local, state or federal EC funds, as long as your federal grant included</p>

	professional development at the national level.
14. What is our obligation for afterschool programs for notifying of IEPs, providing accommodations, etc. What is the line between afterschool programs and extracurricular activities?	Afterschool programs are not typically responsible for delivering a FAPE; therefore, providing a copy of the IEP for individuals not responsible for delivering FAPE would likely violate confidentiality under the IDEA. However, be aware that if there are accessibility issues in the afterschool programs, there may need to be information sharing regarding reasonable accommodations under the ADA.
15. Will there be any additional guidance around Home Hospital services, and who should provide the services for gen ed and special ed components?	Students who are homebound require access to both general education and special education commensurate with what is reasonable and appropriate given their unique circumstances and comparable to the student's school day when the student is able to attend school. Services (gen.ed +SPED) should enable a student to continue to make progress in the general curriculum. Content delivery still requires licensure in the area being delivered.
16. What are some suggested Tier 3 innovative interventions that can be used with PRC-029 funding for students with significant behaviors still needing additional support?	Please reach out to your MTSS coordinator to discuss student specific needs.
17. If a parent files a state complaint, where findings including updated IEP meeting and compensatory services are owed BUT THEN withdraws the student to be home-schooled before any of this happens, what are the obligations of the district since the student is no longer a public school student?	Compensatory education services are not contingent upon a student's enrollment in the PSU in which the violation occurred. Therefore, the PSU is still responsible for providing them.  An IEP Team meeting may not be possible if the student withdraws; however, consult with the complaint investigator and/or the compensatory education coordinator on a case by case basis to be certain of the actions that must be taken.
18. Because of the teacher shortage, is DPI investigating the possibility of eliminating the six (6) month moratorium of retired teachers?	DPI does not have the authority to eliminate this; however, discussions are occurring in the long session about this.
19. Can we get access to IEP At a Glance?	This is currently under development; notification will occur through the Monday Message and the Weekly Update
20. Since there are new attendance codes for Home Hospital/Homebound, will there be any codes released for students on modified day for the part of the day that they are not at school?	It is our understanding that there are codes in powerschool to document modified day that involve FTEs. The OEC will gather more details on this process and share through a Weekly Update. In the interim, check with your local Powerschool operator and the Student Accounting and Student Attendance manual (SASA).
21. How is Indicator 11 going to be determined	Indicator 11 (placement within 90 days) requires that

<p>since we are inheriting expired IEPs from other districts? How can this be made equitable?</p>	<p>an initial evaluation is conducted, eligibility determined, an initial IEP be developed (if the student is eligible) and parent consent obtained. In this question, the expired IEP is unlikely to impact Indicator 11.</p> <p>While an expired IEP is not likely to impact Indicator 11; it would impact December 1 and April 1 child counts. A current IEP must be in place in order to count a student on child count.</p>
<p>22. We need guidance and resources for serving students with significant disabilities in the general education classroom - implementing the content standards and continuing to access the Extend 1 testing.</p>	<p>Matthew Martinez has provided professional learning and guidance around EBP for students with significant disabilities. Please reach out to him for technical support.</p>
<p>23. Regarding data for SLD reevaluations- how should we be evaluating PM data in determining continuing eligibility under SLD category? When conducting initial referrals, we evaluate the student's rate of progress relative to other students receiving the same intervention. It doesn't seem appropriate to evaluate the PM data in the same way when the student is receiving SDI. What questions should we be asking when evaluating the PM data for reevals?</p>	<p>For students with SLD, the IEP is a source of progress monitoring data. Progress monitoring regarding the implementation and the student's progress on IEP goals can support discussions around whether the student is responding appropriately to the services provided through the IEP. Remember, interventions that are provided in general education should continue to occur concurrently with services provided through an IEP - this is another source of progress monitoring. Finally, at the triennial reevaluation, the IEP Team can also determine whether the review of existing data (progress monitoring, etc.) remain current and relevant. This would be consistent with the review of existing data that occurs with triennial reevaluations for other eligibility categories.</p>
<p>24. With the teacher shortage our classes are maxed out. We feel that it is better to have a full + class with additional TA's than to split the class to be taught by a sub. Will a waiver request be honored?</p>	<p>We can't make a decision on a waiver request with this limited information.</p>
<p>25. Can you provide access to EC Teacher 2 in ECATS to be able to change the document language in ECATS? Case managers should be able to do this when they are in a meeting.</p>	<p>Currently, this is not allowable for this level of access. All ECATS permission types had to be vetted and approved through DPI's Data Management Group to ensure security and appropriate access. At this time the OEC has no plans to change this permission.</p>
<p>26. Are there ideas to help reduce/ compensate for the additional work that our teachers are doing due to teacher shortage?</p>	<p>Some districts are paying EC teachers an additional responsibility stipend to cover classes during their planning period. This can come out of PRC 60 or PRC 185 funds as long as a stipend line has been written in your use of funds and budgeted.</p>

<p>27. If students with disabilities(IEP) are not in compliance with the legislatively driven mandate for immunizations and/or health assessments and not allowed to attend school, should we treat the unlawful absences as a removal? If so, what are our legal obligations to address it?</p>	<p>Schools must follow the immunization requirements, regardless of the student's eligibility for special education. If the student has a current IEP, homebound services should be provided until the student is compliant with immunization requirements.</p>
<p>28. If the student does not have transportation as a related service, gets suspended off the bus and can not get to school, is it considered a disciplinary removal?</p>	<p>Just addressed in CASE - according to Campbell and Shatley - no</p>
<p>29. In light of all the state complaints, would DPI be willing to send out a compliance tip of the week? Then we could share these out with our teams and start with "Compliance tip from DPI . . ."</p>	<p>Sure! We will be happy to include a new section in the Weekly Update titled "Tips: Policy, Practice, and Procedures".</p>
<p>30. Can you please share out clarification on how to best use supplemental aids and services vs. supports for school personnel? I've seen teams using supports for school personnel to add "possible accommodations" for students.</p>	<p>Supplemental Aids and Supports</p> <p><a href="#">Accommodations</a> or <a href="#">modifications</a> that allow the student to access both education-related and nonacademic school-related activities</p> <p>Can also include:</p> <ul style="list-style-type: none"> <li>● Other types of direct services and supports to the student (e.g., health care assistant for a student with significant health needs)</li> <li>● Support and training for relevant school staff (e.g., collaborative planning time for teachers)</li> </ul> <p><b>Program Modifications and Supports for School Personnel</b></p> <ul style="list-style-type: none"> <li>● Supports provided to school personnel to assist them in helping a student achieve his or her annual goals and to be involved in the general education classroom</li> <li>● Can include things like training on special equipment, adaptations to the general education classroom, or specialized training for the general education teacher</li> </ul> <p>Source: <a href="#">IRIS Center</a></p>