



Public Schools of North Carolina

Exceptional Children Division Webinar

June 5, 2018

Agenda

- Welcome Bill Hussey
- ECATS Update Bill Hussey
- Policy, Monitoring & Audit Carol Ann Hudgens
- Prog. Improvement & Prof. Dev Paula Crawford
- Regional Administrative Support Sherry Thomas
- Sensory Support & Asst. Tech Sherri Vernelson
- Special Prog & Data Kevin Allen
- Support. Teach & Rel. Services Dreama McCoy
- DPI Updates Bill Hussey





Public Schools of North Carolina

ECATS Update

ECATS

5. When will we be informed of the training plan for ECATS SPED module?
6. When will the ECATS LEA Trainers be trained?
7. Which documents require team signatures in ECATS?
8. Will there be FBA and BIP documents in ECATS when the platform goes live?



Beginning Training Dates

Mon 7/16/2018

Tues 7/17/2018

Weds 7/18/2018

Thurs 7/19/2018

Mon 7/23/2018

Tues 7/24/2018

Weds 7/25/2018

Thurs 7/26/2018



Training Slots

- Numbers to greatly increase for most LEAs, based on ADM
- Memo with details and training schedule will be out next week





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Policy, Monitoring & Audit (PMA)

PMA Updates

- Indicator 11/12 Corrective Action
 - Kristi Harris (Regions 1-4)
 - Patti Cox (Regions 5-8)
- Homebound Stakeholder Meeting - 5/25/18
- Survey: Incarcerated Youth



PMA Updates

- Mediation/Settlement Agreements
 - Check with EC Division Dispute Resolution Consultants prior to committing state resources
- Emotional Disability
 - Typo in *Policies Governing Services for Children with Disabilities*





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Program Improvement & Professional Development (PIPD)

Summer Institutes

July 23-27, 2018

UNC-Greensboro





Public Schools of North Carolina

NC State Improvement Project (NC SIP) OSEP Annual Performance Report Summary

Dr. Paula Crawford, Project Director



NC SIP GOALS 2016-2021

GOAL 1 - NC SIP staff will **increase their capacity to provide leadership, professional development, coaching, and supports** to participating districts, teachers, and families on leadership and effective **reading, math, and content literacy** instruction.

GOAL 2 - District and building administrators will have the skills to **develop, implement, and evaluate district plans** that support the **improvement of core content instruction** and achievement of students with disabilities in their districts.

GOAL 3 - Teachers and administrators will have the skills to **effectively implement research-based reading, math, adolescent literacy and co-teaching instructional practices** for students with disabilities in the K-12 classroom, which will lead to increased **student engagement, student generalization of skills, academic achievement, and family engagement.**

GOAL 4 - Pre-service teachers and in-service administrators enrolled in partnering IHEs, will have the capacity to **effectively implement** and support research-based **reading, math, adolescent literacy, and co-teaching** for students with disabilities.



NC SIP Annual Performance Measures

NC SIP –

- uses evidenced based practices to support attainment of identified competencies.
- those who completed the coursework demonstrate improvement in implementation of practices over time.



NC SIP Annual Performance Measures

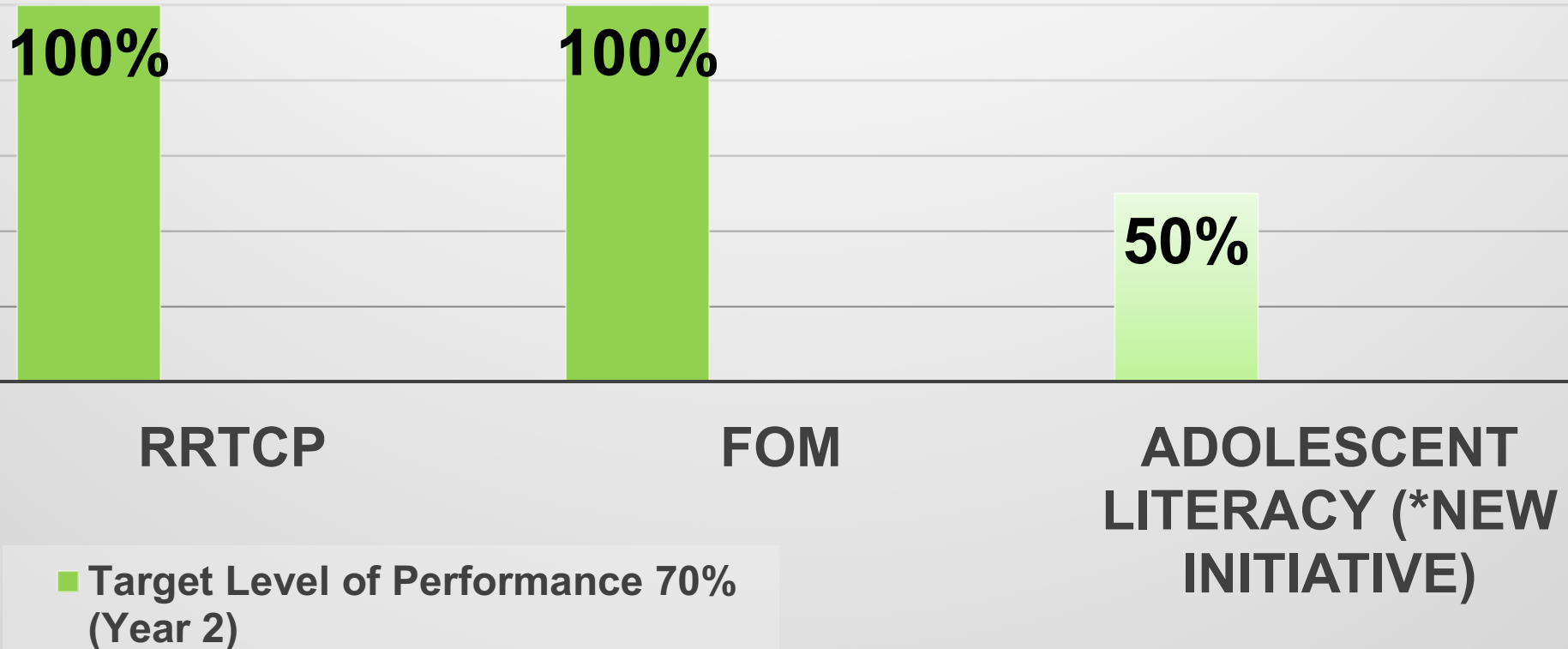
NC SIP –

- sites use funds to sustain the use of supported practices to improve student and family outcomes.
- supports increased skills of pre-service teachers who will provide services to students with disabilities.



