




PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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April 4, 2014

To: Directors, Exceptional Children Programs
EC Coordinators, Charter Schools

From: William J. Hussey 
Director

Re: *Read to Achieve* – Clarification

This memorandum is an attempt to clarify issues and concerns regarding *Read to Achieve* raised by Exceptional Children (EC) Directors. Other issues may arise in the future. This memorandum also serves as clarification to all questions received to date by the Exceptional Children Division.

Carolyn Guthrie, Director of K-3 Literacy, has reviewed the responses provided. Dr. Tracy Weeks, Chief Academic and Digital Learning Officer, will include a message in the Superintendent's weekly newsletter that EC Directors have received this memorandum. Please use this memorandum to help with any relevant issues in your LEA.

If you have any question as to the interpretation of the responses, please feel free to contact Bill Hussey or Sherry Thomas for clarification.

Finally, there is a possibility that once the General Assembly convenes for its short session on May 14, 2014, that quick changes may occur in the *Read to Achieve* law effecting the 2013-14 school year and summer.

Assessment

There are no accommodations or modifications for the following except to provide access (Braille, large print, etc.) and Separate Setting:

1. Curriculum Based Assessments, DIBELs, (MClass), and Aimsweb, etc.
2. Reading Passages for the Portfolio.

There is the full continuum of accommodations for:

1. End of year *Read to Achieve* alternative assessment
2. Other end of the year exams (NCEXTEND1 and NCEXTEND2 modifications are both in effect this year).

Extended School Year (ESY)

Summer Reading Camp is not ESY. An exceptional child qualifies for ESY through the IEP process which assesses emerging skills and regression, both of which must be supported by explicit and relevant data.

If an IEP team decides that a child has some area of reading that is an emerging skill and that skill could be enhanced by being involved in the Summer Reading Camp, then Summer Reading Camp can be a part of ESY. Again, Summer Reading Camp is only an element of the ESY plan.

EXCEPTIONAL CHILDREN DIVISION

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Summer Reading Camp

Summer Reading Camp is an opportunity for reading support. It is not summer school or regular school. It is a part of the *Read to Achieve* legislation to help children demonstrate reading proficiency but parents have a choice in whether or not a child attends. That choice includes the LEA-sponsored Summer Reading Camp but may also include an approved reading program of the parents' choice. If a parent chooses an alternate summer option, that program will need to be approved by the LEA prior to enrolling the child and the parents are responsible for funding.

The funds to support Summer Reading Camp are being allotted to LEAs by the General Assembly through DPI. These funds include the services available to EC students. EC is not responsible for funding teachers or child specific transportation.

There should be EC teachers involved in the Summer Reading Camp to help support EC students but not to implement the IEP. The EC teachers will be a part of the general teaching pool, and EC teachers are qualified as content teachers K-5 through their HQ status. The IEP itself will not be in effect during Summer Reading Camp, including related services. The EC teachers may provide assistance to students and regular education teachers in differentiation of instruction based on an EC child's learning styles and/or issues and may teach Summer Reading Camp classes that include EC and regular education students. It is still the responsibility of EC programs in the LEAs to help plan for specific EC students. It is imperative that planning occur to make the Summer Reading Camps as beneficial for each EC student as possible. If there are concerns with individual students regarding programming and/or funding issues, contact Bill Hussey or Sherry Thomas in the EC Division.

Good Cause Exemption

This year, 2013-2014, all children who have a disability, regardless of whether or not they have a related service, will be considered for the Good Cause Exemption as long as they are either taking the NCEXTEND1 or NCEXTEND2 alternate assessments. These students will not be retained, though they will be able to access all options available to other students. The students covered under the Good Cause Exemption can strategically be considered for available options including utilizing the reading passages, if relevant for the child; Summer Reading Camp; and if as a reasonable choice and determined by the IEP team as the option, the transition class. The transition class is not going to be the best option for all students, but for some it may be appropriate. This would have to be based on principal input, knowing that resources are limited.

WJH/tb