

2013 Revisions to
NC Policies Governing Services to Children with Disabilities
 Approved by the State Board of Education July 11, 2013

Page	Change	Comment	Exceeds Federal Regulations
5	New definition of Traumatic Brain Injury	Expands to include internal brain injuries.	Changes more closely correlate with national and state trends on the inclusion of causes of brain injury beyond blunt external forces.
7	Add language re: data gathering using Response to Instruction (RtI)	Clarifies progress monitoring data can be the educational evaluation.	
8	Add language regarding evaluator	Evaluator must be trained to administer the assessment.	
9	Add language re: observations ; Add Progress Monitoring [new #(13)] to definitions; Delete unclear language in first sentence of Psychological Evaluation definition; Add "school" to psychologist under Social/Developmental History definition	Clarifies not to use observations during test sessions for "observations across settings."	
17	Change "tests" to "assessments" and psychological "assessment" to "evaluation"; Add "emotional"; Add "school" psychologist and "or contracting psychologist"	Clarifies the proper use of terms.	
28	Correct citation in NC 1501-3.5 to NC 1501-9.1(d)	Typo	
30	Add to NC 1501-6.3(b)- "(1) For children who leave a charter school and enroll in a private school, the services plan must be sought from the traditional LEA in which the private school is located."	Clarifies who is responsible for the Services Plan when the parent unilaterally places the student in a private school.	
62	Add to NC 1503-2.2(a)- "(including progress monitoring data when using RtI)"; Add to subsection (b) title "or determination of eligibility." Change subsection (c) title to "Timeline for initial referral"; Add clarifying language to (c)(1) and (2).	Clarifying language to include RtI.	

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63	Change "or" to "and" in NC 1503-2.4(c).	Clarifies requirements for conducting the reevaluation process.	
68	Add "reported by the same source" to NC 1503-2.5(7)(ii)(B)(b).	Clarifies criteria for determining eligibility under Intellectual Disability under adaptive behavior.	
70-72	Delete Tier I-IV language; Move the paragraph regarding alternative to discrepancy below the description of the two methods of determining eligibility under SLD; Clarify distinctions between RtI and the discrepancy method regarding required screenings and evaluations.	RtI is a general education process, making the Tiers I-III (current system) not appropriate in the special education <i>Policies</i> .	
75	Change "or" to "and" in NC 1503-2.6(f)	Clarifies when reevaluations must occur for children identified as developmentally delayed.	
77	Replace first sentence in NC 1503-3.3(c)	Establishes when parental consent must be obtained, i.e. when using RtI, eligibility may be determined using progress monitoring data and all the data gathered under Tiers I-III which require parental notification but not written consent.	
78	Aligns language in NC 1503-3.5(a)(5) regarding documentation requirements to the SLD analysis; Changes federal language regarding disability categories to NC language, e.g. "mental retardation" to "intellectual disability."	Aligns language of SLD analysis to NC 1503-2.5(d)(11).	
84	Correct citations in 1503-5.1(b)(1)(ii)(B) and (C) to read 1503-2.4 and 1503-2.6(a)(2) respectively	Typos	
87	Correct citation in NC 1504-1.2(a) to read 1504-1	Typo	
106	Add subsection (4) to NC 1504-2.5(b)	Includes House Bill 12 language regarding basis of knowledge.	Adds state specific element to "basis of knowledge" reflecting House Bill 12 language.
137	Add citation to NC 1507-8 (Authority: 20 U.S.C. 1419(g); 34 CFR 300.815)	Previous omission.	
140	Add to NC 1508-1(a) "ages 3 through 21" and "developmental levels (for preschool children)."	Adds language to include preschool children.	Class size section exceeds federal regulations.

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