

The Exceptional Times

March 2015

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Good Bye Lowrance ~ Click on Picture Below!



A publication for Exceptional Children's personnel in
Winston-Salem Forsyth County Schools

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A Change in Seasons....

Spring is in the air! As we turn our calendars to another month, what a great opportunity to reflect on the wonderful things we have accomplished so far this school year! March reminds us that warmer days are right around the corner, a pot-of-gold might be in our sights soon, and it's a time for spring cleaning and new beginnings!

The EC Times is also going through a magical time of new beginnings. We have included new sections that will inform, recharge and entertain you! Our new section entitled TeachED—growing one idea and one story at a time will spotlight EC teachers and teacher assistants and the positive things going on in EC! We have some amazing individuals working in the Winston-Salem Forsyth County School system and look forward to recognizing them each and every month! Also, look for our monthly contest and brain teasers. Make sure to participate as you never know what great things will come your way as a result!

ESY FOR 2014-15

ESY Services for students will be provided tentatively Monday – Thursday from June 29, 2015 through July 30, 2015, at Carter High School, 851 Highland Court, Winston-Salem, NC 27101. The hours are 8:00 A. M. until 12:00 P.M. (More detailed information will be provided in April)

We are all EARS!



This newsletter is for YOU! Is there something you'd like to see included in our publication? Do you have any suggestions to make it better? Is there a topic you'd like us to report on? We would love to hear from you!

Please email:

ddsullivan@wsfcs.k12.nc.us

Behavior Support Team Welcomes Lori Ingram!

Lori T. Ingram started working with the school district in 2007 as the Financial Secretary at Griffith Academy (Main Street Academy). In 2010, Lori transferred to the Kingswood School to work alongside Ted Burcaw as the Financial Secretary/Data Manager. On December 1st, 2014, she transitioned to the Behavior Support Team in a new position as Administrative Assistant. Lori received an Associate in Arts degree from Forsyth Tech in 2013 and will complete her Business degree in 2016. She is enjoying this new adventure in her career and looks forward to helping the Behavior Support Team grow.



BST Help Sessions:

| | |
|-----------------------|------------------|
| Feb. 25, 2015 | 3:00-5:00 |
| March 24, 2015 | 3:00-5:00 |
| April 22, 2015 | 3:00-5:00 |
| May 28, 2015 | 3:00-5:00 |

The Behavior Support Team Help Session provides an opportunity for teachers to receive one-on-one or group support from the Behavior Liaisons. During the sessions, the team provides support such as: FBA/BIP assistance, classroom management guidance, positive behavior supports and other resources! To attend a BST Help Session, register on the WS/FCS Professional Development link. Walk-ins are welcome!

For more information, e-mail Lori T. Ingram at lt Ingram@wsfcs.k12.nc.us

BST Help Session FAQs

1. Is the help session a workshop? No, the format of the help session is not like a workshop. Teachers will meet individually or in a small group with one of the Behavior Liaisons.
2. Will the Behavior Liaison write my FBA and BIP for me? While the Behavior Liaison can give you guidance on the components of the FBA and BIP, she will not write it for you. You know your students best and will be the person implementing the appropriate support plan within your classroom setting.
3. What should I bring with me to the Help Session? The materials may vary based on the individual questions you may have. We suggest that you bring any data, IEPs, information pertinent to your classroom management system, or any materials that will be related to your visit.

For additional information and resources, visit the BST website at : <http://wsfcs.k12.nc.us/Page/276>

The Behavior Support Team provides Nonviolent Crisis Intervention (NCI) Training for the school district. As an educator or paraprofessional, there is the potential you will face challenging behaviors and potentially dangerous situations. NCI training will teach you how to respond to challenging behaviors as well as how to maintain relationships with those in your care. NCI training will provide clear policies on how to avoid violent incidents and escalating crises. The initial training is a two-day course for individuals who have never taken NCI or have an expired NCI card. The refresher training provides a review for those who have taken the NCI initial or Refresher training within the past 12 months (check card for valid date).

