



Residency- Starting off on the Right Foot with EC Considerations

August 21st, 2026
Jessica Kellermann & Leah Bartram-
EC Specialists for Standard Content

START OUT
ON THE
RIGHT
FOOT!



Agenda

Intros

Expectations

Non-negotiables for
schedules, paperwork

turn & talk

Tools!

Fill your toolbox

turn & talk

Q & A

The floor will be
open for your
questions & concerns

Meet your Specialist



K-5 EC Instructional Specialist for
Standard Content

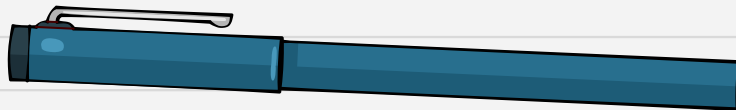
Jessica Kellermann

jkellermann@ncmcs.org Office:

910-947-2342

Ext: 200224

Cell: 910-309-1987



Meet your Specialist



6-12 EC Instructional Specialist for
Standard Content

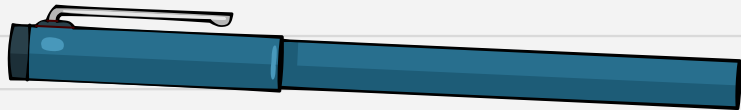
Leah Bartram

lbartram@ncmcs.org

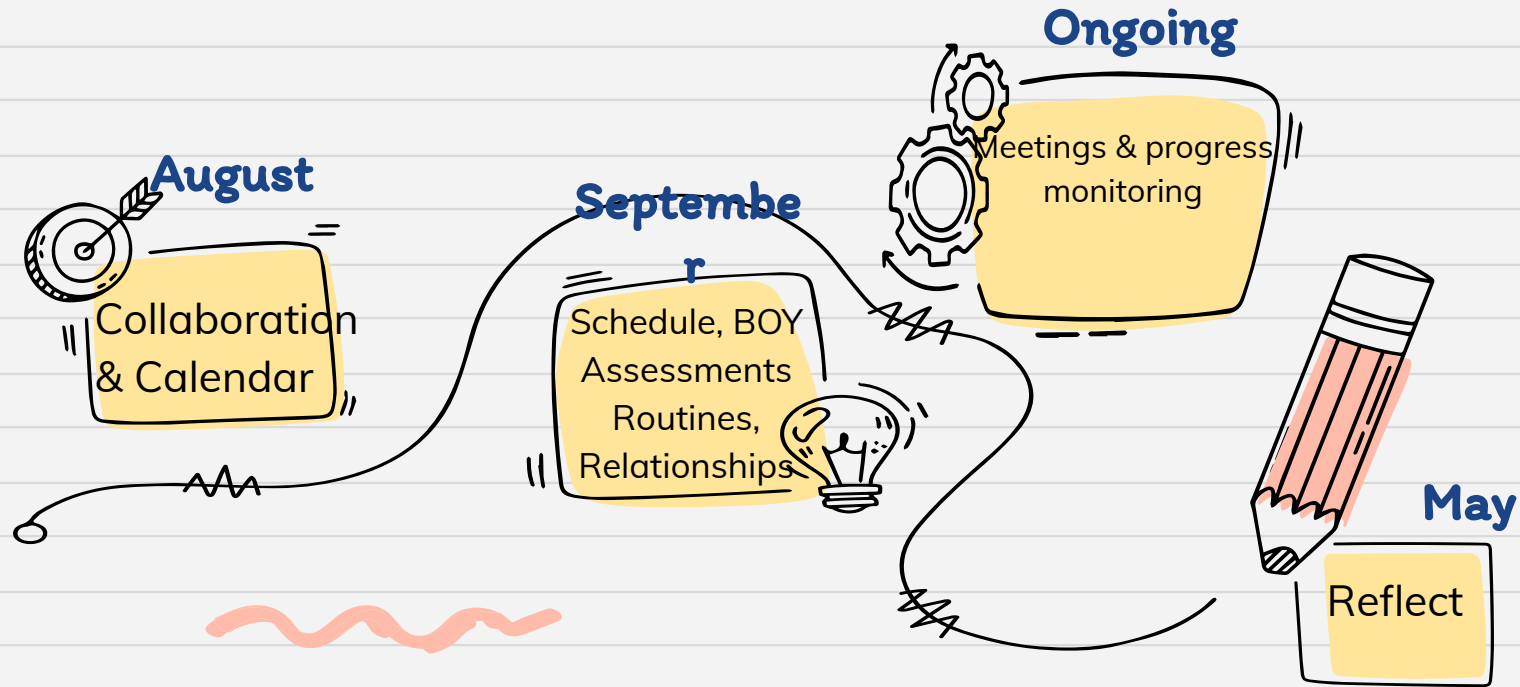
Office: 910-947-2342

Ext: 200315

Work Cell: 910-639-8125



Expectations





General Education Collaboration

- Provide a copy of accommodations/modifications section of the IEP
- Include Behavior Intervention Plan (BIP) **if needed*
- Ensures consistent implementation & monitoring--not your student/ my student, but **OUR** student!
- ALL teachers (including Specials, bus driver, etc.)
- **Ideal time to discuss scheduling (or no-go days/ times).**



IEP at a Glance steps

Select the IEP at a Glance circle, then the second green box is FINAL DOCUMENT. Then the finalized document appears!

The screenshot displays the 'DOCUMENTS' tab in a software interface. A dropdown menu is open, showing four options: 'Progress Report', 'FAM-S Item Summary School (pdf)', 'Plan of Care (Speech/Language)', and 'Plan of Care (Occupational Therapy)'. The 'IEP At a Glance' option is selected with a blue radio button. Below the dropdown, the text 'Letters: (No Letters Available)' is visible. At the bottom, there are three green buttons: 'CREATE DRAFT (WILL BE SAVED FOR 30 DAYS)', 'CREATE FINAL DOCUMENT (WILL BE SAVED)', and 'UPLOAD EXTERNAL DOCUMENT(S)'.

STUDENT INFORMATION ▾ EC PROCESS ▾ PLAN OF CARE DATA COLLECTION DOCUMENTS