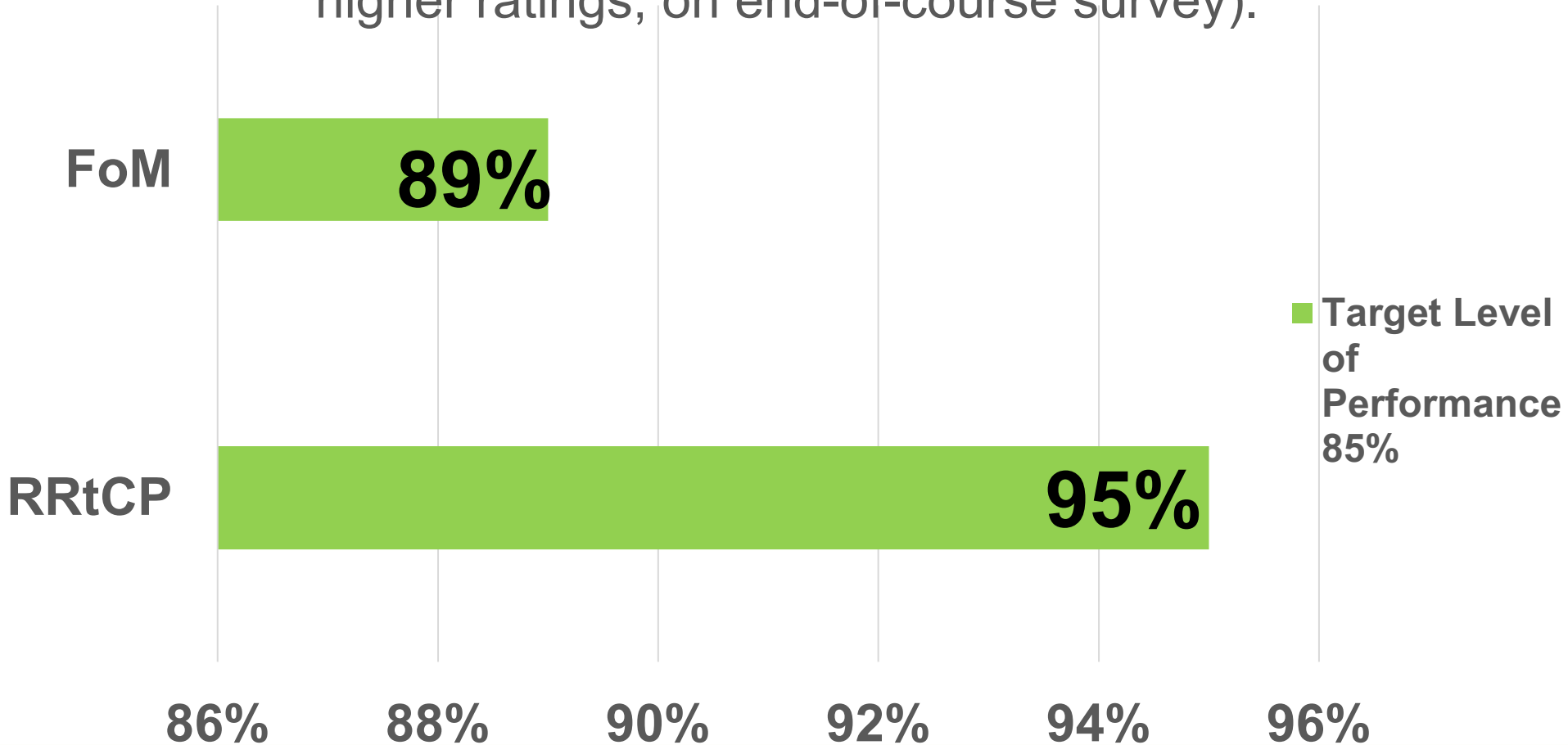
NC SIP uses evidence-based practices to support attainment of identified competencies.

By the end of Year 3, 80% of NC SIP evidenced-based professional development components score 3 or 4 on the OSEP EBPD Worksheet.