Remaining NCI Training:

| | | |
|------------|-----------|--|
| March 9-10 | Initial | Special Services |
| March 18 | Refresher | Children's Center |
| April 16 | Refresher | Children's Center |
| May 4 | Refresher | Special Services |
| May 11-12 | Initial | Gathering Place |
| June 10 | Refresher | Gathering Place & Children's Center |

Submitted by Amanda White

AU Team

Giving all students a way to communicate throughout the school day should be a high priority in all classrooms. Research has shown an inverse relationship between the ability to communicate and negative behavior. If you have students who are nonverbal or who have limited verbal abilities in your classroom, remember that you have a variety of tools and strategies to help provide communication opportunities in the classroom.

1. Use your tools— Every separate setting discussion in our district is provided with an “ AT/AAC Kit” at the beginning of the school year. This kit contains one to two low tech devices such as a “Gotalk” or a “Quicktalk” and one to two single switches. Also, teachers and specialists have access to Boardmaker software to make displays for the devices and/or no tech boards/symbols.
2. Consult free websites- PRAACTICAL AAC is a website that provides teachers and SLPs with information on strategies to introduce, use and explain alternative communication. Collaborate with your SLP and other team members to “plan” for communication.
3. Plan for Communication to occur— Many nonverbal students, especially those with autism, need to be explicitly taught how to initiate communication.
4. Model the use of AAC— While you are speaking, point to picture symbols as a natural model for you students. (Natural Aided Language Stimulation).

Submitted by Christine Pomper

Quote of the Month

**A truly special teacher is very wise, and
sees tomorrow in every child's eyes.**

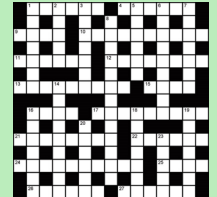
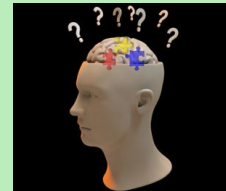
... author unknown

Tease your Brain!

Each month we will have a brainteaser to test your wits! We will recognize the first 3 people who respond via email with the correct answer! Resist “googling”!

Which word, if pronounced right, is wrong, but if pronounced wrong is right?

email: hjsurratt@wsfcs.k12.nc.us



Daily Crossword Puzzle

<http://www.thesaurus.com/fun/crossword/>

Preschool Corner: Supporting Social Emotional Competence

The EC Preschool Program is utilizing the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). This model focuses on addressing social emotional development (and challenging behaviors) in a few ways: building nurturing and responsive relationships, developing high quality supportive environments, providing targeted social emotional supports, and delivering intensive interventions. In the coming weeks, we will focus on targeted social emotional supports and developmentally appropriate intervention strategies for young children.

Submitted by Paula Grubbs

Assistive Technology Team: What a Way to Represent WSFCS!

WSFCS was well represented at the North Carolina Augmentative Communication Association Conference which was held at the Hawthorne Inn here in Winston-Salem.

- Kris Drum, SLP at The Special Children's School was presented as the current new president of the association.
- Kris Drum, Katie Brothers, EC teachers, Martha Simmons, OT, and Jennifer Manning, Horticulture Therapist presented on Classroom Collaboration.
- Edie McBurney, SLP at The Special Children's School presented on Ipads in the EC Classroom.
- Lynn Blumenthal, SLP at Carter High School, Deb Cotter, SLP at Konnoak ES and Caitlin Wright, SLP at Konnoak ES attended in order to bring best practice strategies back to their students.
- Emma Hatfield-Sidden, EC AT teacher, Chris Pomper, SLP on the AT and AU teams, Jenny Greene, OT on the AT and AU teams, and Cindy Hall, SLP and AT Coordinator presented on our Adapted Literacy Library

Lots of good training for the benefit of our students with significant and complex communication disorders!

