

Statewide/Lead Meeting for Related Services

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These questions were submitted from the field and may have been combined to cover another question and/or edited for clarity.

Sessions/month--I understand that in shorter months such as (for year-round- March) August (e.g., 2x/per month – only 3 days of school in August)? , December, and June, the same amount of sessions must be provided (no matter the length of the month).

If this also applies to sessions/week, do we also have to do the same for shortened weeks? This would be an impossible task for the week of Thanksgiving for instance.

Monthly Services

Options for short months:

- Itemize the frequency anticipated on the service delivery page for the short months
- Include on the prior written notice how shortened months will be addressed
- Establish a schedule that is clear to the parent and other service providers when the services will be delivered

What if an IEP starts at the end of the month? For example, the cycle starts on September 27; and the service delivery is written 4x per month.

Are we expected to see the student 4x before the last day of September?

Monthly Services (4x per month)

Recommendations

- Write the service as 1x week
- Establish a service schedule that is well-communicated to the family and other service providers/EC Case Manager
- If school is not in session on the scheduled service day, then the service does not generate a session of compensatory education.
- Document the start date of the related service on PWN

Changes on ECATS, create ethical issues regarding integrity, changing our frequency based on the limitations in the system.

Ethical Concerns

- The Office of Exceptional Children has not requested that a provider change the frequency of service based on a limitation in ECATS.
- OEC has requested that service providers document services that occur less frequent (i.e. services formerly documented on a Related Service Support Description/supplemental aids and services) within the textboxes of the IEP (e.g. supports for staff, accommodations, modifications, etc.) rather than in related services.

Are monthly services on a calendar month or per 30 school day period?

**What is the “correct” vs.
“incorrect” use of monthly?**

**Rationale and
recommendations for
choosing weekly vs monthly
service times**

Documenting Frequency

Sufficient to meet goals? Goals - what the student will achieve.

Daily - Weekly - Monthly - PRP



More Frequent

Less Frequent



Direct Services

SAS or Program
Supports

Documenting Frequency

4 x month vs. 1 x week

- 4 x month introduces many possibilities of service delivery... does this convey the appropriate plan for service delivery
- Which schedule clarifies when comp ed may be owed?

M	T	W	Th	F
x				
	x			
		x		
			x	

M	T	W	Th	F
x	x	x	x	

M	T	W	Th	F
x				
x				
x				
x				

How can we individualize services with the provided options?

Documenting Frequency

Daily - Weekly - Monthly - PRP



More Frequent

Less Frequent

Greater need for schedule

CheckIn?



Direct Services

Supplemental aids,
services, and supports

For students that only require service 4 (or 5 or 6) sessions per reporting period, how do we document the need for change in service to delivery to 2 times per month (or one time per week – which will be an increase in service that is not needed) at the next annual review?

**I would like to understand why
the per year and per grading
period changes came about?**

Reason for Change

PRP was being used to solve problems that were not student centered:

- Missed sessions were “made up” during the school day when really missed sessions should have been discussed in terms of educational harm and whether comp. ed. was needed
- Related services providers were not being included on IEP Teams in ECATS
- transition from an RSSD form to being embedded within the IEP

Reason for Change

PRP was originally intended to document services in support of or supplemental aids and supports that occurred less frequently...

- over time more sessions were combined with PRP which raised the question of whether the service was SAS or a related service that was required to access special education services

Reason for Change

PRP was only removed for describing special education and related services...

- PRP, or any other less frequent time than daily, weekly or monthly, may be used to document SAS
- SAS is documented in narratives; not in the frequency, duration and intensity of special education and related services
- Special education and related services + location of service delivery calculate time for LRE

**Why do Red Stop signs show up by some students who are in the reevaluation process but not for other students?
(Dates are all still in compliance in both situations)**

Update on SAS documentation platform in ECATS – When can we expect this?

[Meanwhile] **Where should we document our daily notes of consultation services since service documentation is not triggered unless there is a goal?**

SAS Documentation in ECATS

- SAS can already be documented in ECATS now using the narrative boxes (i.e. supports for staff, etc.)

SAS Documentation in ECATS

NEW Development - The SAS narrative box on the service page that is triggered when the related service SAS box is checked was only added to:

- Respond to request from service providers to have SAS documented on one page
- Respond to request from service providers to be able to log SAS in service docs
- Respond to request from service providers to be able to run a report to locate all students requiring service from a particular provider

SAS Documentation in ECATS

NEW SAS Development Timeline:

- Development went to NCQA on October 1st
- As soon as it passes all quality assurance checks and functions as NCDPI specified, it will be released into the user platform.
 - Soon - if there are no problems
 - Later - if there are bugs

For students that are currently receiving supplemental aids and support services once per reporting period (ex: set-up/check on assistive technology), how do we justify increasing the service to one time per month at the next annual review?

Is there another way to document this and the student still show as receiving the related service when an advanced student search is done in ECATS?

We learn who is on our current caseload by conducting an advanced student search of all students with occupational therapy as the related service.

**What are the context/criterion
for making up services?
Any monthly vs weekly
service distinctions?**

Compensatory Education Services

Weekly Services on a Schedule

- If student is absent on scheduled day - no CES
- If school is out on scheduled day - no CES
- If student is on a field trip on scheduled day - no CES
- If provider is out - CES may be required

Watch for patterns

Weekly Service without a schedule

- student is absent
- school is out
- student on field day
- provider is absent

Provider keeps coming back to try to make it up because comp ed is owed.

Compensatory Education

4 x month vs. 1 x week

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M	T	W	Th	F
x				
	x			
		x		
			x	

M	T	W	Th	F
x	x	x	x	

M	T	W	Th	F
x				
x				
x				
x				

If 4/month is equal to 1/week, etc. (but allows more opportunity to ensure that all described services are provided), why are sessions missed on days when school is closed for all students not required to be “made-up” if IEP states per week but required to be made-up if per month is used.

The benefits of “per month” scheduling for the child are significant with regards to working with unavoidable service provision interruptions, but the “make-up” rules aren’t the same. Very unclear about logic....

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**Do we need to make up
visits if therapists are out?**

Thank you!

We appreciate your efforts in making this change.

The FAQ will be updated and posted, reflecting these questions and responses.

Your regional monitoring consultants are available to you, find contact information on the DPI OEC website.

Please complete the course evaluation

