



August 31, 2022

News !

Applications for Model Programming Sites for Autism Spectrum Disorder

The Autism Model Program Site (AMPS) initiative is intended to increase capacity in the implementation of an effective autism program to improve outcomes for students with Autism Spectrum Disorder (ASD). Using an Implementation Science framework, NCDPI autism consultants work collaboratively with selected Public School Units (PSUs) to leverage existing infrastructure and resources, such as the Autism Support Team, to address critical components of capacity building.

We are pleased to announce that a new cohort will be added for the 2022-2023 year. To begin the process of becoming an Autism Model Program Site, your PSU will need to complete the application as a team. Selected applicants will receive an additional \$3,000.00 in PRC 118 Autism funding to support the requirements of being a part of this initiative. Applications need to be submitted to Davina Elliott, davina.elliott@dpi.nc.gov no later than **September 27, 2022**.

The NCDPI Autism Team will hold two optional informational sessions regarding this initiative and submission of the application. Join us either on **September 20, 2022, from 3:00 pm - 4:00 pm** or on **September 21, 2022, from 12:00 pm-1:00 pm**. Both sessions can be accessed at <https://ncgov.webex.com/meet/amanda.passmore>.

Please email asdteam@dpi.nc.gov with any inquiries. (ATTACHED)

Professional Learning Opportunity: Overview of Autism Spectrum Disorder

The Office of Exceptional Children has completed annual maintenance of the professional learning course, Overview of Autism Spectrum Disorder (ASD) and it has been republished in the NC Educator Effectiveness System (NCEES). In this self-paced course participants will analyze prevalence and achievement data to set the context of the importance for building educator knowledge and skills specific to understanding and serving students with ASD. They will also increase their knowledge of this complex disability, as well as its features and characteristics. Participants will receive 0.2 Continuing Education Credits at the end of the course. Click on this [link](#) to gain access to the course.

SY22-23 Regional Behavior Support Meetings

Registration for the 22-23 school year regional behavior support meetings is now open. These meetings are intended to support staff working with students with significant behavior, emotional and mental health issues and the PRC29 grant. The fall dates are set for September 7th 9:00-12:00 or September 29th 12:30-3:30. Please [use this link](#) to register for a meeting. To see all 22-23 dates, visit the [Behavior Support Page](#).

If you are a new director or have a new liaison/behavior support staff in your PSU you are invited to join our training for new liaisons/behavior support staff on September 1st, 9:00-12:00. Registration is not required. [Use this link to join the meeting.](#)

Call for Poster Presentations at the 71st EC Conference

Posters are a way to display and share innovative programs, practices, interventions, and research in the field of Special Education and Related Services for Exceptional Children. You are invited to submit a proposal to present your research or practice in the field. Selection will be based on a rubric. If selected, you will be asked to present during two designated 90-minute sessions on November 3rd. This is not intended for vendors or non-profit organizations to share their information but must be focused on educational research, programs, practices, methodologies, interventions and/or pedagogies. Current submissions will receive responses via



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email on **September 2, 2022**. We will stop accepting proposals on **Wednesday, October 5, 2022 at 5pm**. More information is available on the NC DPI EC Website.

Interpreter Coaching Project

The mentoring program for educational interpreters who do not currently satisfy the new requirements for employment passed by the State Board of Education July 1, 2021, is open. As a reminder, any educational interpreter working in a PSU who has an Educational Interpreter Performance Assessment (EIPA) score that is below a 3.5 is eligible to participate. Please register using the [EdTerpCoaching2021](#) link for all eligible interpreters. For questions, please contact M. Antwan Campbell, antwan.campbell@dpi.nc.gov.

Items of Interest

Program Compliance Cohort 2.0

The Office of Exceptional Children (OEC) would like to provide a new training opportunity for personnel that support the local EC Director by offering the Program Compliance Training Cohort. The cohort is intended to provide equitable opportunities to members of the local EC Leadership Team tasked with supporting the EC Director with administering and supervising local special education programs regardless of specific job title (Program Specialist, Compliance Specialist, etc.).