Submitted by: Cindy Hall



Last AT Training Opportunity

**Ipads in the functional
classroom**

March 4, 2015

2:30-3:30 pm

Special Services Center

BOOKSHARE

If you are interested in Bookshare and have not yet signed up, please email Emma Hatfield-Sidden eehatfieldsidden@wsfcs.k12.nc.us or Cindy Hall cbhall@wsfcs.k12.nc.us. If you have signed up and need additional training, please consider watching the webinars below.

<https://www.bookshare.org/cms/help-center/training-and-resources/video-tutorials>

TeachED– Growing One Idea and One Story at a Time!

Robin Douglas... You've been TeachED!

Robin Douglas has been with Southeast Middle School for several years and was a first-time Case Manager when she was hired. Robin is such a cheerleader for students. She always puts the students first in every situation. Her paperwork is impeccable!

Robin has truly stepped up her leadership this school year. She has started a school-based Special Olympics team, called SOAR – Southeast Olympians Are Remarkable! This team has competed in the Special Olympics bowling tournament and plans to compete in the upcoming basketball and track events. These students are inspiring to watch – they are passionate about competing and are very good sports – this is the perfect representation of Southeast Middle School.

In addition, Robin has started leading staff workshops at Southeast Middle School. She partnered with one of the guidance counselors and facilitated an Early Release day workshop on working with Autistic students. There was such overwhelmingly positive feedback from this workshop that Robin will do additional workshops during the summer learning conference for the district. Thanks Robyn for all you do!



Mr. Wham.. He's our Man!

Will Wham is a 2nd year teacher who is part-time EC teacher (serving the EC population in small groups during the morning) and part time regular education teacher (5th grade inclusion – ELA and math classes) at Vienna Elementary. He tutors after school, works tirelessly in the building over the week-ends, and plans great lessons. In addition Mr. Wham is often at the community center watching his students play in their basketball games, etc. Will is the school mascot - the tiger - when needed. He dresses up in the Tiger costume and comes to the Bully walk, to Harris Teeter to encourage others to link their VIC cards to Vienna, to Vienna's 5K and anywhere else the tiger may need to be seen...

The math teacher he works with noted: "Will puts more time into his students than any teacher I have ever known. He visits sick parents, he tutors every free possible second he has. He is an amazing team teacher/player. Last year he wrote each of the rising 6th graders that he taught a personal letter. The students felt so important. There is nothing he wouldn't do to help a student succeed."

Other colleagues commented: "Will is there to help any student in need. He is very approachable which makes the students feel comfortable when they need an extra hand with school work. Will does this with kindness and love. He also brings humor to the classroom which makes working with him pleasant and the kids love him for it." and "I have never heard Will say "no" when asked to do something, whether it is another teacher or student. He always goes the extra mile."

Will grew up in Pfafftown and attended Vienna from Kindergarten through 2nd grade. He is passionate about learning and helping children develop life-long skills. One of Will's rules on his web page says it all: "Do your best." He certainly does. Will Wham is a gem and is definitely an EC teacher who goes above and beyond.

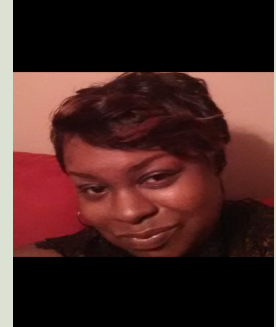
WE GO THE EXTRA MILE

ONE WAY

TeachED– Growing One Idea and One Story at a Time!

Leshan Cunningham...A Shining Star at Carter!

Leshan Cunningham is a first year teacher who walked into her very own classroom at the end of first semester. She was expected to build a rapport with the 2 teacher assistants, 10 students and the rest of her colleagues very quickly. Not only did this young lady come in and do just that, she has gone above and beyond the call of duty with acclimating her students to hands-on activities that are aligned with Styer-Fitzgerald Functional Academics. Ms. Cunningham walked right in and hit the ground running with building sound relationships with parents, teachers, teacher assistants in her classroom and students. She has a wealth of knowledge that she shares each day with her colleagues.