○ Progress Report

○ FAM-S Item Summary School (pdf)

○ Plan of Care (Speech/Language) ○ FAM-S Item Summary School Level (xls)

○ Plan of Care (Occupational Therapy) ☒ IEP At a Glance

Letters: (No Letters Available)

CREATE DRAFT (WILL BE SAVED FOR 30 DAYS)

CREATE FINAL DOCUMENT (WILL BE SAVED)

UPLOAD EXTERNAL DOCUMENT(S)



Calendar For the Year

- Annual Reviews- 30 days in advance
- Re-evaluations- 90 days in advance
- Emergencies happen (2 separate invitations required)
- Invite all related-service providers
- Special circumstances/ questions: foster/ surrogate
- **The sooner the better**--you can meet ahead of due dates, but should never fall after expiration





MOCK MOMENT



Let's schedule these friends

3 years = 4/2027
so schedule Dec/
Jan.

<u>Dis</u>	<u>Last Elig</u>	<u>Last IEP</u>	<u>IEP Begin</u>	<u>IEP End</u>
	04/04/2024	05/11/2026	07/01/2026	02/12/2027
	03/12/2025	03/11/2026	03/16/2026	03/10/2027
	04/27/2026	06/11/2026	06/18/2026	04/26/2027
	03/19/2024	06/09/2026	07/01/2026	02/26/2027
	12/04/2025	05/05/2026	06/15/2026	12/08/2026
	03/18/2026	03/18/2026	03/23/2026	03/17/2027
	03/26/2026	04/22/2026	04/27/2026	03/25/2027

Due 12/8/26 so
schedule in
November

Let's schedule these friends

3 years = 4/2027
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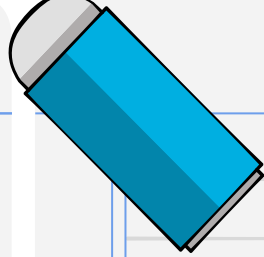
<u>Dis</u>	<u>Last Elig</u>	<u>Last IEP</u>	<u>IEP Begin</u>	<u>IEP End</u>
	04/04/2024	05/11/2026	07/01/2026	02/12/2027
	03/12/2025	03/11/2026	03/16/2026	03/10/2027
	04/27/2026	06/11/2026	06/18/2026	04/26/2027
	03/19/2024	06/09/2026	07/01/2026	02/26/2027
	12/04/2025	05/05/2026	06/15/2026	12/08/2026
	03/18/2026	03/18/2026	03/23/2026	03/17/2027
	03/26/2026	04/22/2026	04/27/2026	03/25/2027



**Due 12/8/26 so
schedule in
November**

Daily Schedule

- Should include day, times, location, student groups
- CoTeaching & Pull-out
- Consider grouping students not just by grade-level but by ability level based on EBP and baseline data (slide to follow)
- Cross check that you've met all caseload times!



