

**EC Division Weekly Update**  
**October 7, 2020**

<b>Updates to the EC Division Padlet</b>
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<b>Items of Interest</b>
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**Message from Sherry Thomas, Director-OCS Discussion**

It has come to my attention that messaging may have occurred indicating I shared a plan with some Superintendents addressing changes to the OCS requirements this year. This was a miscommunication and did not come directly from me to these Superintendents. Please rest assured I will never communicate any plans for adjusted requirements for procedures to Superintendents or other groups without first communicating with you, EC Directors and EC Charter Coordinators.

I have begun a discussion internally on reviewing the need for adjustments to OCS work requirements again this year, but there is neither a policy amendment nor final plan at this time. Once we have fleshed this out internally, DAC will be asked to review and collect feedback from their regions, before going to the State Board of Education for approval.

Please continue to take good care of yourselves as you work to take care of others and lead the heavy task of ensuring all EC students are accessing their education during this most unprecedented time.

With kind regards,  
Sherry

**Supporting Social Emotional Learning for Students with Autism Spectrum Disorder**

In collaboration with the NCDPI Integrated Academic and Behavior Support Division and the Behavior Consultants, the NCDPI Autism Team is pleased to offer a 2-hour live webinar that will be held on October 29, 2020 from 2:00 p.m. - 4:00 p.m. This webinar is intended for Autism Support Team members and other staff members who support Social Emotional Learning (SEL) instruction.

Participants will increase their knowledge regarding core SEL instruction, how to utilize Evidence-Based practices to support SEL instruction for students with Autism Spectrum Disorder (ASD) and identify effective teaming structures to support the SEL needs of the whole child.

Participants will receive .2 CEUs at the end of the webinar. Registration can be accessed at <https://bit.ly/3dbbgVC>. The deadline to register is October 22, 2020. Once your registration is approved by the host, you will receive a confirmation email with instructions for joining the session.

**Update: Maintenance of Effort (MOE)**

- The Maintenance of Effort (MOE) Expenditures submission deadline has been extended to COB on November 13, 2020.
- We have not received notification of any exceptions to MOE due to COVID.
- The MOE Expenditure Section has been opened in the NCCCIP for all PSUs with an approved IDEA grant as of October 6, 2020.

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- Updates will be submitted every Tuesday and Friday to open MOE expenditures for newly approved IDEA grants. When the update is submitted, the NCCCIP system will change the grant status to “Revision Started”. At that point, the PSU will be able to enter MOE Expenditure data.

**\*\*Please direct any questions to your Fiscal Monitor.**

**October is PT Month!**

Celebrate your PTs and PTS and all their contributions.

A physical therapist has the brain of a scientist, the heart of a humanist, and the hands of an artist. Happy National Physical Therapy Month!



**PRC 29 Behavior Support Grants**

The PRC 29 grant allocation status will be updated in the CCIP system by Friday, October 9th. The allotted funding for 2020–2021 school year can be reviewed on the program details page in the CCIP system.

**NEW Consultant for SLD/ADHD**

The Exceptional Children Division is pleased to announce that **Kimberly Balcerek-Hash** has joined the Supporting Teaching and Related Services (STARS) section to serve as Consultant for Specific Learning Disabilities/ADHD. Prior to assuming this responsibility, Kim has devoted her profession to the teaching and learning of students with disabilities. Kim began her career as an elementary general education teacher and an EC Specialist for Curriculum and Instruction. For the past 24 years, Kim has taught students as an SLD resource teacher and SED itinerant and compliance case manager. Kim’s background also includes Instructor for Reading Research to Classroom Practice, Foundations of Math and Dyslexia Delegate. Kim is eager to collaborate with educators and directors across the state as we continue moving forward in the area of Specific Learning Disabilities and Dyslexia. Please join us in welcoming Kimberly Balcerek-Hash. Kim can be reached via email [Kim.Balcerek-Hash@dpi.nc.gov](mailto:Kim.Balcerek-Hash@dpi.nc.gov) or by phone 984-236-2651.

**OSEP Summit**

The Office of Special Education Programs (OSEP) is hosting a virtual summit focusing on strategies to attract, prepare, and retain effective personnel—general and special education teachers, early childhood personnel, and related services providers—who have the knowledge and skills needed to provide effective instruction, interventions, supports, and services to children with disabilities. This topic disproportionately affects children with disabilities and their families due to the many unfilled positions and high attrition rates among special education teachers, early childhood personnel, and related services providers.

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The 2020 OSEP Summit is an opportunity to bring together various stakeholders to explore potential strategies and innovative approaches to address this critical need. The virtual event will be held over three days and participants may register for each event individually or attend all three.

Registration is free and open for each of the three days (see links below). Please feel free to disseminate this information to all EC Staff, including teachers, leaders, and other providers who support students with disabilities. Additional information will be posted at the IDEAs that Work [OSEP Summit Website](#).