"My teaching assistants, Donna Richardson and Carolyn Gortman, are always signing up for any workshops offered so that they can do a better job for the children we teach. They show true ownership of this classroom"
Gregg Davis– Sedge Garden



"The joy of working with children with special needs, the innocence, the unconditional love(hugs), the funny stuff, the sad stuff, the hope."

Donna Hearn– Carter HS

Teacher Contributes to the Field of Education!



If you want to know more about the benefits of ClassDojo, you will soon be able to read an article from Cassie Robacker, EC MAP Resource teacher at Middle Fork Elementary School. Her research paper was just accepted for publication in Intervention in School and Clinic. She has also been asked to submit her paper for presentation at the International Conference for Learning Disabilities in Las Vegas, NV next October. Congratulations, Cassie!

Information about ClassDojo can be found at:

<https://www.classdojo.com/>

Submitted by Patricia Fisk-Moody



Sharing Great Ideas

My students enjoy math ball, poetry ball, and vocabulary ball which is all the same activity. The students are instructed to learn one fact, word, or piece of information plus a backup in case someone steals their fact. The leader states their fact, etc. and throws the ball underhand to a student. They then state their fact and throw the ball to someone else who does the same. If anyone throws overhand or does not state a correct fact, definition, or whatever, the ball goes back to the leader and they start again stating the same facts and throwing the ball in the same pattern. It is a way to repeat information in a fun way rather than worksheets. This comes from Marcia Tate's Brain Compatibility work.

Submitted by Joyce Munro at Paisley Middle School

Professional Development Team

LOVE is in the AIR!

Express your love of READING!

Have you read something GREAT lately? We'd love to hear from you! Please send ddsullivan@wsfcs.k12.nc.us a quick email! Include: the title of the book and a short "plug" on why this book is worth reading. Include a picture too! We will post your submissions in the next issue of the EC Times!



Using Data to Inform Instruction— KUDOS to PARKLAND HS!

You have taken the Core Reading Assessments training, NOW WHAT? Parkland teachers quickly put the training into action! They assessed all of their students with reading goals and input the information into their Excel data notebook. The information helped to determine students' strengths and weaknesses in accuracy, rate, and comprehension of text, as well as their word attack ability. Next, they analyzed the data to see how it could impact students' literacy instruction. Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). Thanks to the Parkland EC team for working together to inform instruction through the use of data!

Submitted by Melanie Sharpe & Carol Fish

Upcoming Trainings

| | |
|-------------------------|-----------|
| Corrective Reading | March 12 |
| Gathering Place | 8:30-3:30 |
| NW/ T.Math Data Mtg. | March 12 |
| Special Service Center | 3:00-4:00 |
| CORE Reading | March 19 |
| NKT- Math | March 20 |
| Special Services Center | 7:30-8:30 |

30 Million Word Gap

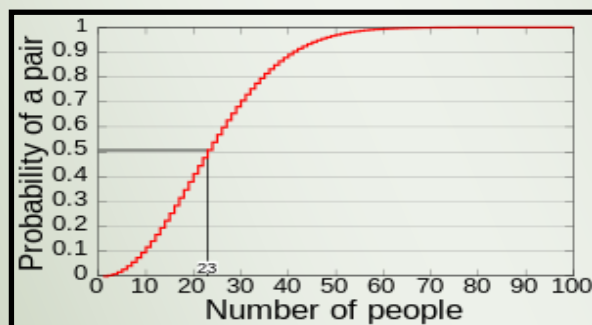
Did you know that children in low income families have heard 30 million fewer words than their affluent peers by age 3? We explore this statistic and the ramifications on our students in Reading Foundations. We'd love to see you at our next session!