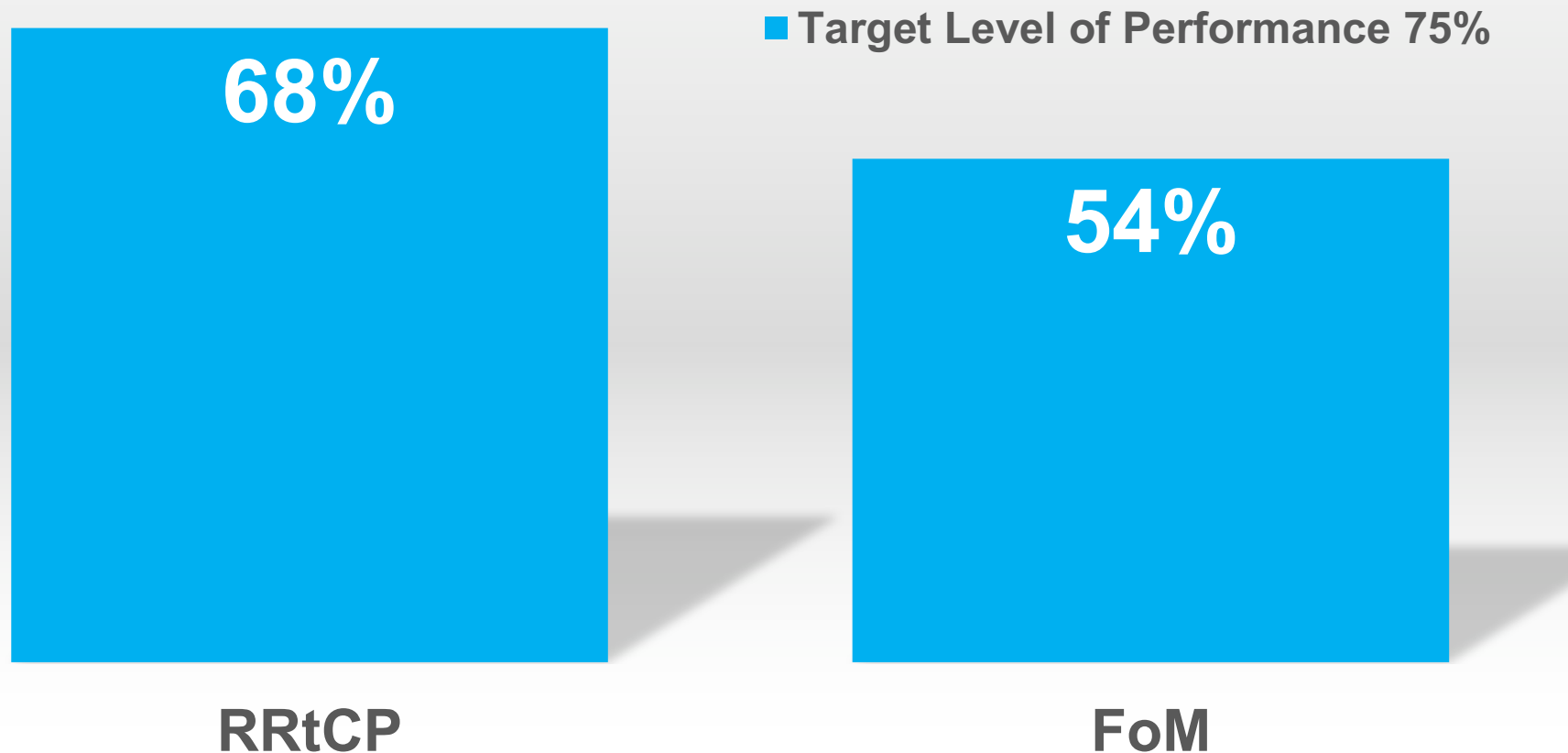
NC SIP uses evidenced-based practices (HQPD) to support attainment of identified competencies.

NC SIP courses are rated high quality (85%, or higher ratings, on end-of-course survey).



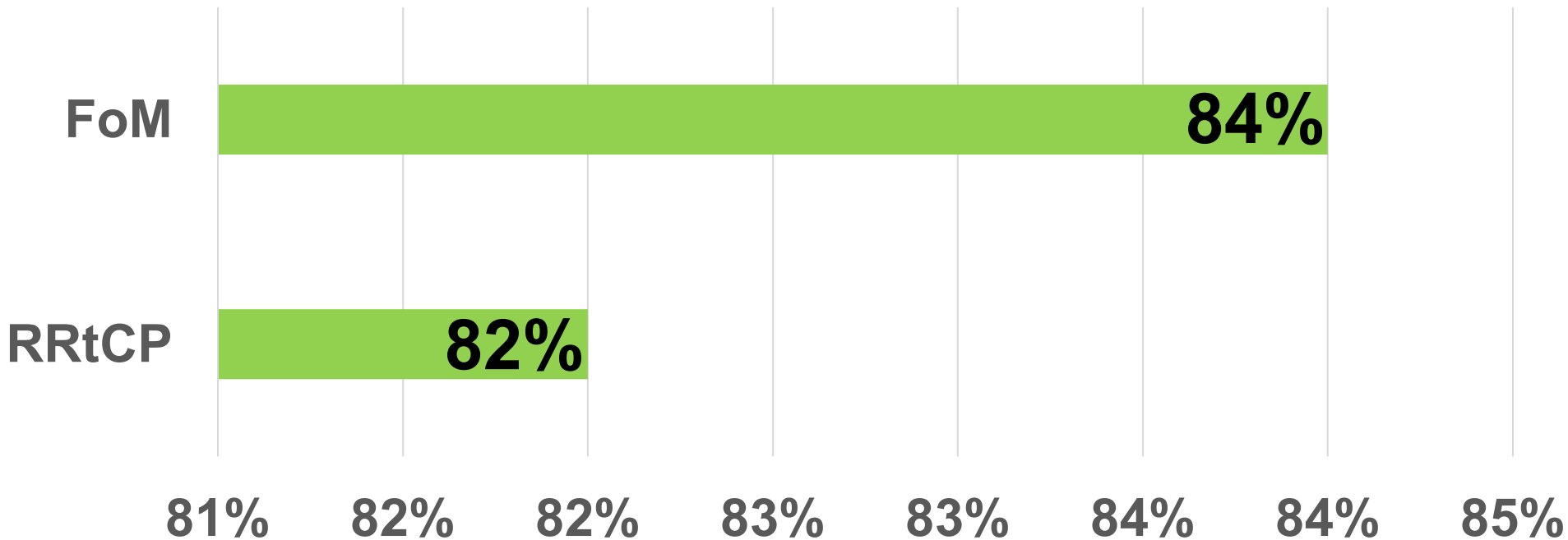
NC SIP uses evidenced-based practices to support attainment of identified competencies.

Participants in professional development score 75% or above on the NC SIP course assessments.