Revisions

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Your schedule and student groups may likely change. Just send updated versions to us!

- ****DUE 9/15/26 TO Margaret Terry****

This is not a 'gotcha! It helps us help meet your needs and respect your time!

Sample Schedule

EBPs yield results. Note what you'll use/ work on!

DAILY SCHEDULE - DEAL							
Time Subject	EC Subject	Location	Program 	Students	Grade	Time	Teacher
8:15-8:45	K Reading	Inclusion	Goals	Maggie	K	5x30	Hough
7:45-8:15	5th Math	Inclusion	Eureka	Justice	5	5x30	Manno
				Kacie	5	5x30	Manno
8:45-9:15 (Math)	3rd Behavior/ Math	Inclusion	Eureka/ Centervention	Kasen	3	5x30 (Beh) (Pull)	Olsen
				Nathalie	3	5x30	Olsen
9:15-9:45 (Tiger Up) 	3rd Math	Pull	Catalyst/ Eureka	Kasen	3	5x30	Olsen
				Nathalie	3	5x30	Olsen
				Shaniyah	3	5x30	Olsen
				Zaiden	3	5x30	Reilly
				Paxton	3	5x30	Olsen
9:45-10:15 (Block 2)	5th	Pull	Various	Victoria	5	5x30 (W)	Snipes
				Raffia	5	5x15 (R)	Hansley
				Logan	5	5x15 (W)	Bissell
				Itzayana	5	5x15 (W)	Kelly

Note what they're missing/ being pulled from to ensure no double deficit!

Sharing service time? Add notes!

*Send to Phravixay at 10:00

*Send to Phravixay at 10:00

*Send back to class at 10:00

EC Service Logs

EC Service Log



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	B	C	D	E	
Name	Services Required	8/25/2025	8/26/2025	8/27/2025	
		Received services Teacher absent (Sub provided services) No services provided Student absent School closure/delay Safety drill Field trip/special event Holiday Tchr Workday IEP/MTSS/504 Mtng State/District testing Early Release Natural disaster/weather event School assembly			

Name of Student: _____ Teacher: _____

Service Data Log

Date	Time	Specialty Designed Area	Location of Services	Data/ Notes:
	☐ 15 mins ☐ 20 mins ☐ 25 mins ☐ 30 mins ☐ 35 mins ☐ 40 mins ☐ 45 mins ☐ 50 mins ☐ 55 mins ☐ 60 mins	☐ Academic Skills ☐ Social Skills ☐ Behavior ☐ Math ☐ Reading ☐ Communication Skills ☐ Co-Teaching ELA ☐ Co-Teaching MTH ☐ Fine Motor Skills ☐ Gross Motor Skills	☐ Inclusion (Gen Ed) ☐ Resource (Sp Ed) ☐ Whole Group Activity ☐ Small Group Activity ☐ 1:1 ☐ Carpet ☐ Table ☐ Outside ☐ Centers	
	☐ 15 mins ☐ 20 mins ☐ 25 mins ☐ 30 mins ☐ 35 mins ☐ 40 mins ☐ 45 mins ☐ 50 mins ☐ 55 mins ☐ 60 mins	☐ Academic Skills ☐ Social Skills ☐ Behavior ☐ Math ☐ Reading ☐ Communication Skills ☐ Co-Teaching ELA ☐ Co-Teaching MTH ☐ Fine Motor Skills ☐ Gross Motor Skills	☐ Inclusion (Gen Ed) ☐ Resource (Sp Ed) ☐ Whole Group Activity ☐ Small Group Activity ☐ 1:1 ☐ Carpet ☐ Table ☐ Outside ☐ Centers	

Beginning of Year Assessments & Entry Points

EBPs

Many teachers mistake a new program to begin at Level 1, Unit 1, page 1. Use the DRIVE to administer assessment for your program