30 Million!

Math Facts

2 is called the "oddest" **Even-Prime** number. 2 is a unique Even-Prime because while all Evens are divisible by 2, any number apart from 2 that is divisible by 2, is not a Prime!

- In a room of 57 people, the odds are 99% that 2 people will have the same birthday. **Try it at your next staff meeting!**



Submitted by Doria Sullivan

2e: Twice Exceptional Documentary Film

Free Event on March 5th 6:00-7:30 @ Grand Pavilion Ballroom / Embassy Suites. Link to more information: [2E Documentary](#)

Show Me The Money!

Tips and Resources for Classroom Teacher Grants

You have a great idea for providing technology for your EC students but there is no money in anyone's budget to purchase what you need. Have you ever considered writing a grant? Writing a grant sounds intimidating but there are basically only 4 things you need: A Project (idea), A Philanthropist, A Plan and Permission! The two examples below are online applications, not complicated narratives or dissertations. You must fill out the application form carefully and proofread your responses. I suggest you write out your responses in Word before cutting and pasting into the application form.

Permission : In order to apply for any grant a WS/FCS teacher must first submit a signed CHECKLIST FOR SCHOOLS: Intent to Submit Grant form for the principal's signature. The form can be found here: <http://wsfcs.k12.nc.us/Page/817> .

A Project: This is your idea for improving teaching and learning in your classroom. Start with the idea then look for a funder that is interested in funding a project like yours. Some funders are looking for a specific type of project. It is much harder to find a funder and try to come up with an idea to match their priorities. However, some funders are interested in general ideas. I have listed one of each below.

A Philanthropist: A philanthropist is a person who donates money to individuals, groups, or organizations with missions they feel strongly about. Other funders may be corporations or even state and local government.

NC Bright Ideas Grant program is sponsored by North Carolina's Energy Cooperatives. Energy United in Statesville is the sponsoring cooperative for the WS/FCS. Teachers in K-12 may apply for grants of up to \$2,000 for their classroom projects. You may apply online and must do so before the deadline of September 30, 2015. You may not begin submitting grant applications until the launch in April 2015. You can visit the web site at <http://www.ncbrightideas.com> and click under "apply now" and then the link you need to get your process started. The site has a sample application for you to view as well. This is an example of a funder with a focus on general classroom ideas.

The American Immigration Law Foundation (ALIF) presents grants to K-12 educators for projects that provide education about immigrants and immigration. The Foundation looks for creative programs that promote the benefits of immigrants living in our nation. Proposals that are classroom-based will receive strong consideration, and the Council encourages projects that can be replicated in other classrooms and communities across the nation. Funds for field-trips will NOT be granted. Grants are non-renewable. Grants will be awarded bi-annually with submissions deadlines on June 29, 2015 and October 5, 2015. Recipients will be selected by The American Immigration Council's Curriculum Advisory Board and announced in August 2015 and November 2015. Grants will be paid to the educator/leader submitting the proposal. Funds will be disbursed in September and December 2015. Find the guidelines and application form here: <http://www.communityeducationcenter.org/community-grants>

A Plan: Follow the funder's guidelines closely. Most applications have the following sections:

1. The narrative section of the application which includes your statement of need, your project ideas that will solve the problem, a discussion of the project evaluation, and a timeline
2. The budget section will detail the cost projections for the project. Make sure you specify each item or activity that you will expend and all associated costs. Be reasonable, funders can spot fluff. And be flexible in case the funder awards the grant but wants to negotiate the amount they fund. Be sure to include other revenue sources, if there are any. Above all, make sure the budget is consistent with the narrative. Don't include budget items that aren't mentioned in the proposal or omit costs for projected activities.
3. Your background and experiences in the classroom. They want to know if you are a committed educator and that you have the wherewithal to complete the project based on your past experiences. This may also include a letter of support from your administrator.

Submitted by EC Program Managers

Easy IEP

Child Count Time Again!

