

EC Division Weekly Update
March 3, 2021

Items of Interest

REMINDER: 2021 EC Director Webinars

All EC Director webinars will be held from 10:00-11:00 am. **Pre-registration is required for each webinar.** Click the individual links below, Choose Register for Event Status, enter the registration password below (specific for each meeting), click submit and enter your Name, Email, and LEA/Charter School name. (NCDPI for DPI staff)

April 20th EC Directors Webinar Link:

<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e1f999210fa157a2941d822270a7009d8>

Registration Password: BXfQT9EJY26

June 8th EC Directors Webinar Link:

<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e89dbd5c208e0f30e4b2996e5f8a0fe10>

Registration Password: BXfQT9EJY26

August 3rd EC Directors Webinar Link:

<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e4273998e2b630844bb013ea4a2afad21>

Registration Password: BXfQT9EJY26

October 12th EC Directors Webinar Link:

<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e16795cef6affeee7e5e27616999860ac>

Registration Password: BXfQT9EJY26

December 7th EC Directors Webinar Link:

<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e51724476daa5a74f59fc58a51e7a371d>

Registration Password: BXfQT9EJY26

The American Council on Rural Special Education (ACRES)

The American Council on Rural Special Education (ACRES) holds an annual national conference every Spring. This conference features peer-reviewed presentations, meetings of the ACRES Board of Directors, and a business meeting with a report of activities to the membership. Attendance is FREE for all students and PreK-12 teachers! For all other attendees, please consider making a tax-deductible donation of at least \$25. A registration fee of \$100 will include a 1-year annual membership and a \$25 tax-free donation.

<https://www.acres-sped.org/annual-conference> **(ATTACHED)**

Personally Identifiable Student Information (PII)

As a reminder, personally identifiable student information (PII) should not be emailed or sent electronically unless it is secured (encrypted). Please see the document explaining how to handle PII. In ECATS, it is best practice for student level questions to submit a ZenDesk ticket. If you need to reach out to an individual consultant, only send the student ID. Consultants will not respond to emails with PII in them and will request that a new request is made protecting student privacy. **(ATTACHED)**

EC Division Weekly Update
March 3, 2021

TA Document: Suspected Disabilities - Required Screening/Evaluations

This document has been a resource frequently made available by our Regional Monitoring Consultants. It is typically used to support IEP Teams with obtaining consent to conduct all required evaluations associated with a suspected disability. This resource has been updated to reflect the “evidence-based” language associated with specific learning disabilities. It will be posted to the EC Division website on the [ECATS page](#) and has been attached to this communication. **[ATTACHED]**

Tip Sheet: Printing Reports in NCEES for EC Course Verification

This resource is being provided in response to requests from PSUs regarding tracking staff participation in Professional Development Courses made available in NCEES. This will be particularly helpful if PSUs have elected to use NCEES to have staff complete the required training videos associated with the statewide corrective action. **[ATTACHED]**

IDEA Maintenance of Effort (MOE)

IDEA Maintenance of Effort (MOE) is a requirement for all PSUs and must be completed and met annually. IDEA Maintenance of Effort expenditures were due on November 15, 2020. The grant was reopened for MOE submission on January 15, 2021 for all PSUs who did not submit by the November 15, 2020 deadline. All remaining IDEA Maintenance of Effort expenditures must be submitted in the NCCCIP platform by the close of business on March 10, 2021. Failure to do so could result in delay of access to future federal funding.

EC Office Hours: REMINDERS

Topic: Services Students with Disabilities in Local Jails (Optional)

Monday, March 8, 2021

9:00am-10:00am

Join [HERE](#) - or- <https://ncgov.webex.com/meet/leigh.mobley>

Hosted by: Leigh Mobley and Glendora Hagins

Topic: Serving Students with Disabilities in Private Facilities (Optional)

Monday, March 15, 2021

1:00pm-2:00pm

Join [HERE](#) -or- <https://ncgov.webex.com/meet/glendora.hagins>

Hosted by: Glendora Hagins and Elizabeth Millen

Topic: Statewide Corrective Action - General Monthly Check-In (Optional)

Friday, March 26, 2021

9:30am-10:30am

Join [Here](#) -or- <https://ncgov.webex.com/meet/carolann.hudgens>

Hosted by: Carol Ann Hudgens, EC Division and IABS Staff

School Mental Health Update

In compliance with [Session Law 2020-7](#), the NC State Board of Education adopted [SHLT-003: School-Based Mental Health Policy](#) in November 2020. The legislation and policy require K-12 public school units to adopt and to implement a school-based mental health plan which includes a mental health training program and a suicide risk referral protocol. NCDPI has developed resources to support local implementation of the policy and will continue to add to these supports at:

EC Division Weekly Update
March 3, 2021

[resources/k-12-standards-curriculum-and-instruction/programs-and-initiatives/nc-healthy-schools/school-mental-health-policy](#)

You can also quickly locate the web pages by typing nhealthyschools.org in your web browser.