**2020 OSEP Summit Schedule**

Tuesday, October 27 3:00 – 4:30 P.M. ET	Panel on Attracting Effective Personnel	<a href="#">Register Here</a>
Wednesday, October 28 3:00 – 4:30 P.M. ET	Panel on Preparing Effective Personnel	<a href="#">Register Here</a>
Thursday, October 29 3:00 – 4:30 P.M. ET	Panel on Retaining Effective Personnel	<a href="#">Register Here</a>

**HB 1030**

As a reminder, under HB 1030, Consent for Release of Information to the Residential Schools for the Deaf and Blind, consent forms should have been distributed to parents or guardians by October 1, 2020. The next step in the process is to report any "yes" consents via the electronic reporting tool by November 30, 2020, which can be found here: [https://ncdpi.az1.qualtrics.com/jfe/form/SV\\_2mc84xmHzqoiVxz](https://ncdpi.az1.qualtrics.com/jfe/form/SV_2mc84xmHzqoiVxz). If your LEA receives no "yes" consents, that must also be reported using the same electronic tool at the link above. Should you have questions about HB 1030, please contact Sherri Vernelson, [sherri.vernelson@dpi.nc.gov](mailto:sherri.vernelson@dpi.nc.gov).

**Summer Programs 2020–21-NC DPI Accountability Division**

This memo addresses summer programs and EOC/EOG administration. This has been sent to all LEA Superintendents and Charter School Directors and is provided here as an FYI. **(ATTACHED)**

**2021 Governor's School**

Please see the memo regarding the 2021 Session of the NC Governor's School. **(ATTACHED)**

<b>NEW !! PK EC Items of Interest</b>
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**Upcoming Regional Preschool EC Coordinator Meetings**

Bi-annual Preschool Exceptional Children Coordinator meetings will be held from October 13th through October 28th. All meetings are virtual and Regional Representatives have shared registration links with Preschool Coordinators. If needed, please contact your Preschool EC Regional Representative, Dawn Meskil ([dawn.meskil@dpi.nc.gov](mailto:dawn.meskil@dpi.nc.gov)) or Keashia Walker ([keashia.walker@dpi.nc.gov](mailto:keashia.walker@dpi.nc.gov)) for more information.

**Office of Early Learning Google Site**

The Office of Early Learning [google site](#) now includes a landing page for the [Preschool Exceptional Children Program](#). This page is linked from the DPI website and is intended to allow quick access to existing resources

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and to contact information for the Preschool Exceptional Children Co-Coordinator as well as LEA Preschool Coordinators. Forthcoming pages include Preschool Title I and Head Start Collaboration Office.

**Integrating SEL in Early Learning Environments**

*Intended Audience: Preschool and Kindergarten Educators and Administrators*

10/15/20 @ 3:30, [REGISTER HERE](#)

This session is designed for Early Learning educators who want to learn more about integrating Social Emotional Learning (SEL) into their classrooms and standards-based curriculum. We will provide a quick overview of North Carolina's SEL implementation, including the five CASEL competencies, 3 Signature Practices (Welcoming Inclusion Activity, Engaging Strategies and Optimistic Closure) and additional selected Core SEL Practices. The new SEL Standards Mapping document for Early Learning will be explored, along with other resources that can support integration of SEL into any PreK-12 learning environment.

**New ECTA Resources**

- [Reaffirming Key Early Childhood Practices During a Pandemic](#)  
Key practices are presented in four broad areas: Partnering with Families, Family-Centered Service Provision, Effective Teaming and Collaboration, and Maximizing the Use of Technology. Each area also includes a set of questions for group discussion or self-reflection.
- [Resources and Strategies to Support Children with Disabilities and Their Families During COVID-19](#)  
The Coronavirus disease 2019 (COVID-19) has deeply impacted early childhood programs, children and families, and their communities. This resource, jointly created by the Office of Special Education Programs (OSEP), the Early Childhood Technical Assistance Center (ECTA), the Office of Head Start (OHS), and the OHS TA National Centers may be helpful when seeking guidance and resources to help leaders, services providers, teachers, support staff, children, and families during this re-opening and continuity of services.

**New Resource from the Head Start Early Childhood Knowledge and Learning Center**

- [Understanding Trauma and Healing in Adults](#)  
Explore this series to learn about trauma and how traumatic events can impact families and staff. Find information to guide your conversations with families. Use these resources to promote healing, resilience, and family well-being. When families know they are understood, they can be more engaged and responsive to support.

<b>COVID-19 RELATED INFORMATION</b>
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**Cleaning Reminder-Braille Signs**

Make sure that your cleaning routine includes signs which are in Braille. Because the novel coronavirus can linger on surfaces, students with visual impairments who depend on signs in Braille to navigate their schools may be at higher risk for contracting COVID-19. Administrators should remind sanitation personnel to clean and disinfect these signs as part of their regular cleaning routine.