

# Exceptional Children Information for Parents



**EXCEPTIONAL CHILDREN**  
NC Department of Public Instruction

August 17, 2022

Service delivery is a common term heard in IEP meetings but is sometimes not understood clearly. So, what is it? Service delivery is part of the specially designed instruction (SDI), related service (RS) or supplementary aids and services (SAS) a student with a disability will receive based on his/her unique needs. It provides the information about what the service is, how much time it is needed, how often it is needed, and where the service is to be provided (special or general education setting, not an actual location). Service delivery is determined based on the student's present level of academic achievement and functional performance and the time necessary to address the goals to meet the student's unique needs. The documentation of these services can be accomplished in a variety of ways; services provided directly to the student aligned with annual goals (SDI and RS) and to support students, or on behalf of students (SAS).

Recently, the Office of Exceptional Children (OEC) made a change to the way in which some services can be documented on the IEP by removing the option "per reporting period" in describing how often the service is provided. The removal of "per reporting period" ensures that the IEP can be implemented consistently from school to school, from district to district, and from state to state since a reporting period can vary and have different meanings depending on location. The use of weekly and monthly service times communicate universally understood increments of time, whereas "per reporting period" does not.

What does this change mean for my child? At the next naturally occurring IEP meeting, the IEP Team should review and discuss a student's present level of academic achievement and functional performance, the goals, the services necessary to address the goals, and the setting of where those services are to be delivered to determine how often the services will need to be provided for the student to make progress.

IDEA and North Carolina requirements hold an expectation that each IEP be based on the unique needs of a student with a disability, and that the program clearly articulates those individualized services and supports necessary for the student to achieve his/her IEP goals and progress in the general curriculum. By removing the description of "per reporting period," documenting the service frequency will be more clearly articulated and understood by all who support the student.

You can find previous newsletters in the Parent Newsletter google folder at this link: <https://tinyurl.com/ECParentNewsletters>

## Important Links

- [Centers for Disease Control and Prevention](#)
- [U.S. Department of Education](#)
- [N.C. Department of Health & Human Services](#)
  - [Strong Schools NC Public Health Toolkit \(K-12\)](#)
- [N.C. Department of Public Instruction](#)
  - [Lighting Our Way Forward \(Summary\)](#)
- [No Kid Hungry](#)
- [NCDPI-COVID-19 Responses & Resources](#)

## Upcoming Events

- Arc of the Triangle [Events](#)
- Autism Society [Workshops](#)
- Autism Speaks [Information Topics](#)
- CADRE [Parent Resources](#)
- ECAC [Events](#) & [Recorded Webinars](#)
- National Alliance on Mental Illness [Courses](#)
- NC Down Syndrome Alliance [Events](#)
- Special Olympics NC [Events](#)

Do you have an upcoming event you'd like to share with the community? Please email with information.

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