EC Directors should review the session topics and decide the most appropriate participants. EC Directors may select new participants or continue the professional learning opportunity for participants from Program Compliance Cohort 1.0. Each EC Director may select up to 3 participants for the cohort by completing registration through Qualtrics at https://ncdpi.az1.qualtrics.com/jfe/form/SV_80NxsgXGiyf67Q. The sessions will be held virtually on Wednesdays from 9 a.m. to 12 p.m. Participants can earn up to 3.0 CEUs for attending and participating in all sessions. **Registration closes on Wednesday, September 21, 2022, at 6:00p.m.**

Please see the *Program Compliance Cohort 2.0 Planning Document* for the goals, FAQs, registration, and session dates/topics. **(ATTACHED)**

EC Processes and ECATS Courses

The OEC has compiled responses to frequently asked questions for access to EC Processes and ECATS Courses through NCEES, printing transcripts/certificates, and contact information for troubleshooting technical issues. The FAQ is included. **(ATTACHED)**

Multilingual Learners with Identified Learning Disabilities

NCDPI Multilingual Learner/ Title III is offering a professional learning opportunity through WIDA (World-Class Instructional Design and Assessment) titled [Considerations When Educating Multilingual Learners With Identified Learning Disabilities](#). The course consists of 5 self-paced modules and 1 online meeting or additional module. Details, timeline, and registration can be found in the document in the link. The registration deadline for this opportunity is September 5th.

Demystifying Dyslexia

The EC Division provides the opportunity to engage in the professional learning course, Demystifying Dyslexia, virtually. This course is an introduction to dyslexia and provides educators information regarding evaluation, identification, and education of students with dyslexia. **(ATTACHED)**



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SLD Quick Access Resource Reference

To assist in easily locating frequently requested resources and information regarding SLD, a [one-page document](#) has been created which provides direct links to those resources. Please share it widely with general and special educators, school leaders, practitioners, related services, problem-solving team members, and others in the field as needed in the work encompassing students with SLD.

Implementing an Instructional Model in the Evaluation & Identification of Specific Learning Disabilities

Available research indicates a high level of error and lack of evidence associated with historical cognitive discrepancy methods of SLD identification. From the perspective of prevention and timely intervention, the *NC adopted instructional model* is best supported by existing research and establishes consistency in defining, evaluating, and identifying students with learning disabilities.

In response to requests from school leaders and practitioners for improved access to state level training on this model, this self-paced course is designed for, and made accessible to, all educators. The course content and application exercises are intended to improve educator (both general ed/special ed) understanding of how learning disabilities are defined, as well as allow for practice in applying equitable and effective approaches to evaluation and identification.

This [publication](#) resource provides additional details and registration for the course. The [Facilitation Guide](#) is a resource to provide structure, pacing, and collaborative opportunities when framing the course as a group study session for school teams.

New Resource for OT and PT

We are pleased to share a new resource: [Leveraging Occupational Therapy and Physical Therapy within MTSS for Student and Staff Success](#), located in the [NC MTSS Implementation Guide 2.0 LiveBinder](#). We hope these resources will encourage occupational therapy (OT) and physical therapy (PT) practitioners to expand their involvement in MTSS and demonstrate their unique value to support school improvement. Practitioners, administrators, and school teams can employ these resources to advocate and promote the success of all students and staff. Our thanks to the individuals who shared their expertise and provided thoughtful input to improve these resources (see acknowledgements). Contact Bridgette LeCompte, bridgette.lecompte@dpi.nc.gov, and/or Laurie Ray, laurie.ray@dpi.nc.gov with any questions/comments.

Federal Reporting Office Hours

As a reminder, the Federal Reporting Office Hours are open at 10:00 AM and 2:00 PM on the first Wednesday of each month. Please contact Khalilah O'Farrow-Boulware at: khalilah.ofarrow@dpi.nc.gov if you have any questions. To join in and ask any questions about upcoming federal reporting, please use the following link: <https://ncgov.webex.com/meet/khalilah.ofarrow>.

2022 Child Find Materials

Child Find materials are being processed at this time and will be mailed out by the end of September. For any questions, please contact Jamie Davis at Jamie.Davis@dpi.nc.gov.

Maintenance of Effort (MOE) Training

MOE Training will be offered on the following dates:

Monday, September 19th - 1:00 p.m. – 2:30 p.m.

Registration Link: <https://ncgov.webex.com/ncgov/j.php?RGID=rc04174aff0369b15631d83cfe506aa0b>



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Thursday, September 22nd - 9:30 a.m. – 11:00 a.m.

Registration Link: <https://ncgov.webex.com/ncgov/j.php?RGID=rcd1b3943d3b41f97c2a84798228f3cc4>

Please use the links to register. You only have to attend one session. The Fiscal Consultants will review the requirements for MOE and discuss the allowable exceptions. If you have any questions about registration, please contact Jamie Davis (jamie.davis@dpi.nc.gov).

Deaf Awareness Day - WNC Nature Center

The Division of Services for the Deaf and Hard of Hearing is hosting Deaf Awareness Day at the Western North Carolina Nature Center in Asheville on September 13. For more information, [view the flier](#).