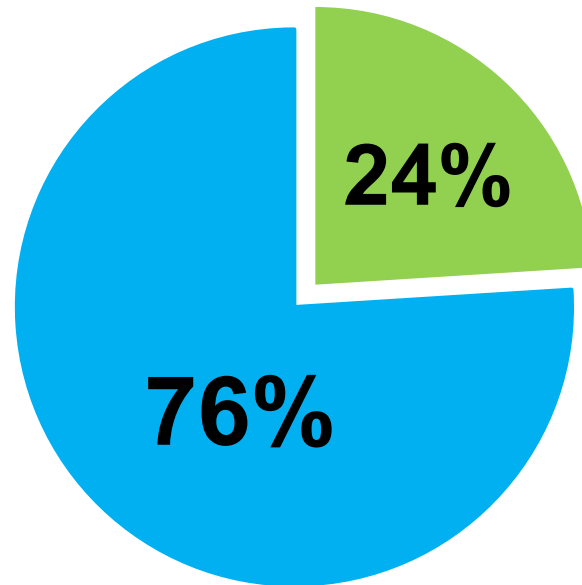
NC SIP PD participants demonstrate Improvement in implementation of practices over time.

One year after completion of coursework, **80% of teachers (the target)** who received reading or mathematics program training will implement with fidelity.



NC SIP sites use funds to sustain the use of supported practices to improve student and family outcomes.

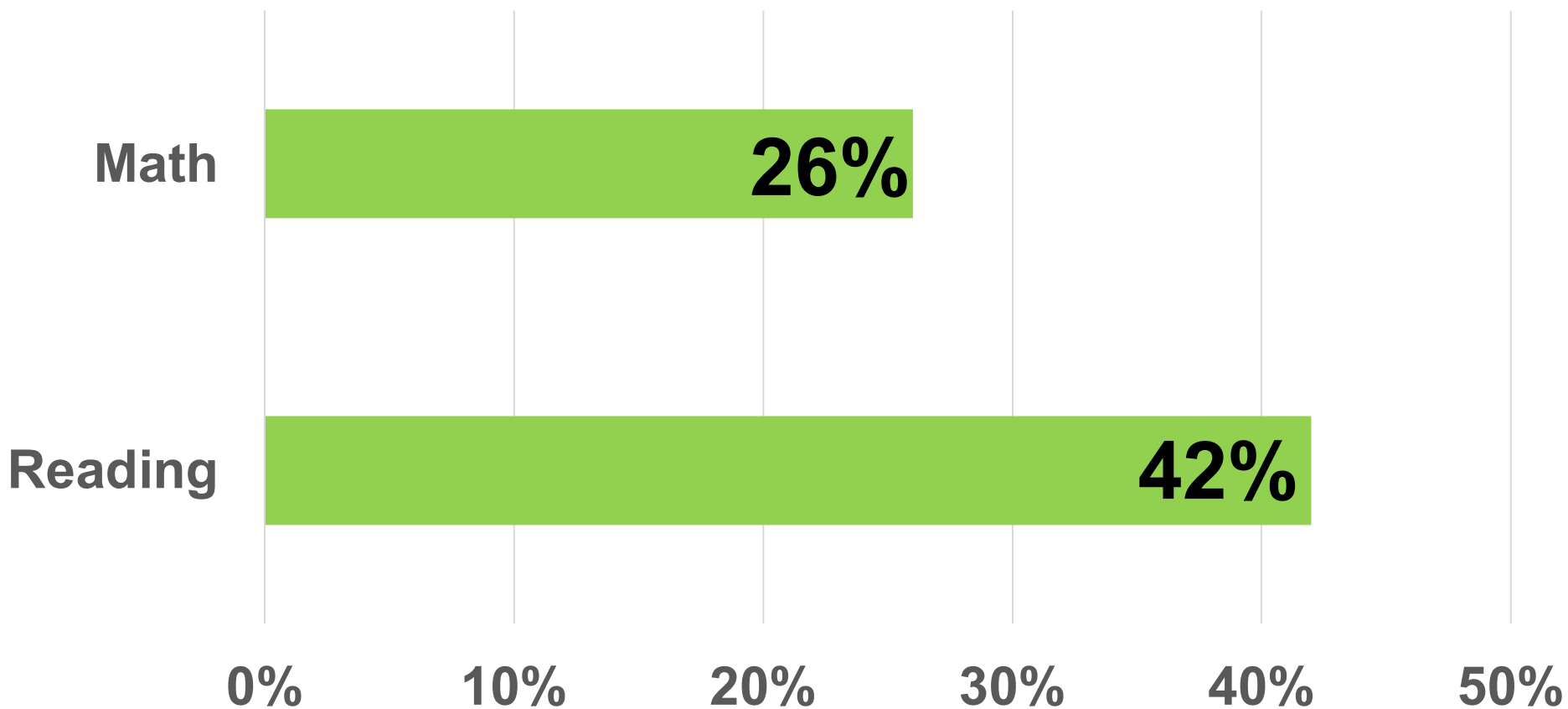
By year 3, students with disabilities in **grades K-2** who are **taught in Best Practice and Demonstration sites** are at or above benchmark.