Reading

[CORE Reading Maze Comprehension Test](#) (for 2nd grade students and older)

[MASI-R Oral Reading Fluency Measure](#) (for Grade 1-6 students) or the [DIBELS Oral Reading Fluency Measure](#) (for students in grades 7 and above)

[CORE Phonics Survey](#) & Diagnostic [Spelling Inventory](#)

[Grades 2-12 CORE Phoneme Segmentation Test Example](#)

[Grades K-1 CORE Phonological Segmentation Test Example](#)

Math

[Santa Clara Quick Assessment](#)



Reading Evidence Based Programs (EBP)

Reading Mastery

K-5, Decoding & Comp., 45 min.

In-house trainer: DJ Waters

dwaters@ncmcs.org

Sound Sensible

PreK-K, precursor to
SPIRE

SPIRE

Orton-Gillingham
approach

Not ideal for ELLs-few
visuals

Corrective Reading

Grades 4 & up, 45 min.

Decoding and comprehension

In-house trainers: Sue Duncan &
Lisa Mills, sduncan@ncmcs.org and
lmills@ncmcs.org

Language for Learning

PreK-K, very low students,
Extended Content. In-house
trainers Sam Myatt & Lain Street
smyatt@ncmcs.org and
lstreet@ncmcs.org

LetterLand

MCS uses this as Tier 1
for PreK-3
Intervention version can
be used by ECT's for Tier
3 instruction.

Math Evidence Based Programs (EBP)

Number Worlds

Number Worlds is a highly engaging hands-on program focused on real-world application. Grades PreK-8 with Leveled kits, requires 30-45 minutes. Baseline assessment is the NKT, In-house trainer: Lori Holland, lholland@ncmcs.org

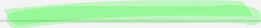
Connecting Math Concepts

CMC emphasizes key math concepts, teaches explicitly strategies, and strikes a balance between computation & problem solving. K-8 and required 30-45 minutes. In-house trainer: Kim Coe, kcoe@ncmcs.org





Use Technology to your Benefit!



Have your Gen Ed teachers
& Parents (even students
themselves) provide input
on students AHEAD of your
IEP meeting



Teacher Input Form for IEP Meeting

It is time to evaluate progress for this year and to begin the planning process for the year ahead. Your input is very important in developing a plan that is right for our student. Using your responses and information from the child and the parents, a rough draft of the IEP will be created for use as a basis for discussion at the IEP meeting.

Please complete this form and return within 1 week.

 jkellermann@ncmcs.org (not shared) [Switch account](#)



* Required

Student Name *

Your answer



What do you see as the student's successes this year? *

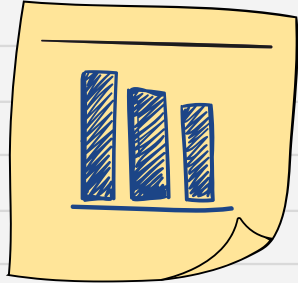
Your answer



List any classroom modifications or accommodations the student utilizes, does not utilize or that seem helpful to the student. *

	Uses consistently	Does not use	Should be considered
Preferential Seating	☐	☐	☐
Read Aloud	☐	☐	☐
Small-group testing	☐	☐	☐
One-on-One testing	☐	☐	☐
Modified assignments	☐	☐	☐
Modified grading	☐	☐	☐
Demonstration teaching	☐	☐	☐

Data Tracking



Decisions should be based on DATA!

Consider varied sources of data. If you don't have access, inquire with your Administrator or then consult with your Specialist.

Infinite Campus

Grades, EOG scores, Attendance

Gen Ed Teachers

Common Assessments, work habits

Educators Handbook

Discipline data in both chart (visual) and detailed anecdotal notes

PROGRESS MONITORING



Name: SAMPLE STUDENT

Case Manager: _____

Progress Monitoring: Data Collection Multiple Goals (1 Year)

Goal #1:

By (date), after reading an instructional level literary text, (name) will ask or answer "WH" questions by referring to key details with support, with (80%) accuracy (e.g., 4 out of 5 questions) for (2 out of 3) texts.

