

Clarification for Related Services Support Description - OT/PT/SLP
Re: Memo – Support Description and CECAS Codes Data Migration (1/25/19)

There is no expectation for LEAs to "fix", change, or amend any existing IEP. The changes below only affect future IEPs created after February 8, 2019 and prior to ECATS going live.

- While the RSSD form may be visible in your IEP development system (CECAS or others), this form can no longer be used after February 8, 2019 to document the supports related to OT/PT/SLP. This is because the data in this form will not migrate to ECATS and this information will be documented differently on the new IEP form.
- IEP Teams should **only** enter OT/PT/SLP services in the Frequency and Location of services screens if the child receives direct services. Do not enter the services into the service delivery page if consultation or expertise is provided on behalf of the student.
- When entering direct services in the Frequency and Location of services screen, **do not select the Support Description Checkbox**. Checking the box bypasses the requirement to enter Number of sessions and Time per session. Session time and frequency information is required in the upcoming data migration to ECATS for calculating Least Restrictive Environment.
- Example in CECAS and EasyIEP

Programs/Services

--- Provided By ---
 Special Education
 Related Service

Begin Date: 5/13/2015
 End Date: 4/22/2016
 # Of Sessions Per: [] [Session Period] ▾
 Time per Session: [] [Time Period] ▾
 Hrs/Wk for FTE: []
 Location: [Location] ▾

Semester1 Semester2

Support Description ←

Related Services

Del	Related Service	Num Sessions	Session Length	Location	Pct
<input type="checkbox"/>	Speech/Language	[] session(s) per [] day ▾	[] min ▾	[] Location Classroom ▾	0.00

Support Description ←

Frequently Asked Questions (FAQ)

1. Will all/existing RSSDs be eliminated on Feb 8, or will just new ones be no longer be allowed?

Existing RSSDs will not be eliminated. Any “new” RSSD should now be folded into the IEP (suggestions provided in PowerPoint, attached) rather than continuing to be documented in the stand-alone/RSSD form.

2. If existing RSSDs are eliminated:
 - a) Will an IEP amendment/meeting be required to re-document service(s) in other areas of the IEP?

No. The transition from RSSDs to incorporating these services/supports into the IEP should begin with normally scheduled, routine, annual IEP Team meetings. If the annual review will occur after data migration, be certain a hard copy of the RSSD is available to ensure that services are not interrupted.

- b) Regardless of where the supports are documented in the IEP (e.g., accommodations, modifications, supplemental aids and services, technical assistance, etc.), should the frequency, duration, and location still be recorded on the service delivery page?

Service time (on the service delivery page) is documented for services provided directly to the student; not programmatic supports or services provided on behalf half of students. Services documented on the service delivery page calculate the LRE – the time the student is removed from typical peers. Consultative/Supplementary services are on behalf of students and should not affect LRE.

- c) Is the service still considered a related service, or is the student in effect exited (DEC 7, DEC 5, etc) from the related service?

If the RSP is involved with the student providing services, it is still considered a related service.

- d) Will guidance be provided on which alternative documentation format the IEP team should select (e.g., accommodations, modifications, supplemental aids and services, technical assistance, etc.)?

There are a variety of ways this can be done successfully – not just one. Please see the attached PowerPoint slides for some possibilities.

3. Are students receiving only support services still counted on the related service provider's caseload.

Yes, if a student is on a RSSD only, they are still receiving related services and thus are still counted on the workload of the related service provider.

4. Do you know if this Feb 8th date only applies to CECAS users?

It applies to all. No RSSDs should be developed after 2/8, REGARDLESS of your system for documenting IEPs (CECAS, paper or vendor provided system).

5. Does this apply to those of us using EasyIEP/PCG or other IEP development systems as well?

Yes.

6. When will the "dark period" be?

We do not know. Please check the ECATS newsletters for most current details, available on the EC Division website on the ECATS tab.


Embedding the RSSD in the IEP

The RSSD form was originally designed to ensure that support services, or Supplementary Aids and Services, were part of the IEP (e.g. when licensed expertise is needed to support a student's program or staff but not work directly on goals/skills). There have been and continue to be several ways to document Supplementary Services on an IEP. Each IEP team should decide how to best describe the services needed to meet each student's unique needs and document them in the IEP.

As a result of the changes to the EC forms, the information previously documented on the RSSD form should now be documented within the IEP itself rather than a separate document. These slides are meant to provide an overview of multiple places that can document required supports/Supplementary Aids and Services from related service providers.


Related Services Support Description

Supports for academic, functional, personal changes or circumstances (if applicable):
What information is known about the student that will assist in developing an individualized education program? Not applicable at this time



This text box is available within the Present Levels of Academics and Functional Performance section of the IEP. It can be use to describe the related services support that may be needed. This correlates to the the "Description of Student Needs" section on the current RSSD.

Every Child Accountability Tracking System



Related Services Support Description

Supports for school personnel:

Describe consultation and/or training for school staff to meet the unique needs of the student.

This text box is available within the Least Restrictive Environment section of the IEP. It can be used to specify the support/training of classroom interventions delegated to classroom teachers/staff. This correlates to the the "Classroom Intervention" section on the current RSSD.



Related Services Support Description

Related Services:

Service	Amount of Time in Minutes	Frequency	Location	Duration		Service Type
				Begin	End	
						<input type="checkbox"/> Goal <input checked="" type="checkbox"/> Supplemental Aids/Services Accommodations/Modifications

This text box is available within the Least Restrictive Environment section of the IEP. It can be used to specify the related service provider support. This correlates to the the "Related Service Provider Support" section on the current RSSD.



Related Services Support Description

Supplemental Aids/Services/Accommodations/Modifications:

In the space provided, list the subject/activity area in which the student will participate and the supplemental aids, supports, modification, and/or accommodations required (if applicable) to access the **general curriculum** and make progress toward meeting annual goals. If supplemental aids/services, modifications/accommodations and/or assistive technology will be provided in **special education** classes, include in the table below.

Specific Area(s) of Need	Supplemental Aids/Services Accommodations/Modifications	Implementation Specifications	Implementation Subject/Activity Areas

This text box is available within the Least Restrictive Environment section of the IEP. It can be used to specify the related service provider support and/or equipment needed. This correlates to the the "Related Service Provider Support and Equipment Needed" sections on the current RSSD.