- SWD Proficient in Reading and Math
- SWD Not Proficient

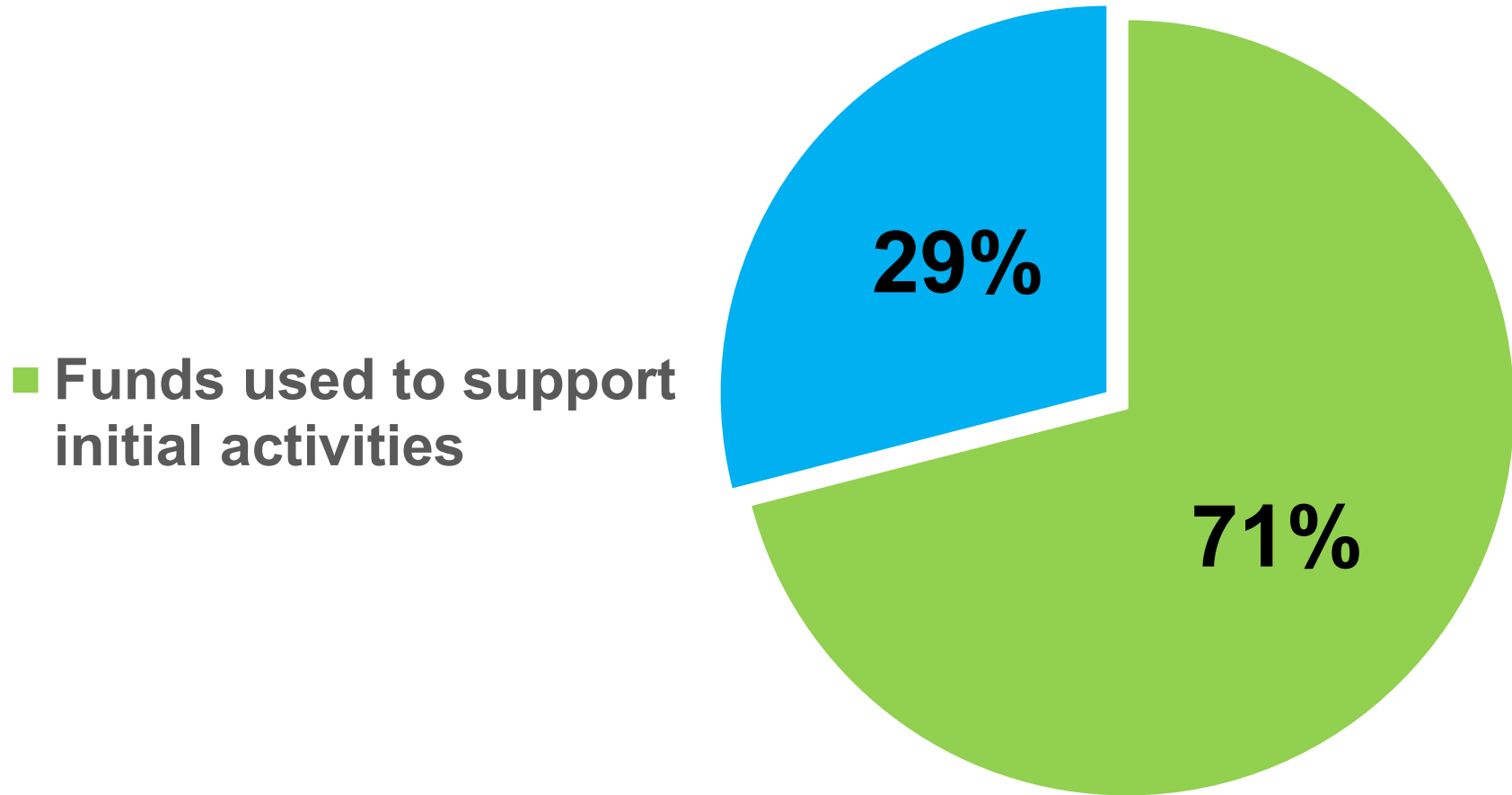


By year 3, students with disabilities in **grades 3-8 in Best Practice and Demonstration sites** have higher proficiency rates than other students within their LEA.



NC SIP sites use funds to sustain the use of supported practices to improve student and family outcomes.

Funds used to support initial and follow-up activities.

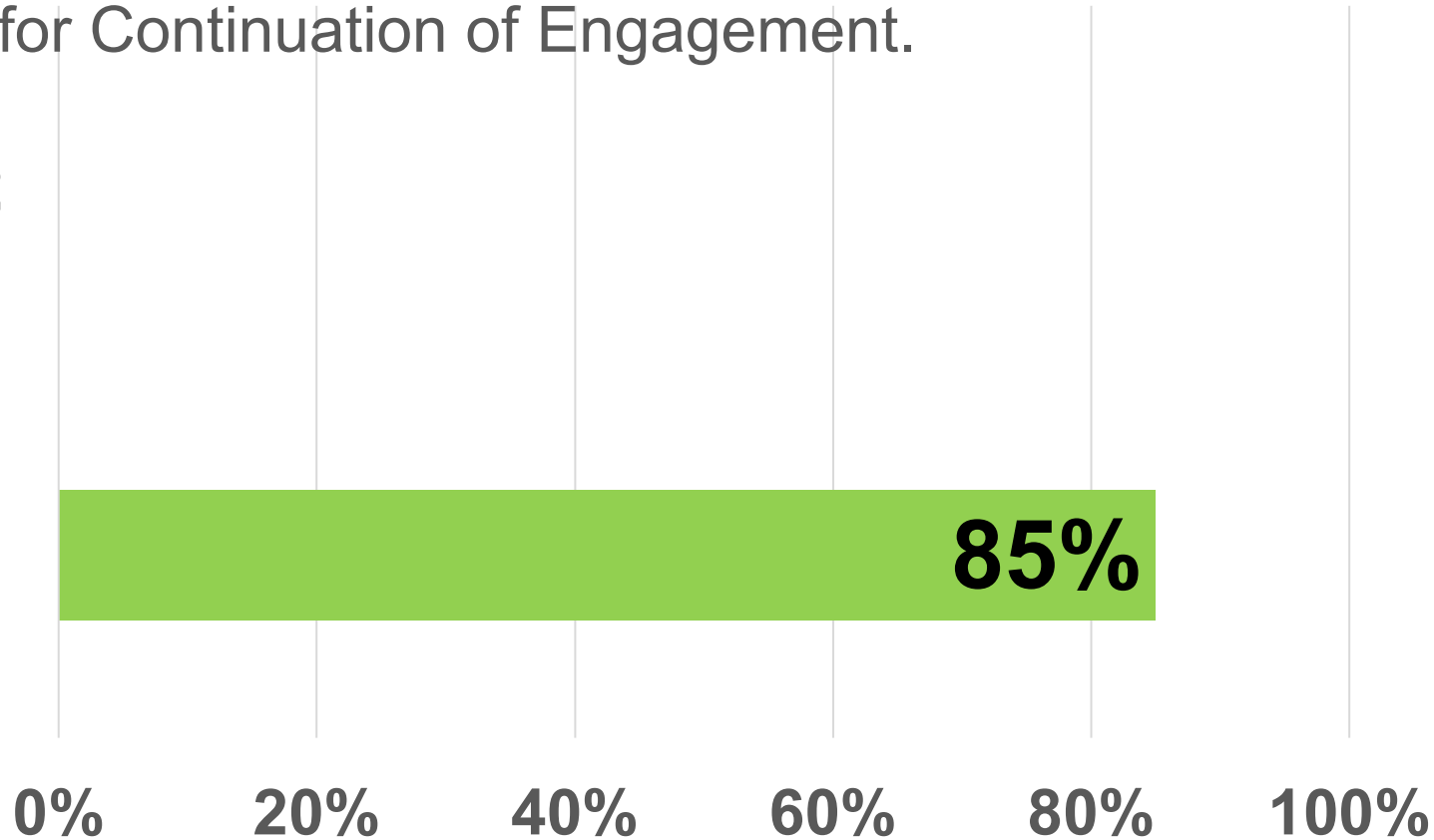


NC SIP PD participants demonstrate Improvement in implementation of practices over time.

