



# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, Superintendent of Public Instruction

WWW.NCPUBLICSCHOOLS.ORG

March 29, 2018



## Memorandum

To: Dr. Stacey Wilson Norman  
Dr. Tammy Howard

From: Dr. Amy Jablonski

Subject: Intent to Contract  
Requisition No. RC 21167982

- Contractor Name:** Alamance-Burlington County Schools  
Integrated Academic and Behavior Systems (IABS)  
Lead Consultant

**Contract Amount:** \$128,910.67

**Contract Dates:** July 1, 2018 – June 30, 2019

**DPI Contract Contact Person and Telephone Number:**  
Dr. Amy Jablonski 919 807-3857

- Is this a contract amendment?** No.

- Why are you initiating a contract? What services will you require?**

Responsiveness to Instruction (RtI) has been in place in North Carolina since 2004. Since that time, the number of schools and districts utilizing RtI, as both a total school improvement model and method for identifying students as having a learning disability, has drastically increased. Now that NCDPI is shifting focus to support the statewide implementation of a Multi-Tiered System of Support (MTSS), the requirements needed to install and sustain the efforts have surpassed critical mass. Additionally, as permitted since the reauthorization of the Individuals with Disabilities Act 2004, all schools in NC are permitted to utilize RtI for identification of students qualifying for Special Education services in the category of Specific Learning Disabilities (SLD). NCDPI is in the process of implementing the State Board of Education approved policy that data collection through a multi-tiered system of support will be the sole methodology for determining SLD eligibility. This policy removed the 15-point discrepancy and alternative discrepancy as options for all public schools at all levels.

This position will assist with researching, installing, and sustaining both MTSS as a total school improvement model and the removal of the 15-point discrepancy, alternative discrepancy model and patterns of strengths and weaknesses. This position will specifically focus on the assessment component of this overall work by intentionally connecting with the converging assessment projects and policies.

### DIVISION OF ACCOUNTABILITY SERVICES

6314 Mail Service Center, Raleigh, North Carolina 27699-6314 | (919) 807-3769 | Fax (919) 807-3772

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

**4. How does the contract add value to the teaching/learning process?**

This contract assures that LEAs, charter schools and state operated will receive technical assistance and coaching to install the needed comprehensive data evaluation component (implementation and outcome data) within an MTSS framework. Additionally, this position will lead the statewide development of a universal and progress monitoring assessment suite, as well as an early warning system.

**Is the service unique and not repetitive with agency activity or other contracts?**

**Please state why this service cannot be performed within the resources of the agency.** The Integrated Academic and Behavior Systems Division supports the creation, delivery, and continued support for the implementation of multiple functions including

- Statewide support/training/coaching for implementation of a Multi-Tiered System of Support for all LEAs and schools in LEAs
- Provide structure/training/coaching for schools to adhere to Specific Learning Disability Policy change
- De-escalation and physical restraint (example: non-violent crisis intervention prevention)
- Positive Behavior Intervention and Support
- School Based Mental Health
- Youth Mental Health First Aid
- K-8 Math Universal Screening and Progress Monitoring Suite: Create, validate, norm, train
- 4-8 Literacy Universal Screening and Progress Monitoring Suite: Create, validate, norm, train
- Every Child Accountability Tracking System (ECATS) - Early Warning System, Intervention Planning: developing, implementing, problem-solving, overseeing, support implementation for all schools
- Implementation of MTSS in all charter schools (including support for SLD policy change)
- Support LEAs through the Statewide System of Support
- Chronic absenteeism policy, monitoring and reporting
- Co-Lead of the State Implementation Team
- Provide support for implementation of Specially Designed Instruction (SDI) within an MTSS framework
- Support the NC State Collaborative
- Discipline training and support- classroom management, functional behavior assessment/ behavior intervention plans and manifestation determination
- Provide specific support to low-performing districts through collaborative efforts of SST Teams and the Educator Effectiveness Division
- Collaborate with various divisions in the agency to facilitate conversations that lead to effective and efficient problem solving

This particular position will focus on the development and deployment of the statewide development of a universal and progress monitoring assessment suite, as well as an early warning system.

This position will also work across divisions and departments streamline assessment guidelines to LEAs, charter schools and state operated programs in the elimination of 15 pt. discrepancy and alternative to discrepancy. This shift in focus requires all schools to collect, analyze and problem-solve multiple pieces of data to determine if a child is eligible for special education services under the category of Specific Learning Disability. To date this position does not exist at the agency nor can it be folded into an already existing position.

**5. What is the impact, if you do not contract for these services?**

The North Carolina Department of Public Instruction (NCDPI) has adopted an MTSS as the framework for total school improvement, therefore, beginning August 2015 the 5 year roll out plan for removal of the 15-point discrepancy and alternative discrepancy model for determining students with specific learning disabilities was implemented. Additionally, NCDPI is committed to developing a universal screening and progress monitoring assessment suite for local use to assist with total school improvement and individual student problem-solving. Without these services the continued required projects will not be developed, creating an insurmountable gap for LEAs, schools, charter schools, and state operated programs.

**6. If this contract is being paid with grant money, does the grant require the contracted services? Please describe the grant references to these contracted services, and give a synopsis of the grant. This is not paid for out of grant money**

**7. Will you use competitive bidding (e.g., RFP?) If yes, skip the remaining questions # 9 through # 12. No.**

**8. Are you using an IT Supplemental Staffing Convenience Contract or other type of convenience contract? If yes, please skip question # 10 and complete questions # 11 and # 12. No.**

**9. Do you plan to request sole sourcing for this contract? If yes, please complete and attach the required sole source justification memorandum. Sole sourcing is warranted whenever only one acceptable source can be found; sole sourcing should never be the first consideration. (Important: The approval of the DPI Section Chief for Purchasing and Contracts, and approval by the Division of Purchasing and Contracts or ITS Procurement Services is required for sole sourced contracts.) No.**

**10. Have you contracted with this vendor previously for related services? If yes, please list all contracts with this vendor during the last twelve months. No.**

11. How did you calculate the cost (e.g., what is the cost per hour and number of hours?) If the cost per hour is above the DPI maximum for that type of service per the New Service Contract Policies, please attach the required written permission granted by the Deputy Superintendent. The cost of this contract was calculated based on cost for salary and benefits.

12. Is this contract for information technology services?

No.

13. Is this contract for information technology services?

*This is not a contract for information technology services.*

14. If this is a personal service contract request, is the vendor/contractor a retiree?

Yes  No

If answer is yes, is individual a member of:

TSERS (Teachers & State Employees Retirement System)

Other (Please Explain) \_\_\_\_\_

Requisition No. RG 2116-7982

Budget Code: 0801-532199-180010511000

Signed: \_\_\_\_\_

Budget Representative

Date: \_\_\_\_\_

4/23/2018

Requisition No. \_\_\_\_\_

Approved: . Yes  \_\_\_\_\_

No  \_\_\_\_\_

Signed: \_\_\_\_\_

Supt./Deputy Supt./Appropriate CFO/CAO/CIO

Date: \_\_\_\_\_

4/19/18