#NCSignsTHAT Kick-off

September is Deaf Awareness Month! The Division of Services for the Deaf and Hard of Hearing is hosting a guest speaker on September 1, 2022. For more information, [view the flier](#).

UNC-G - Add-On Licensure in Deaf and Hard of Hearing

The University of North Carolina at Greensboro has created an add-on licensure program for those seeking licensure in Deaf and Hard of Hearing (Deaf Education). Learn more about this licensure add-on by [viewing the website](#). For more information regarding remote participation and possibly remote participation, please contact [Claudia Pagliaro](#).

Assistive Technology Expo

NCDPI and NCATP are pleased to share this year's agenda for the 2022 Virtual AT Expo, September 29th, 2022 (9:00-4:00). There will be some exciting demonstrations as well as testimonials from the field and invite you to spend the day learning more about possible AT solutions. Please register at [NCDPI/NCATP 2022 Virtual AT](#). Expo CEUs will be available for participants who can participate for the full day. See the attached PDF for more details. **(ATTACHED)**

Free Assistive Technology Webinars

Please see the linked list of [free webinars for Assistive Technology \(AT\)](#) to find a list of options around a variety of different AT and accessibility topics for the month of September.

ICYMI

Effective Mathematics Instruction for Students with Significant Cognitive Disabilities

The Office of Exceptional Children is pleased to offer Effective Mathematics Instruction for Students with Significant Cognitive Disabilities series. This course aligns the Foundations of Math with the Extended Content Standards. It is a four-day offering in which three days are devoted to participants learning Evidence-Based Practices in Mathematics specific to the Components of Number Sense, assessing students with significant disabilities on these skills, and how to deliver instruction based on those assessment results. The fourth day integrates understanding the extended content standards and connecting the standards to the newly learned mathematical concepts. Participants will attend days one and two, then break for a period in order to apply the content with students in which they work, before returning for days three and four. At the end of this series participants will be awarded 3.0 CEUs. Participants must be able to attend all sessions and partial credit will not be awarded. Attendance is limited to the first 30 registrants for each location. Please register through this link: https://ncdpi.az1.qualtrics.com/jfe/form/SV_02ulZRPgkVBpmPc. If you have any



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questions, please contact Matthew Martinez at matthew.martinez@dpi.nc.gov

Sessions:

Each session will be from 8:30-3:30.

Location: Asheville, NC

Dates: September 20-21 and October 5-6, 2022

Registration Closes: September 6, 2022

Location: Greensboro, NC

Dates: September 28-29 and October 26-27, 2022

Registration Closes: September 14, 2022

Location: Lillington, NC

Dates: March 21-22 and April 18-19, 2023

Registration Closes: March 7, 2023

Location: Wilmington, NC

Dates: March 29-30 and April 26-27, 2023

Registration Closes: March 15, 2023

OCS Work Hours Requirement for 2022-2023

Work experience is a research-based strategy for building job readiness skills and improving post-school employment outcomes for students. The SBE approved a virtual option for students on the OCS pathway while COVID19 precautions were in place. This is a reminder the virtual option is no longer available, and all students are expected to participate in Face-to-Face work experiences during the 2022-2023 School Year. When planning and implementing the work experiences activities, both within the school building and within the community, please follow the safety requirements established in the NC Governor's Orders, CDC guidance, and local policy and practice to maintain safety of students and staff.

Students appropriate for the Occupational Course of Study learn best from hands-on learning and explicit instruction with opportunities for additional practice and generalization. The following resources will provide additional considerations and guidance for planning and implementing appropriate work hours activities and providing instruction:

- [OCS LiveBinder](#) (see *Work Hours Requirements* tab)
- [Teachers Resources for Instructional Strategies](#)

Federal Reporting

- **Exit Count**

All Public-School Units are responsible for certifying the Child Exit Count: September in ECATS. The certification schedule for the Exit Count opens September 15, 2022 and is due by close of business September 30, 2022. Please see memo. **(ATTACHED)**

- **Indicator 11**

All Public-School Units are responsible for certifying Indicator 11: Child Find in ECATS. The certification schedule for Indicator 11 begins October 3, 2022 and is due by close of business October 31, 2022.



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- **Indicator 12**

Indicator 12 must be submitted via spreadsheet by all Traditional Public-School Units prior to the due date of October 31, 2022. Charter Schools and State Operated Programs do not need to submit an Indicator 12 spreadsheet this year. The Indicator 12 spreadsheet can be accessed from the ECATS Reporting website at: <https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/every-child-accountability-tracking-system-ecats/reporting>. Please email all completed Indicator 12 spreadsheets to ecindicators@dpi.nc.gov.

