Updates to the EC Division Padlet

*No new information has been added this week

Message to EC Directors/Charter Coordinators

EC Directors/Charter Coordinators,
I want to express my appreciation and gratitude to you on behalf of the Division for the hard work and dedication you continue to exhibit every day, but especially during these eleven months of COVID impact. We at the EC Division recognize you are overloaded with demands, requirements, adjustments, and actions that are being generated from your LEA, other departments at NC DPI, and through state actions such as Executive Orders. Please know we are working diligently to provide as much flexibility as we can on items that come from our Division. We, too, are juggling deadlines and requirements of which we have limited to no control, that are state legislated or federally generated. Above all, we truly are here to support you and your LEA in any way we can, as you continue to provide services to our students with disabilities.

In particular, I want to provide some additional clarification regarding several items:
1. *The timeline for the SEA corrective action was adjusted this week (Corrective Action Update, Monday 2/8/21) to provide LEAs with more flexibility in scheduling and completing the required tasks. Please make sure you've reviewed that memo along with the uploaded documents and shared accordingly with staff, as needed.*
2. *Carol Ann Hudgens will continue to offer Office Hours around the Corrective Action each Friday in February.   This is an opportunity for you to ask questions as needed. Again, this is not a requirement, but an offering of support and guidance from the EC Division.*
3. *I will have the opportunity to further clarify the SEA Corrective action and requirements with Superintendents and Charter Leaders during their monthly call next week. My goal is to help with understanding and provide clarification.*
4. *Finally, the invitation from your Regional Coordinator to discuss your LEASA was just that--an invitation. This is not a compliance requirement by any means, as the intent has always been for LEA reflection, root cause analysis and planning steps for growth from the LEASA. If you would like a conversation, great, please sign up as staff are ready to support you and problem-solve as needed. If you don't, there will be no pressure, nor any follow up. It is clearly a choice and completely your decision.*

I hope this helps clarify some of these recent items for you. If you have any questions, please feel free to reach out to me directly.

Take good care of you, your family and your team!
Sherry

Items of Interest

Policy Book: *NC Policies Governing Services for Children with Disabilities*
The policy book is currently being revised to correct technical errors (numbering, etc.) and merge the AU and SLD policy addendums. Additionally, the required technical corrections related to the Statewide Corrective Action plan is scheduled for State Board Approval in March. We anticipate that the new policy book will be made available online and through NCDPI Publications late March or early April.

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.

HB 317 Data Collection
Due to COVID-19, the House Bill 317 Data Collection for Students who are Deaf or Hard of Hearing was paused for the 2019-2020 school year. Data collection will resume for the 2020-2021 school year. The attached memo outlines the timeline for this year's collection. If you have any questions, please contact your Regional Consultant for Deaf and Hard of Hearing or the SSAT Section Chief, Sherri Vernelson, sherri.vernelson@dpi.nc.gov. **(ATTACHED)**

Annual Deaf-blind Census
February 15, 2021, marks the opening of the annual Deaf-blind Census as required by our federal grant. The attached memo contains valuable information about the reporting timeline. If you have any questions, please contact Dottie Snyder, dorothy.snyder@dpi.nc.gov; Sherri Vernelson, sherri.vernelson@dpi.nc.gov; or, Dreama McCoy, dreama.mccoy@dpi.nc.gov. **(ATTACHED)**

LEGO Bricks
In the fall, if you filled out the survey from NC American Printing House for the Blind to receive LEGO Bricks, then you received those bricks. Here is a link to a series of webinars for education professionals who use the LEGO bricks for student instruction. Please pass this along to your Teachers of the Visually Impaired or other professionals who could benefit.
https://nyc3.digitaloceanspaces.com/aph/app/uploads/2021/02/01100015/LEGO-Webinar-Teasers-2021.pdf

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 11: Employability Skills	**Help students understand employability skills, identify their strengths and needs, and develop a personal plan of improvement related to the employability skills categories**	**NC-NET-Employability**
Activity: ● Consider utilizing the NC-NET Employability Resource Tool Kit to develop lessons related to the following modules as appropriate to meet the needs of your students: ○ **Interpersonal Skills and Teamwork**		

    ○   **Communications**
    ○   **Integrity and Professionalism**
    ○   **Problem Solving and Decision Making**
    ○   **Initiative and DependabilityInformation Processing**
    ○   **Adaptability and Lifelong Learning**
    ○   **Entrepreneurship**

Each topic area contains:

(1) PowerPoint Slides

(2) Teaching Resources

Artifacts:
- Consider allowing students to help determine the artifact for each employability skills activity as they reflect upon and respond to:
  (1) what they learned/what questions were answered from the activity;
  (2) what questions weren't answered/what they need to specifically research in more detail to answer their questions;
  (3) what their personal strengths are for each of the employability skills categories;
  (4) what their personal needs of improvement are for each of the employability skills categories;
  (5) what action steps are needed to improve their skills in each of the employability skills categories.
- Maintain a copy of the student's self-reflection to the five prompts above for each module topic completed by the student as an additional artifact

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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

Clarification on credentials required for Speech-Language Pathologists to bill Medicaid
Recently DPI and PCG have received a large volume of inquiries regarding the credentials required for a Speech-Language Pathologist (SLP) to bill Medicaid so we provide this detailed clarification.
An SLP must hold a North Carolina Board of Examiners for Speech-Language Pathology and Audiology license and American Speech, Language, Hearing Association (ASHA) Certificate of Clinical Competence to bill Medicaid. A person who is in their Clinical Experience (CE) Year with the North Carolina Board of Examiners for Speech-Language Pathology and Audiology and/or Clinical Fellowship Year (CFY) with the American Speech, Language, Hearing Association may not bill directly. However, the supervising SLP may bill for the services provided by their clinical fellow. If you have further questions please contact the DPI Consultant for Speech-Language Pathology, Perry Flynn at pfflynn@uncg.edu.

PK EC Items of Interest

Preschool Data Displays
The FY19 state and local data displays for LRE, Transition and Child Outcomes have been added to the Early Learning Network Data Profile pages. Each landing page includes links to resources to support local review and

analysis. More information about technical assistance opportunities will be forthcoming. In the meantime, please reach out to Keashia Walker (keashia.walker@dpi.nc.gov) or Dawn Meskil (dawn.meskil@dpi.nc.gov) with any questions.

COVID-19 RELATED INFORMATION

Please review the Updated-StrongSchoolsNC Public Health Toolkit (2.2.21) document.

Click here to review the StrongSchoolsNC Public Health Toolkit.