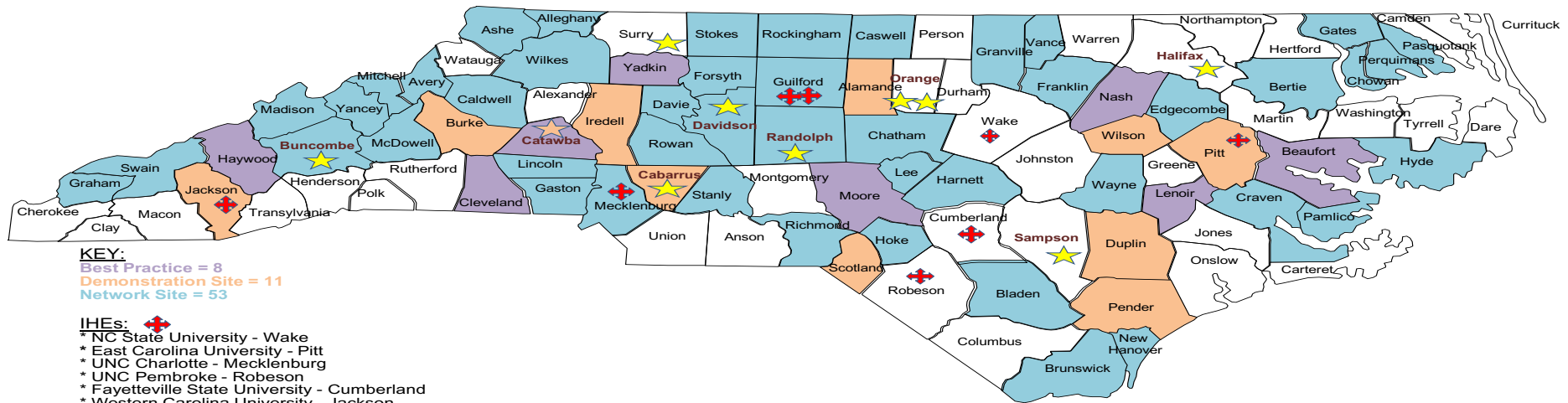
NC SIP sites will score 75% or above on the Rubric
for Continuation of Engagement.

Total Sites = 72

Met Target = 61



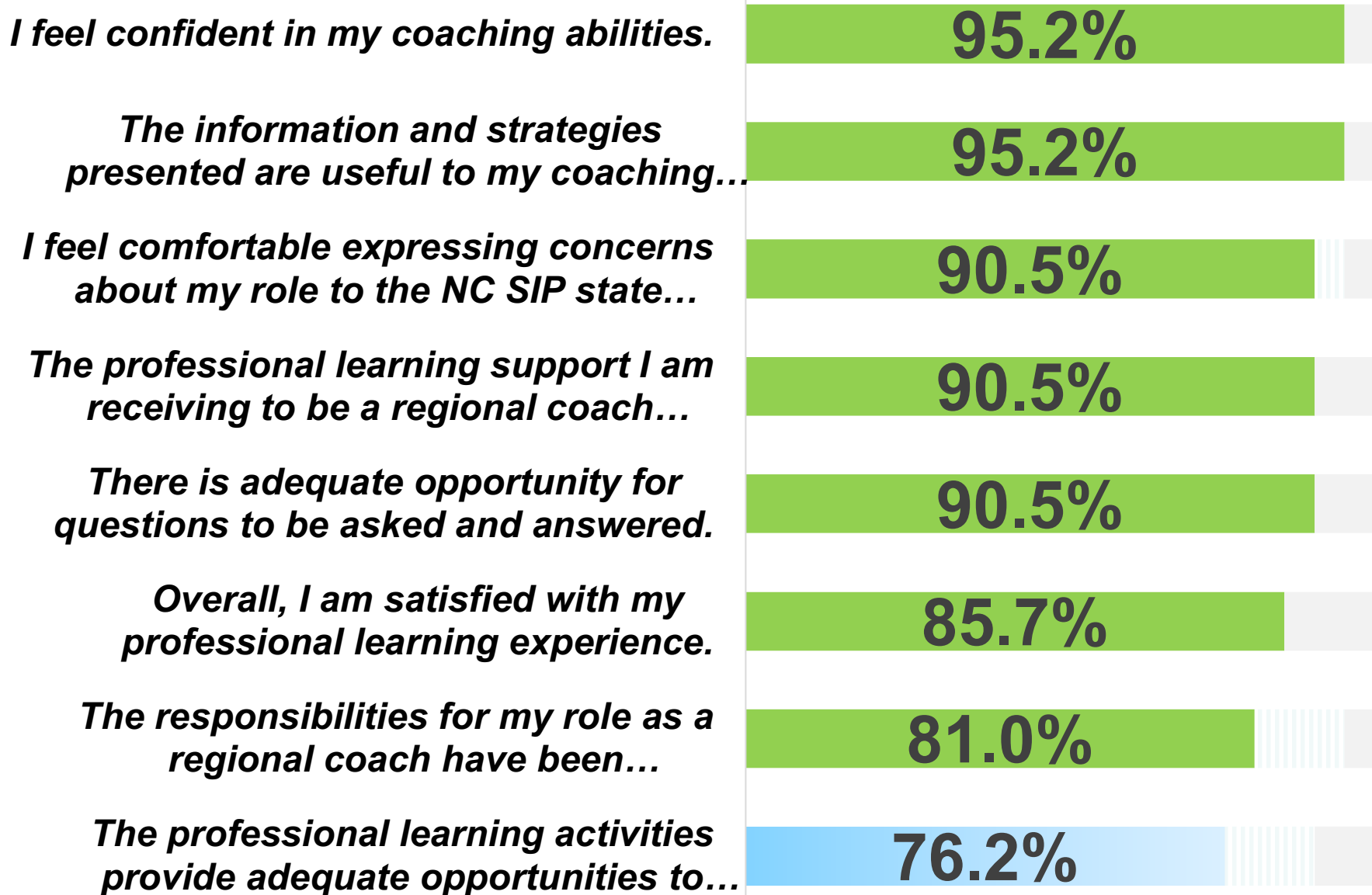
North Carolina State Improvement Project 2017-18