Current resources on the site include a:

- template for the required improvement plan
- compilation of free, online content aligned to the mental health training program requirements
- suicide risk referral
- sample Memoranda of Understanding for use with community mental health providers
- FAQ

Questions about the policy and/or resources on the website can be directed to: Pachovia Lovett, NCDPI School Social Work Consultant, at pachovia.lovett@dpi.nc.gov

Vision Impairment

The Braille Authority of North America (BANA) issued a position statement clarifying the terminology used when referring to the official braille codes used for math and science content, Unified English Braille (UEB) and Nemeth. The position statement may be found at the here:

[http://www.brailleauthority.org/mathscience/Terminology for referring to brl in technical materials.pdf](http://www.brailleauthority.org/mathscience/Terminology%20for%20referring%20to%20brl%20in%20technical%20materials.pdf)

BANA recommends when distinguishing between the two braille codes used for math and science in the United States, that the words "technical" or "technical materials" not be used. The recommended terminology is, "UEB Math/Science" or "UEB with Nemeth", depending on the braille code specified in the student's IEP for math and science.

The Exceptional Children Division has used "UEB for Technical Materials" or "Full UEB" in the past. We will be updating our documents to reflect the appropriate change in wording.

While NC is a UEB state, meaning students new to learning Braille would begin learning UEB math/science, it remains an IEP Team decision as to the braille code the student will use.

Braille Literacy Grant Application

The NC Library for the Blind and Physically Handicapped have released a grant application to address the needs of children and/or adults in braille literacy. The deadline to submit is April 1, 2021 **(ATTACHED)**

Deaf-blind

The annual NC Deaf-blind census will be open until March 15. For LEAs that received a spreadsheet with the students registered last year, open the spreadsheet and select the appropriate status for each student in column one, save and return the password protected spreadsheet to Dottie Snyder,

Dorothy.snyder@dpi.nc.gov. For any LEA that has NEW students to report for this year's census, please

EC Division Weekly Update
March 3, 2021

complete the survey at this link: <https://bit.ly/NCDBcensus20-21SY>. LEAs who did not receive a spreadsheet and continue to have no students to register for the census, the survey also needs to be completed indicating the LEA has no students to report.

Hearing Impaired and Deafness

The Sensory Support and Assistive Technology Section needs to confirm the primary and secondary contacts that will receive the data collection spreadsheet with a list of students your LEA needs to report for the 2020-2021 school year. Thanks to those who have already responded. For those who still need to respond, please do so by Monday, March 8, 2021 at the following link: <http://bit.ly/HB317contacts>

We had hoped the HB 317 tutorial video would be ready to share today; however, we need an additional week to ensure it is accessible. Thank you for your patience.

For further reference, a memo on the 2020-2021 school year HB 317 data collection can be found in the February 10, 2021, EC Director Weekly Update communication.

Hearing Screening Policy

The NC Board of Examiners for Speech Language Pathology and Audiology (NCBOESLPA) has drafted a revised policy on hearing screenings that would clarify the current state statute to screen for hearing loss prior to a speech-language evaluation. The NCBOESLPA will be taking public comment on this policy revision through March 25, 2021. The policy is located here: <https://ncboeslpa.org/wp-content/uploads/Hearing-Screening.pdf>.

The NCBOESLPA has also provided a document listing feedback that has already been submitted regarding this policy revision. That document may be found here: <https://ncboeslpa.org/wp-content/uploads/Comments-General-Points.pdf>. The Exceptional Children Division encourages all LEAs to review the policy revision and the feedback. If there are concerns about the policy revision not already listed on the feedback document, you are encouraged to contact Denise Brown at dbrown@ncboeslpa.org.

Recruitment and Retention Summit

The date for the biennial Recruitment and Retention Special Educators Summit has been set for March 26, 2021. This link provides the agenda, keynote speakers, and breakout sessions: <http://bit.ly/RRSummit2021>. The Summit will be virtual this year and the target audience for this event is HR Directors, EC Directors, principals selected by the district, as well as NC Institutions of Higher Education.

