

**EC Division Weekly Update  
February 3, 2021**

**Updates to the EC Division Padlet**

**\*No new information was added this week.**

**Courtesy Reminders/Information: Statewide Corrective Action**

**Reminders:**

- If your LEA has clarifying questions regarding the release of this week's TA Package #2, please submit them using the link inside of the Corrective Action Checklist.
- There will be an EC Office Hours on Friday to respond to the questions submitted via the question link and discuss others as time permits. The meeting link can also be found in the Corrective Action Checklist. No registration is required. Click the link at the beginning of the scheduled office hours to join.

**Supplemental Technical Assistance Materials:**

It was requested that the EC Division consider uploading the two required technical assistance videos (*Revisions to MTSS Materials* and *Suspected Disability and Lack of Appropriate Instruction*) to CANVAS for increased flexibility in completing this corrective action item. This request has been honored and a course containing both videos is in CANVAS and NCEES; however, it will not be published until Monday, February 8th. The delay is only to ensure that local leaders have an opportunity to ask clarifying questions during Friday's EC Office Hours and provide the EC Division the opportunity to make any adjustments to the videos if clarifying questions warrant further action.

There will be a statewide memo issued on Monday with the details of how to locate the course. The course is not intended to create additional requirements and is limited to the two videos, a minimal exit "quiz" and a google form that provides the participant evidence of completion - all of which are internal required components for posting a course. The two videos combined are approximately :30 minutes total. Therefore, navigating the CANVAS platform and completing the two videos is expected to be a total of less than :45 minutes.

**EC Division Weekly Update  
February 3, 2021**

**Items of Interest**

**Tip for the week:**

Topic:	Tip:	Resource:
<b>Week 5: Postsecondary Goals</b>	<b>Ask critical questions to determine the student's Postsecondary Goals</b>	<a href="#">Post-Secondary Goals</a>

**Review Tip Week 2:**

Always verify that the IEP contains appropriate measurable postsecondary goals addressing education or training, employment, and, as needed, independent living.

- The required goals are present, measurable and will occur after high school.
- **Addressing the individualized needs of each student requires ongoing conversations with students, families, and appropriate school staff and continued exploration, review, and updating of transition assessment data; ask these questions to help establish appropriate measurable postsecondary goals (PSG):**
  - What unique needs of the student need to be considered when identifying the PSG?
  - Where does the student say he/she will work (career goal after they graduate from postsecondary school/training or career they enter directly after graduating from high school)? This information will help establish their Employment PSG. This information may require further exploration and discussion if the student's skills, abilities, and interests do not match their identified PSG.
  - What additional education is needed after high school to support the student in their career-Employment PSG? Four-Year College or University, Two-Year College or Community College, or On-The-Job Training? What specific focus of study and/or degree will help the student reach their Employment PSG? This information will help determine their Education/Training PSG. This information may require further exploration and discussion if the student's skills, abilities, and interests do not match their identified PSG.
  - Where does the student say he/she wants to live after high school? This information will help establish their Independent Living PSG. This information may require further exploration and discussion if the student's skills, abilities, and interests do not match their PSG.
  - What skills are required for each of the student's PSG? This information will help identify individualized Transition Services and IEP Goals necessary to support the student in reaching their PSG.
  - What other questions can you ask the student to help establish appropriate measurable PSG? Including the student in the planning process helps build their self-advocacy skills (speak and act on their own behalf) and self-determination skills (decision-making that affects their life).
  - What other questions can you ask families and/or other school staff to help establish appropriate measurable PSG? This process requires ongoing conversations with students, families, and appropriate school staff and continued exploration, review, and updating of transition assessment data to develop an individualized efficient and effective transition plan.

See also NCDPI Canvas Course:

**4b-EC Process and ECATS: Postsecondary Transition**

**EC Division Weekly Update**  
**February 3, 2021**

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: [Purpose and Requirements of Secondary Transition](#)

**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:**

<b>Topic:</b>	<b>Tip:</b>	<b>Resource:</b>
<b>Week 10: Career Exploration &amp; Planning</b>	<b>Help students identify their talents and develop a plan for their future</b>	<a href="#">ExploreWork.com</a>

**Activity:**

- Consider using activities from the Explore Work website contained in the link located in the resource box above.

**Choose activities related to:**

- Career Planning and Job Exploration
- Workplace Readiness
- Your First Work Experiences
- School Beyond High School
- Self-Advocacy

**Each topic area contains:**

- (1) Lessons
- (2) Videos
- (3) Journal/Self-Reflection Activities

**Artifacts:**

- Consider allowing students to help determine the artifact for each activity as they reflect upon and respond to:
  - (1) what they learned/what questions were answered from the activity, and
  - (2) what questions weren't answered/what they need to specifically research in more detail to answer their questions
- Maintain a copy of the Journal/Self-Reflection for each lesson 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](#)

**EC Division Weekly Update  
February 3, 2021**

**Deaf-blind Census**

This is just a reminder that the NC Deaf-blind Census will launch on February 15, 2021, and close on March 15, 2021. Next week, a memo with instructions will be distributed to EC Directors. Note that a student does NOT have to be eligible in the category of Deaf-blind to be eligible for the census. In fact, most students who qualify for the census have multiple disabilities. Please work with your teams to ensure that any student who may be eligible for the NC Deaf-blind Census is registered so teachers and families can benefit from the many free resources and supports offered by the NC Deaf-blind Project. If you have specific questions related to the NC Deaf-blind Census, they may be directed to Dorothy Snyder at [dorothy.snyder@dpi.nc.gov](mailto:dorothy.snyder@dpi.nc.gov).

<b>PK EC Items of Interest</b>
--------------------------------

The [National Center for Children's Vision and Eye Health](#) at [Prevent Blindness](#)

This organization is currently trying to understand the role of vision in the assessment process for special education. We are seeking input from Head Start, school nurses, public health, school special education staff, and others who work with children aged 3 through 8 years who are being assessed for special education services. We want to learn about your processes for assessing vision, vision screening training, how referrals to eye care are made, and the kinds of professional education materials that the National Center for Children's Vision and Eye Health can develop. Please distribute this [survey](#) widely. It should take 15 minutes to complete. Please complete the survey by February 15.

<b>COVID-19 RELATED INFORMATION</b>
-------------------------------------

**\*No new information to add this week.**