Week	Month/Score										
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
1	1/5	1/5	2/5	2/5	3/5	2/5	3/5	3/5	3/5	3/5	4/5
2	1/5	1/5	2/5	2/5	3/5	3/5	3/5	3/5	4/5	3/5	4/5
3	1/5	2/5	2/5	2/5	3/5	3/5	3/5	3/5	3/5	4/5	4/5
4	1/5	2/5	3/5	2/5	2/5	3/5	3/5	3/5	3/5	4/5	5/5
Average	1/5	1.5/5	2.25/5	2/5	2.75/5	2.75/5	3/5	3/5	3.25/5	3.5/5	4.25/5

Did the student meet the goal? ☒ Yes ☐ Partially ☐ No

Notes:

First introduced the skill with familiar texts and multiple choice response options. Student was most successful when working with a preferred peer in the afternoon.

Goal #2:

By (date), given (4) addition or subtraction word problems with solutions up to 100, read independently or with teacher support, and provided scaffolds for setting up each problem, (name) will solve by using an equation with (75%) accuracy (i.e., 3 out of 4 problems) for (2 out of 3) problem sets.

Week	Month/Score										
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
1											
2											
3											
4											
Average											

Did the student meet the goal? ☐ Yes ☐ Partially ☐ No

Notes:

Goal #3:

By (date), when given a topic prompt, (name) will write a (5) sentence paragraph that includes (1) topic sentence, states (3) relevant details and includes (1) conclusion sentence scoring (5 out of 6) on a teacher-made rubric in (2 out of 3) trials.

Week	Month/Score										
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
1											
2											
3											
4											
Average											

Did the student meet the goal? ☐ Yes ☐ Partially ☐ No

Notes:

Turn & Talk

What's one strategy you're interested
in trying?

Contact Information

Exceptional Children's Process and Procedures Specialist; ECATS Data Manager	Margaret "Dee Dee" Terry mterry@ncmcs.org Office: 910-947-2342 Ext: 200264 Work Cell: 910-704-9752	 A headshot of Margaret "Dee Dee" Terry, a woman with shoulder-length brown hair, smiling, wearing a patterned blue and red jacket over a green shirt.	• ECATS training and assistance • Compliance questions and professional development for all special education processes • Monitoring Timelines and Federal/State Indicators • Preparing reports for federal and state indicator monitoring and submission • Local file audits and corrective action • Data Collection and Analysis to support decision-making at the district and school level • EC Website Maintenance
IEP Coordinator	Dr. Lori Stewart	 A headshot of Dr. Lori Stewart, a woman with dark, wavy hair, smiling, wearing a dark top, against a red background with white confetti.	• IEP training and assistance • BT and residency license support • ECATS training and assistance • Compliance questions and assistance • Beginning Teacher Training • Provide Professional Development concerning compliance, process, and procedures in special education • Model the IEP process for beginning EC teachers

Contact Information

K - 12 Extended
Content
Instructional
Specialist

Tracy Cropley
tcropley@ncmcs.org
Office: 910-947-2342
Ext. 200290



- - MCATT team member
- - Autism team member
- - MCS representative at regional/state meetings
- - Plan for and monitor district ESY
- - Specialized Instruction Implementation
- - Supports K-12 Extended Content Staff:
- Requesting instructional materials
- Student behavior questions/concerns
- Extended content curriculum
- Administrative and Parent Questions

Instructional
Specialist -
Autism
Pre-K through 12th
grade

Shea Walter, M.A. Ed.
swalter@ncmcs.org
Office: 910-947-2342
Ext: 200225



- Autism Support Team Member (PRC 118)
- Autism Model Programming Site Team Member
- Autism Classroom Support
- Troubleshoot students with autism to provide support for direct instruction
- Focus on students that are struggling with autism, literacy and math, social/emotional and behavior
- FBA and BIP support for staff
- Provide support and accountability to keep students and staff safe with school Crisis Teams

3 Must Do's



Colloboration

ASAP

Meet with
Gen Ed &
provide copy
of IEP & BIP.

Calendar

9/15/26

AR's-30 days
Re-eval's: 90
days
BIP reviews: 9
weeks

Schedule

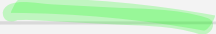
1st 10 days

Daily
Schedule
listing times,
locations,
students.





Survey



Please take a moment to share your preferred contact and needs for this coming school year:

<https://forms.gle/JbRVSDX9XKucHMSr8>