Revised 8-21-17

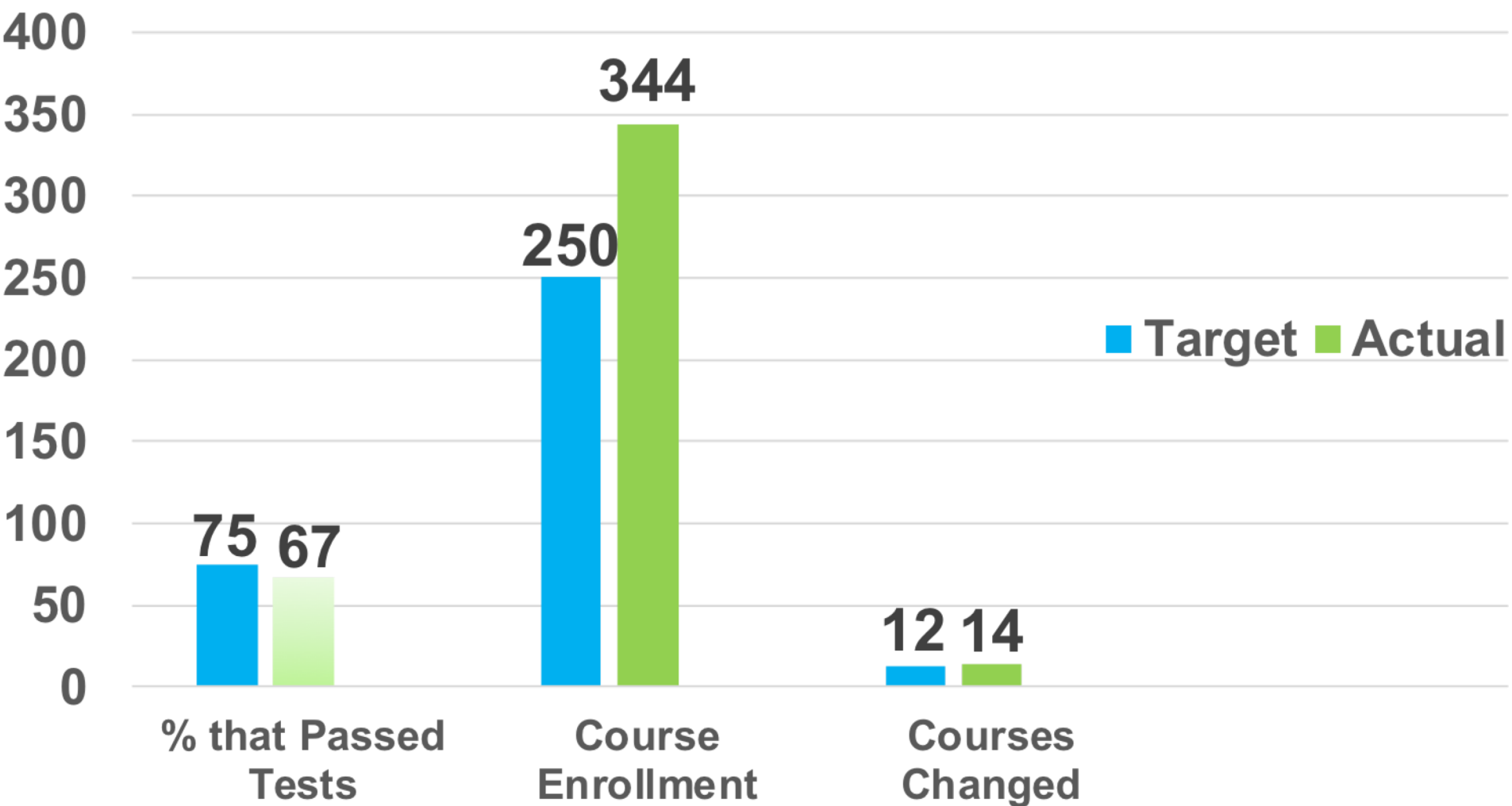


88% of Regional Coaches Agreed that Coaching from NC SIP Consultants Enhanced Their Skills (n=21) Target = 80%



Overall Agreement

NC SIP supports increased skills of pre-service teachers who will provide services to students with disabilities.



Questions?

Contact – Paula Crawford, NC SIP Project Director

Paula.Crawford@dpi.nc.gov

(919) 807-3298

www.ncsip.org





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Regional Administrative Support

Combined Expenditure Report (CER)

- **Due July 15, 2018**
 - Maintain **Excel** format-No Google Docs
 - **Information Tab**--guidance
 - Complete all appropriate PRC tabs
 - Summary Tab automatically updates
 - Submit by email:
Sherry.Thomas@dpi.nc.gov



REMINDERS:

- **2018-20 New Directors' Leadership Institute Cohort**
 - Information emailed: 4/4/18
 - DUE: July 15, 2018
- **68th Conference on Exceptional Children**
 - Save the Date: November 13-16, 2018
- **2016-17 LEA Public Reports & SPP/APR, including SSIP were posted to www.nccecas.org on May 31st**





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Sensory Support & Assistive Technology