- **Indicator 14**

Selected Public-School Units are responsible for documenting post school outcomes survey data in ECATS for each student that graduated, dropped out, received a certificate, or aged out during the 2020-21 school year as reported in the 2020-21 Exit Report. **All Post-School Outcome survey data are to be entered in ECATS by September 16, 2022.** Your cooperation in meeting the deadline for data submission is greatly appreciated. The ECATS Reporting site has access to multiple resources on Indicator 14, including the recorded Indicator 14 training session. You can access these resources from the following link: <https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/every-child-accountability-tracking-system-ecats/reporting>

- **Important Federal Reporting Reminder: Submission Timeliness**

If your district does not certify the data required for Indicators by the due date, your data may be certified by state staff. The integrity of the data is always at risk when the Department of Public Instruction must finalize the data for your district.

- **Information from Monday Message – 08/29/2022**

[Monday Message 8.29.22.pdf \(govdelivery.com\)](#)

Grant Information

- **IDEA Funds and Overtime Pay**

Overtime pay for classified employees is an allowable expense in federal grants. For the classified employee to receive overtime pay out of federal funds the employee is required to be serving students with disabilities 100% of the time. If the employee is serving non-disabled students in any capacity, then the overtime cannot be paid out of federal funds.

- **Special Grants Training**

If you were unable to attend the Special Grants Training or just need a refresher, please click [here](#) for the recorded session and PowerPoint. **Special Grant applications will open on September 2, 2022.**

- **2023 IDEA Grant for New Charter Schools**

Charter schools opening for the first year in 2022-2023, will be trained on the IDEA Grant application in early December 2022. The application will open for submission after the mandatory training. A due date for the submission will be determined when the planning allotments for the new charter schools are released by DPI School Business.

- **IDEA Grant and Budget Update**

The Object Code 122 EC-Salary-Interim Teacher-Non-Certified has been removed from the Chart of Accounts for all federal EC Funds. EC Teachers paid from federal funds are required to hold licensure in Exceptional Children.



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PK EC Items of Interest

NCDHHS Launches New Integrated Early Childhood Data Dashboards

New interactive online dashboards show how North Carolina's children from birth to age 5 receive services like child care, food benefits and protective services, providing insight into program successes and elevating continued needs. The dashboards use data from the [North Carolina Early Childhood Integrated Data System](#) (NC ECIDS) and reflect the North Carolina Department of Health and Human Services' commitment to comprehensive child and family well-being. Making the data easily accessible and relevant for use by policymakers, researchers, communities and families will support investments and decisions that foster equity.

Action Items/What's Due?

PRC 118 Autism Funding Request for Funding

The Office of Exceptional Children allocates PRC 118 Autism (AU) funding to assist Public School Units (PSUs) to increase capacity in the implementation of an effective autism program to improve outcomes for students with Autism Spectrum Disorder (ASD).

There are two levels of support and funding available, General Support or Team Support. PSUs can choose which level based on their priorities regarding autism programming and in alignment with their LEA Self-Assessment.

The General Support level will allow PSUs to access ASD specific professional learning (PL) for the purpose of increasing educators' knowledge and use of evidence-based programming in the provision of services to students with ASD.

The Team Support level is available for PSUs to:

- Access PL for the purpose of increasing educators' implementation of effective services to students with ASD.
- Develop or maintain an Autism Support Team (AST) with the skills needed to provide support within the PSU.
- Provide PL and ongoing support (including but not limited to consultation, coaching, PLCs, etc.) within the PSU.

Funding amounts allocated will be dispersed in a lump sum based on PSU Average Daily Membership (ADM). A memo outlining acceptable use of funding will be disseminated when allocations are disbursed.

- Review these linked documents that provide details regarding [General Support](#) and [Team Support](#).
- Prepare for your Request for Funding by reviewing and planning responses for these Questions:
 - [General Support Questions](#)
 - [Team Support Questions](#)
- Complete your [Request for Funding Form](#) by September 19, 2022.

The NCDPI Autism Team will be holding informational webinars for PSUs to attend if they have questions regarding submission of their Request for Funding. These webinars will be in the format of a question-and-answer session and are scheduled for:

- August 30, 2022 from 12:00 p.m. - 1:00 p.m.
- August 31, 2022 from 3:30 p.m. - 4:30 p.m.

You can access either session at <https://ncgov.webex.com/meet/nancy.childress>



EXCEPTIONAL CHILDREN
NC Department of Public Instruction

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Questions regarding PRC 118 Autism Funding may be directed to asdteam@dpi.nc.gov.

September Calendar Items

☐ September 22, 2022: Last day to [register](#) for Program Compliance Cohort 2.0