

EC Division Weekly Update
October 14, 2020

Updates to the EC Division Padlet

StrongSchoolsNC Public Health Toolkit (K-12)

The FAQs for this document was last updated on October 12, 2020.

Items of Interest

October is Specific Learning Disabilities and Dyslexia Month!

The Exceptional Children Division wants to celebrate the recognition of Specific Learning Disabilities and Dyslexia this month with a collection of information and resources to support all students who have a learning disability/dyslexia. Please see the document ECD staff have provided. **(ATTACHED)**

K-3 Formative and Diagnostic Assessment Data Sharing

Please see the link below to a memo titled K-3 Formative and Diagnostic Assessment Data Sharing, from Deputy Superintendent, Dr. David Stegall and Director of K-3 Literacy, Dr. Tara Galloway. This memo was released to the field on 10/9/2020. [K-3 Formative and Diagnostic Assessment Data Sharing.pdf](#)

Opportunity for Students:

The 8th Annual STEM Career Showcase for Students with Disabilities hosted by the NC Museum of Natural Sciences is coming November 17, 2020, from 1:00-3:30 pm. This year's showcase will be an entirely virtual experience that will feature remarks from a keynote speaker and the opportunity for students to connect with role models with disabilities who have thriving careers in STEM. Learn about how their lived experiences and diverse perspectives shaped their unique approaches to navigating and pushing boundaries in their fields.

As a reminder, the STEM Career Showcase for Students with Disabilities is designed for current middle and high school students performing at-or-above grade level.

ASL interpretation, live captioning and audio descriptions will be provided for the entire program and for each breakout room.

For more information about the showcase and to register, please visit:

<https://myemail.constantcontact.com/You-re-Invited--STEM-Career-Showcase.html?soid=1101739232095&aid=HIsBD7x3duI>

Child Find Materials

The Child Find Materials are currently being mailed out. Please contact Jamie Davis at Jamie.Davis@dpi.nc.gov if you have any questions or concerns.

AU Worksheet (new policy)

ECATS users are reporting that they are unable to find the temporary form + Tip Sheet for the AU Worksheet that reflects the policy requirements that went into effect in January 2020. Both documents are now posted on the ECATS page under [Tip Sheets](#).

EC Division Weekly Update
October 14, 2020

The previous AU Worksheet, reflecting the old policy in effect prior to January 1, 2020, is still posted under the new EC forms on the Division website. It will remain posted in the event an initial evaluation or reevaluation was initiated before January 1, 2020 and delayed as a result of school building closures.

DPI Encrypted Email

Please be reminded that information regarding the filing of a state complaint will be emailed to the LEA via encrypted email. This email typically comes from Danyelle Sanders, Support Staff in the Policy, Monitoring and Audit section. There are timelines associated with this communication, therefore, it is important these emails are opened upon receipt. Directions for opening encrypted emails from DPI are attached. **(ATTACHMENT)**

LEA Self-Assessment

Question 45 of the LEA Self-Assessment reads as follows:

Please share your LEA story about the impact of COVID-19, school closures, and remote instruction on students with disabilities. Share how your LEA has responded. You might describe improvement efforts that were cancelled, postponed, and/or transitioned to virtual means. You might describe any changes you have seen (e.g., perceptions, interest, effort, resource allocation) related to students with disabilities. You might highlight particular episodes of resilience and dedication by EC program staff and families.

The intent of this item was to:

- gather qualitative data for the North Carolina Department of Public Instruction (NC DPI) to analyze and ensure appropriate alignment to rapidly changing technical assistance and professional learning needs in light of COVID-19 and school closures.
- report aggregate data at *the state level* to the US Department of Education, Office of Special Education Programs (OSEP). These data are critical to account for changes in practices and policies that have impacted implementation and outcomes of the State Systemic Improvement Plan, as required by Indicator 17 of the State Performance Plan (SPP) /Annual Performance Report (APR). Additionally, these data will serve as a lever of advocacy for North Carolina to describe situations resulting from COVID-19 that may influence other SPP/APR indicator data reported to OSEP.

Given recent concerns from the field - this item will be omitted, and any data previously submitted will be excluded from analysis and reporting. However, NCDPI will be reaching out to develop a sample of respondents who are willing to participate in this data collection to achieve the intent of the item. As explained above, the data will only be used to inform action from NCDPI and to report aggregate and non-identifiable data to OSEP.

TIP Sheet for LEA Self-Assessment (LEASA)

Please see the [tip sheet for developing a precise problem statement](#) when completing your LEASA. Information to support completion of the LEASA can be [found here](#).

PK EC Items of Interest

- No New Information this week

EC Division Weekly Update
October 14, 2020

COVID-19 RELATED INFORMATION

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PRC 132 Allowable Expenditures

The EC division has received a number of questions about the purchase of hardware with PRC 132 funds. Hardware is not an allowable expense through PRC 132. However, please carefully review object code 411 and the general description for supplies and materials below. Equipment *may* be purchased under this code if it meets at least one of the conditions below. Whether a purchase meets at least one of these criteria must be determined by the Public-School Unit.

Information will be following next week concerning an additional allotment of PRC 118 that could be used for hardware purchases.

SUPPLIES AND MATERIALS (400)

A supply item is any article or material which meets any one or more of the following conditions: 1) it is consumed in use; 2) it loses its original shape or appearance with use; 3) it is expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to replace it with an entirely new unit rather than repair it (which is not true of equipment); 4) it is an inexpensive item, having characteristics of equipment, whose small unit cost makes it inadvisable to capitalize the item; and 5) it loses its identity through incorporation into a different or more complex unit or substance.

Object Code 411

Supplies and Materials Include all supplies, materials and workbooks used in the school system for instructional and non-instructional purposes. Examples of supplies: construction paper, crayons, pencils, pencil sharpeners, and other small unit cost equipment that meets the criteria for a supply item as outlined above. Examples of workbooks: map skills, handwriting, bookkeeping workbooks, etc. Include amounts expended for supplies and materials other than instructional supplies. (Expendable tools used in the garage and School Food Service should be recorded here.) Include amounts expended for periodicals and newspapers. A periodical is any publication appearing at regular intervals of less than a year and continuing for an indefinite period. Include amounts expended for audiovisual supplies and materials in the local school administrative unit. Include amounts expended for processing and cataloging books and materials in a school library. This would include kits and other supplies used for this purpose. Include amount for subscriptions to internet based educational resources and for the purchase of on-line educational media/materials used for the instruction of pupils.