Dr. Mary Brownell, Director of the CEEDAR Center, and Dr. Cathy Kea, Professor of Special Education at NC A&T University will be the keynote speakers. Additional leaders from NC and across the country will present and lead breakout sessions.

EC Division Weekly Update
March 3, 2021

The registration deadline is 5:00pm on March 10, 2021. Use this link:

https://ncdpi.az1.qualtrics.com/jfe/form/SV_eE6iRzz5dbrgU6y

Additional information is available at the link below:

[Recruitment and Retention Summit Memo 1-26-2021 .pdf](#)

If you have any questions, please contact Carol Moffitt at (984) 236-2590 or carol.moffitt@dpi.nc.gov

Corrective Action

Technical Assistance Materials Statewide corrective materials have been made available through the shared drive (<http://bit.ly/SEAcAFolder>).

Local leaders should continue to access this drive to support local implementation of required corrective action. The only new items that will be posted to this location will be the FAQs from the EC Office Hours. The FAQs will be posted within five to ten business days after the scheduled EC Office Hours.

MTSS LiveBinder

The purpose of the NC MTSS LiveBinder is to act as an implementation guide for NC districts and schools. Updates live on March 1, 2021, include the following:

- Revised Tab: “SLD Eligibility in an MTSS” tab has been renamed to “MTSS and Students with Disabilities”
- Resources formerly available on the “SLD Eligibility in an MTSS” tab are now located on the EC Division Webpage: SLD Policy and Resources
- New Tab: “Communication with Stakeholders”
- This tab includes parent communication resources including a template for Parent/Guardian Notification of Intervention and Resources for Parent Conferences
- Revised Resource: “Problem Solving Steps and Questions” resource updated to include the “Essential Questions to Ask During Problem Solving”

Occupational Course of Study (OCS) Work Hours Tip of the Week 2020-2021

OCS LiveBinder:

<http://www.livebinders.com/play/play?id=1996892>

Tip for the week:

Topic:	Tip:	Resource:
Week 14: communication; self-determination	Help students create a Biographical PowerPoint (PPT) presentation	See blue hyperlinks below
Activity: <ul style="list-style-type: none">● Consider utilizing the All About Me Templates to help students create a Biographical PowerPoint (PPT) presentation:		

EC Division Weekly Update
March 3, 2021

- Use the [sample template](#) or allow students to create their own plan using the [blank template](#) for their PPT presentation
- Student will create a slide for each topic identified in the template
- Encourage students to be creative by including music or by voicing over their slideshow to create a unique presentation
- Consider allowing students to share their presentations during virtual class time

Artifacts:

- Maintain a copy of the PPT presentation or notes version of the PPT presentation as an additional artifact

Remember: The virtual activities and documentation tools referenced in the OCS LiveBinder apply to School-Based, Community Based, and Paid Employment hours for School Year 2020-2021.

Review documentation of work hours guidance:

[Tips for Using the Documentation Tools](#)

Secondary Transition Tip Week 9

Tip for the week:

Topic:	Tip:	Resource:
Week 9: Transition Services (employment and post-school adult living objectives)	Understand the definition of employment and post-school adult living objectives as it relates to transition services*	Transition Services
<p>*Definition of employment and post-school adult living objectives as it relates to transition services:</p> <ul style="list-style-type: none">• employment and post-school adult living objectives are skills that focus on work-readiness, support access to adult services, and focus on skills necessary to work and live as independently as possible; see full definition and examples of employment and post-school adult living objectives: Transition Services: Definitions & Examples• see examples of transition services in Transition Webinar Notes• see domains for possible consideration Adolescent Autonomy Checklist <p>Review Transition Tip Week 3: Transition Services are a coordinated set of activities for a child with a disability that are:</p> <ul style="list-style-type: none">• designed to be within a results-oriented process, that is• focused on improving the academic and functional achievement of the child with a disability to• facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation• based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and Includes<ul style="list-style-type: none">➤ instruction,➤ related services,➤ community experiences,➤ the development of employment and other post-school adult living objectives, and, <p>(see link above to access the definition)</p> <ul style="list-style-type: none">➤ if appropriate, acquisition of daily living skills and functional vocational evaluation.		

EC Division Weekly Update
March 3, 2021

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

Remember: The purposes of *IDEA* include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.
[34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

Review Secondary Transition purpose and requirements here:

[Secondary Transition Purpose and Requirements](#)

PK EC Items of Interest

***No new items this week**

COVID-19 RELATED INFORMATION

***No new items this week**