- ♦ Make sure you complete and finalize all meetings that have been held.
- ♦ Notify us if you have any students who need to be withdrawn.
- ♦ Notify us if you have if any students who may be dropped due to lack of attendance.
- ♦ Contact us if you have any questions or concerns.



EASY AS 123

Finalizing Meeting in Easy IEP.... *In order!*

EASY IEP requires that many individual items be included for every meeting and the order in which these items are finalized can be critical. Certain steps in the process can impact the calculation of due dates and reset eligibility and reevaluations information. Attached you will find a resource that lists the steps to finalizing, *in order*. Please make sure to finalize ALL parts of a meeting and in the correct order.

Submitted by Cynthia Braun

Easy IEP

Finalizing Meetings IN ORDER in Easy IEP



Print This

INVITATIONS: Finalize as they are created and printed



ANNUAL REVIEW or ADDENDUM (DEC 4):

1. DEC 4
2. DEC 5
3. Upload/include any items as needed (FBA, BIP, RSSD, Communication Plans)

REEVALUATION PREP (stand-alone meeting):

1. DEC 7
2. DEC 2
3. DEC 5
4. Make sure to enter parent response to DEC 2, once obtained

REEVALUATION PREP AND REEVALUATION / IEP EVENT (combined meeting – no new testing requested):

1. DEC 7
2. DEC 3 Eligibility Determination Checklist
3. DEC 4 (including FBA, BIP, RSSD, Comm. Plans as needed)
4. DEC 5
5. Make sure to check box at bottom of Reevaluation Process that "The IEP team has completed the reevaluation process". *This resets the reevaluation process.*

REEVALUATION AND IEP EVENT (reevaluation prep was held at an earlier meeting):

1. DEC 3 category worksheet(s)
2. DEC 3 Eligibility Determination Checklist
3. DEC 4 (including FBA, BIP, RSSD, Comm. Plans as needed)
4. DEC 5
5. Make sure to check box at bottom of Reevaluation Process that "The IEP team has completed the reevaluation process". *This resets the reevaluation process.*

INITIAL ELIGIBILITY (DEC 1 meeting):

1. DEC 1
2. DEC 2 (if evaluations requested)
3. DEC 5
4. Make sure to enter parent response to DEC 2, once obtained

INITIAL ELIGIBILITY (completion of process) and INITIAL IEP:

1. DEC 3 category worksheet(s)
2. DEC 3 Eligibility Determination Checklist
3. DEC 4 (including FBA, BIP, RSSD, Comm. Plans as needed)
4. DEC 5
5. DEC 6
6. After DEC 6 is finalized, make sure to enter parent response to DEC 6, once obtained.
This resets the Initial process.

EASY FAX DEC 5: after all meeting events are finalized.

Great Things are Happening in Process!

As a part of the State EC Division's Strategic Plan a Stakeholders Committee has been formed to review and revise the current state EC Process and the DEC forms. Sam Dempsey was asked to chair one of the committees and the WS/FCS Process Team is an integral part of the subcommittee charged with reviewing and revising the IEP (DEC 4). The Process Team has already been involved in several meetings with representatives from other districts across the state as well as Bill Hussey, State EC Director; Sherry Thomas, State Assistant EC Director; and Carol Ann Hudgens, DPI Section Chief for Compliance & Monitoring. The goals include improving the efficiency of the forms and combining and collapsing as much as possible to eliminate redundancy. This effort, if successful, should streamline the meetings, improve the flow of the Team conversations, and free up more time for instruction. Stay tuned as new forms are on the horizon. It is an honor that our district has been asked to lead this process. The Process Team will continue updating everyone as things progress!

EC Process Reminders!

This year IEP teams will need to complete end-of-year meetings by June 5th.