Visual Impairment Team

- American Printing House for the Blind
 - Spend down quota funds
 - Anticipate next year's needs
 - Submit orders by **June 15th**
 - ncaph@dpi.nc.gov
- Summer Institute
 - Digital Access for Students with VI



Deaf/Hard of Hearing Team

- Interpreter Training Hours
 - Due to Antwan Campbell by **June 15, 2018**
antwan.campbell@dpi.nc.gov
 - Required by SBE
 - Min.15 hours of interpreter related training yearly
- **HB 317 Data Collection**
 - Due **July 13, 2018** to DHH regional consultants
 - **Regions 1-4** nancy.woytowich@dpi.nc.gov
 - **Regions 5-8** jenny.stroupe@dpi.nc.gov
 - Must send in original **Excel** format



Deaf/Hard of Hearing Team

- **House Bill 1030**
 - Parent Consent to Release Information to ESDB Schools
 - Updated forms sent/posted **August 2018**
 - LEA responsibility
 - Form must be sent home by **October 1 annually**
 - Information must be reported to DPI and ESDB **on or before November 30** annually



Deaf/Hard of Hearing Team - Trainings

- Summer Institutes
 - Teachers/SLPs
 - Visual Phonics
 - ABCs of Assessments
 - Educational Interpreters
 - Ethics, IEPs and Role
 - Lead Interpreter Training
- August 3, 2018
 - Cochlear Implants: What you need to know for the educational setting
 - <http://bit.ly/2HbOBGZ>





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Special Programs & Data

Reminders

- IDEA 611 and 619 Grant Submission and Budgets in BAAS are due by June 13, 2018.
- End of Year Reports due by end of June for Special Projects Grants



Special Projects Grants:

- **Special State Reserve Funds**
 - **End-of-Year Report, SSRF-2**
 - Must be postmarked no later than **June 30th**
 - **Reversion Form, SSRF-3** submitted for any remaining funds
- **Risk Pool Program Funds**
 - **End-of-Year Report, RPF-2**
 - Postmarked no later than **June 30th**
 - **Reversion Form, RPF-3** submitted for any remaining funds



Special Projects Grants, Cont'd

- **Out-of-District (OOD) Funds**
 - Reimbursement Package submitted with all invoices and canceled checks for 2017-18
 - Payment for **OOD** is provided from DPI in Fall/Winter of SY2018-2019



Special Projects Grants, Cont'd

- **Developmental Day Center Funds**
 - Submit end-of-year report
 - **DDCF-1 and DDCF-2** forms





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Supporting Teaching & Related Services

STARS Updates



Tour of the OCS Pathway LiveBinder

- Half-day session at the Summer Institutes
- **Tuesday, July 24th 1:00-4:00 pm**



SLD Policy Addendum

Building to Full Implementation

- The 6th in the series of SLD Policy Fact Sheets will be available **June 2018**
- LEAs should be actively building readiness for Full Implementation, effective July 1, 2020
- For more information see:
<http://www.bit.ly/SLDpolicy>

Readiness



STARS Updates

- **NC Extended Content Standards**
 - Webinar and Tools available on the website.
- **Additional modules of support for the NC Extended Content Standards ELA/Math coming soon on...**

Disability Resources	Finance & Grants	Instructional Resources	Parent Resources
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You are here: [Home](#) / [Disability Resources](#) / [Significant Cognitive Disabilities](#)

Extended Content Standards Support Tools

Please send our content area sections any thoughts, feedback, questions and comments to feedback@dpi.nc.gov.

 [ECS Webinar Transcript](#)

[Extended Content Standards ELA-Math 2018 Highlights and Resources](#)

English/Language Arts Crosswalks



PRC 118 AU Funds- Changes

- **Memo is on the way and will include:**
 - Details of changes
 - Request for funding due dates
 - Link to Request for Funding forms
- **Two Levels of support**
 - The focus of both levels continues to be on professional learning and building capacity
- **Funding Amount based on LEA ADM**
- **Webinar June 25, 2018 from 11:00-12:00 PM**
 - Link to webinar will be included in the memo





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Questions & Answers

IEP

1. When a student's IEP team recommends a modified day, they determine which goals will be the focus during the time in school.

- Is the continuum based on the time the student starts school through the time the student leaves for the day? For example, the student spends one 90 minute block in special education. School day starts at 9:00 and student leaves at 12:00.
- Would the continuum remain regular or does the remainder of the day 12:00-3:00 also count toward the continuum?



Evaluation/Child Find

2. If a parent provides the school a written request for a special education evaluation, but no interventions through a student support team (SST) have been completed, can the IEP referral team send the request back to SST for interventions OR is the referral team obligated to move forward with testing?



Eligibility

3. For eligibility in the category of ED, how are we to determine if the student needs specialized instruction as opposed to mental health intervention?

- If the student does not need specialized instruction would counseling be appropriate as part of an 504 plan?



IEP/Permission to Test

4. Following an IEP team meeting where testing was decided to be conducted and the parent signed a DEC 2, can additional testing be added to a new DEC 2 following the meeting and mailed for the parent to sign (with a DEC 5 completed that explains what has happened and the need for additional assessment(s)?

- Or does the IEP team need to reconvene to add the additional testing to the DEC 7 or DEC 1?



OCS

9. Can you all talk about the OCS criteria for participation?

We have received two (2) students from another county with IQs in the 90s being served as LD in the OCS. Such an injustice to the students. Can you talk about how to handle this when it happens?



SLP/Referral

10. Are Speech Therapists expected or required to provide “interventions” to students prior to an EC Referral if articulation, fluency or language are concerns?



EC Services

11. Is an LEA (EC Department) required to pay for “general education” opportunities for three year old students with a disability if the child is not in a child care setting?



Document-Question 11

https://content.govdelivery.com/attachments/NCSE/2018/02/19/file_attachments/960778/Memo-Preschool%2BLRE%2BSettings%2B0218%2BQA%2BEarly%2BChildhood%2BSettings.pdf





Public Schools of North Carolina

Director Updates

2018 Webinars

- August 7
- October 2
- December 4

10:00 -11:00 am

