

EC Division Weekly Update
February 17, 2021

Updates to the EC Division Padlet

*No new information has been added this week

Items of Interest

Extraordinarily Exceptional Educators

The Winter Edition of the Extraordinarily Exceptional Educators is now live on the EC Division Website. Thank you for your submission(s). We are honored to recognize these exceptional professionals. Please [click here](#) to go directly to the virtual recognition board. Please note, based on the photo submitted and the amount of editing/resizing that needed to be completed an image may appear less than optimal. For any photo that was not submitted or could not effectively be edited/resized, a screenshot of the district logo was substituted.

Deaf-blind Census

The NC 2021 Deaf-blind Census is underway. If you registered students last year, you should have received your spreadsheet to update if the student(s) continue to be eligible for the census. If you have new students to report for this year, please complete the Qualtrics survey at this link: <https://bit.ly/NCDBcensus20-21SY>

If you do not have students to report, please complete the same Qualtrics link as above. Once you check that you have no students to report, you will be taken to the end of the survey.

ALL LEAs should use the Qualtrics link above to add new students or indicate that you have no students to report by March 15, 2021.

Any questions may be directed to Dottie Snyder, dorothy.snyder@dpi.nc.gov, or refer to the memo that was released in the February 10 weekly update and can be found in the EC Director's Padlet.

Recruitment and Retention Summit

The date for the biennial Recruitment and Retention Special Educators Summit has been set for March 26, 2021. 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.

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

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

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

Questions should be directed to Carol Moffitt at (984) 236-2590 or carol.moffitt@dpi.nc.gov

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 12: Soft Skills	Help students understand soft skills and develop a personal plan of	DOL-Soft Skills Videos

EC Division Weekly Update
February 17, 2021

	improvement related to the soft skills categories	
Activity: ➤ Consider utilizing the DOL Soft Skills video series to develop activities related to the following topics: ❖ Communication ❖ Enthusiasm & Attitude ❖ Teamwork ❖ Networking ❖ Problem Solving & Critical Thinking ❖ Professionalism Artifacts: ❖ Consider allowing students to help determine the artifact for each soft skills video 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 are their personal strengths for each of the soft skills categories; ○ (4) what are their personal needs of improvement for each of the soft skills categories; ○ (5) what are some action steps to improve the areas in need for each of the soft skills categories. ❖ 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		

Secondary Transition Tip Week 7

Tip for the week:

Topic:	Tip:	Resource:
Week 7: Transition Services (related services)	Understand the definition of related services as it relates to transition services*	Transition Services
*Definition of related services as it relates to transition services: • related services are the supports needed for students to access more integrated work, education, and living environments; see full definition and examples of related services: Transition Services: Definitions & Examples • see examples of transition services in Transition Webinar Notes Review Transition Tip Week 3: Transition Services are a coordinated set of activities for a child with a disability that are: • 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		

EC Division Weekly Update
February 17, 2021

- 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
 - instruction,
 - related services, (see link above to access the definition)
 - community experiences,
 - the development of employment and other post-school adult living objectives, and,
 - if appropriate, acquisition of daily living skills and functional vocational evaluation.

[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

Preschool Enrollment, Attendance & Discipline Reporting Reminder

The IDEA federal regulations regarding the reporting of disproportionality apply to all preschool-aged students served by an LEA. Further, ESSA requires states to include on their report cards the number and percentage of children enrolled in preschool programs. This data must be reported in PowerSchool using the procedures described in the [Preschool Enrollment, Attendance and Discipline Reporting QRD](#) and in the [NC Discipline Data Reporting Procedures](#). *Please note: for child find purposes, children must be entered in PowerSchool and data must be collected in ECATs upon notification. If the notification does not result in an IEP the record is closed in ECATs and the child is withdrawn from PowerSchool.* Past training recordings, FAQs and the related PowerSchool QRD can be found [here](#). Please reach out to Dawn Meskil (dawn.meskil@dpi.nc.gov) or Keashia Walker (keashia.walker@dpi.nc.gov) with any questions.

Equity and Cultural Responsiveness Professional Development Series

The NC Early Learning Network (NC-ELN) project is pleased to announce a new series of professional learning centered on addressing racial equity and culturally responsive practices in early childhood. This two-session series will address four key goal areas of Identity, Equity, Diversity and Action. Within the sessions there will be opportunities for self-reflection, looking at current teaching practices, and identifying culturally responsive practices in working with children and their families.

These sessions will be offered on March 17th and May 19th, 2021 from 3:00-4:30 pm. You will be registered for both sessions by using the link provided. CEUs will be provided within 30 days of the session date.

This series is open to all early childhood educators: coordinators, teachers, teacher assistants, related service providers. We are excited to offer this professional learning opportunity and hope you can join us.

EC Division Weekly Update
February 17, 2021

Please register at this link: https://unc.az1.qualtrics.com/jfe/form/SV_6znrLqPIRYGAjiu. A pre-learning assignment and log-in information will be provided at the time of registration. If you have any questions, please contact eltraining@unc.edu.

ECTA State of STEM (science, technology, engineering, and math) and Inclusion in Early Education Survey
ECTA invites you to participate in the [State of STEM \(science, technology, engineering, and math\) and Inclusion in Early Education Survey](#). This study is important because we are collecting data from current early intervention and early childhood practitioners and agency leaders to the [STEM Innovations for Inclusion in Early Education Center \(STEMIE\)](#), a national center funded by the U.S. Department of Education. Your experiences, beliefs, and practices can help us design the most useful and innovative professional development resources and ways to ensure that each and every child is included in high quality STEM experiences. If you are interested, please click the link below and choose the survey appropriate for you: <https://stemie.fpg.unc.edu/calling-all-early-childhood-practitioners-and-directors-we-want-hear-you>

Thank you for sharing your thoughts with us.

COVID-19 RELATED INFORMATION