IEP Teams are responsible for the following:

- Completion of **Annual Reviews** and **Reevaluations** due prior to October 2, 2015
- Completion of **DEC 7 (Reevaluation Prep)** meetings for **Reevaluations** due before October 30, 2015
- Timely submittal of EC paperwork to EC office in order to be reviewed for compliance before the end of the school year
- Completion of **Senior Exit** meetings; **this includes a reevaluation due the senior year of a student in high school.**
- Completion of transition meetings (Preschool to Kindergarten, 5th to 6th grade, 8th to 9th grade)
- Complete any outstanding COSs.

Be aware of all dues dates. Best Practice is to schedule IEP meetings 30 days prior to a due date in the event the meeting is cancelled or needs to be rescheduled due to a parent's request.

March Madness Q & A

Where do I document that the Handbook on Parents' Rights was provided to the parent?

Document this on the parent invitation. Once the appropriate Invitation has been created in EasyIEP, under 'Meeting Place' enter the location of meeting, then click 'Enter' twice to leave a space, and type "Handbook on Parents' Rights" sent on __/__/__(three part date).

Is it possible to have the same "Present Level of Academic and Functional Performance" (PLAFP) and goals for two years (2 annuals)?

The IEP Team is required to "review the child's IEP periodically, but no less than annually, to determine whether the annual goals for the child are being achieved; and revise the IEP, as appropriate, to address any lack of expected progress toward the annual goals and in the general curriculum" (NC Policies). If the student is not making progress, the IEP Team should meet to discuss and make changes to the IEP as necessary. Teams do not have to wait until the annual is due to schedule an IEP meeting and amend the IEP.

Am I required to progress monitor every 2 weeks?

Every IEP goal requires progress monitoring; however, there is no required frequency for progress monitoring. Each service provider must determine the frequency and method based on the goal/skills being taught. This includes collection of and analyzing the data.

Do I attach the IEP progress monitoring at the time of the annual review ?

Due to the volume of data produced through progress monitoring, the special education provider should keep the data in a notebook/working file which can be brought to the annual IEP meeting. Providers should compile this data and summarize the progress on the first page of the IEP under "Student Profile."



March Madness Q & A

DEC 5/Prior Written Notice: Do I have to have proposals AND refusals?

Currently, the WS/FCS EC Division has determined the DEC 5 would have BOTH “proposals” and “refusals” due to the decisions discussed in regard to the referral process, eligibility process and IEP process.

Am I required to state specifically in the present level the student has “age appropriate skills” or “age appropriate functional skills”?

The state requires that the present level include specific descriptions of what the student can and cannot do in relationship to the specific area of that particular goal page. It should include current academic and functional performance information as well as other relevant information and how the student’s disability affects his/her involvement and progress in the general curriculum. Those specific words are not “required” but could be used within the description of the student’s present skills.

Do I complete an SLI Category Worksheet if speech is a related service?

Worksheets are used to document required screenings and evaluations to see if the student meets criteria for one or more of the fourteen categories. The SLI Worksheet would be used if the IEP Team suspects the student’s primary area of eligibility is Speech/Language Impaired. Worksheets are not used just for a related service only.

Is a written report required for speech/language screenings?

Yes. In a memorandum from NCDPI, “an LEA will be deemed noncompliant if it generated special education records that did not contain written evaluation reports.” The memo references N.C. Policies and Federal Regulations which states that “a copy of each report must be filed in the student’s confidential (EC) record.” This practice became effective statewide February 27, 2013. Listing the screening results on the worksheet alone is not sufficient. Provide a separate, brief report that includes the screening date, scores (or “pass/fail”) from each area of communication and the examiner’s name. If speech/language testing was conducted, you may include the screening information on the written evaluation report.

If an observation was completed by IST and is included on a DEC I and/or a category worksheet as part of existing data to be used to support eligibility decisions, do I have to have the paper copy?

Yes. The written report (observation) would be placed in the EC record along with the other required screenings and evaluations. See Q&A above.

Submitted by Donna Weisner