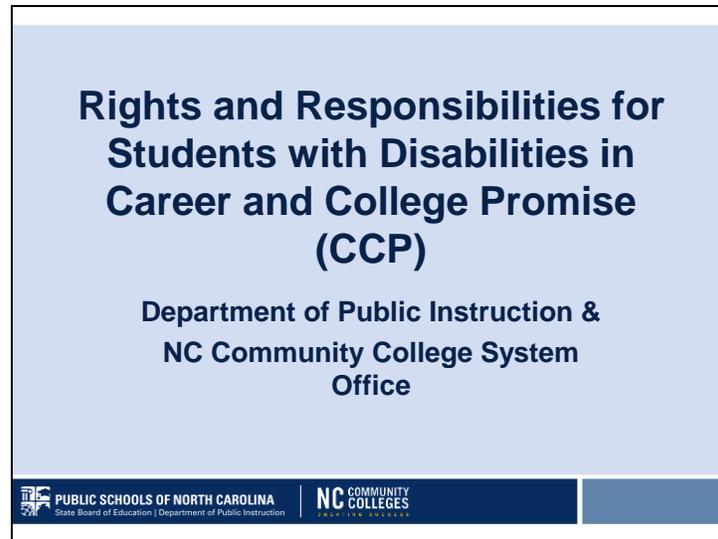


Slide 1



Bev, Michelle, Trudie, and Kim introduce themselves.

Beverly: I am the Consultant for Intellectual Disabilities and Secondary Education at NCDPI EC Division.

This PPT presentation was developed to provide some clarification on the roles and responsibilities of LEA and CC staff when dual enrollment is an option for students with an IEP. The process of gathering information for this webinar today has included a great deal of research, legal review, and collaboration which has taken quite some time, about 2 years, to get clarity of the processes of two state agencies that function under different Federal and State laws.

We hope that the information contained in the session today will be helpful.

Michelle: Good morning/afternoon, I am Michelle Lair and I serve as one of the Program Coordinators with the NCCCS office working with our Career and College Promise program and our CTE 9-14 pathways. I recently came to the System office by way of Wake Tech Community College where I served as the Director of Admissions where part of my charge was overseeing the CCP pathways team. I have worked in public schools and served on intervention teams while in that role, so I have a heart for students with disabilities and look forward to assisting on this webinar to better serve our dual enrollment students with disabilities in the state of North Carolina.

Trudie: introduces herself

Kim: introduces herself

Overview of Presentation

- **Overview of CCP/CIHS**
- **What laws govern students with disabilities?**
- **Importance of Self-Advocacy, Communication and Collaboration, and MOUs**
- **Questions**



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Michelle:

Periodically we will take questions throughout this session.

We will only answer questions specific to the content of the slides previously discussed.

We will not address individual student needs.

At the end of this webinar, we will give you a survey link to submit additional questions; copy of PPT will be provided approximately one week after the session.

You should be able to see on this slide the topics that we will cover today in our time together.

Our goal here today is to equip you with the information, resources and tools to help you in whatever capacity you may serve as it pertains to assisting dual enrollment students with disabilities.

Defining Acronyms

- **ADA – Americans with Disabilities Act**
- **CCP – College and Career Promise**
- **CIHS – Cooperative Innovative High Schools**
- **CTE – Career and Technical Education**
- **CTP – College Transfer**
- **FAPE – Free and Appropriate Public Education**

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Michelle: review acronyms on slide

Acronym's Cont.

- **IDEA – Individuals with Disability Education Act**
- **IEP – Individualized Education Program**
- **LEA – Local Education Agency**
- **MOU – Memorandum of Understanding**
- **OCR – Office of Civil Rights**
- **SWD – Students with Disabilities**

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Michelle: review acronyms on slide

Definition of Dual Enrollment

- **“...situations when high school students with disabilities who have individualized education programs (IEPs), are receiving services under the IDEA, and take courses offered by a community college or other postsecondary education institution program prior to high school graduation. As with all students taking classes at postsecondary institutions, students with disabilities who have IEPs must meet the postsecondary institution’s criteria to take the class.”**

U.S. Department of Education, <https://sites.ed.gov/idea/>

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Michelle:

A formal definition for dual enrollment for students with disabilities is provided on this slide and provides for us the context for our discussion here today.

Dual enrollment is the term we use to describe students who are participating in post-secondary coursework while in high school.

These students are enrolled both in a college and in a high school, hence the term dual enrollment.

They are students in two places and as such really live and operate in two worlds.

As you also see here which is important to note- the students must meet the criteria for admission at the postsecondary institution.

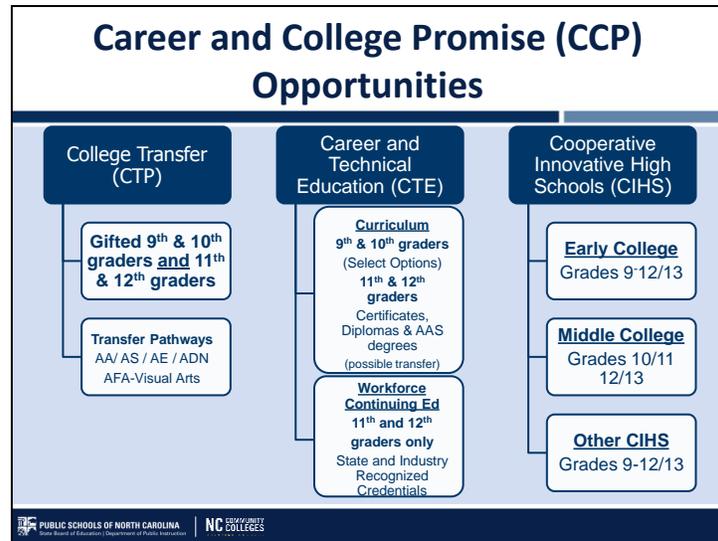
**Career and College Promise
Section 7.1A of S.L. 2011-0145**

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or state and industry credentials as well as provide entry-level job skills – *tuition-free*.

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Michelle:

In the state of NC, our dual enrollment program is Career and College Promise (CCP). In 2011 our legislature consolidated all previous dual enrollment, high school transition programs (you may recall Huskins or Learn and Earn) under one umbrella- CCP, and in 2012 we began enrolling students in this newly branded dual enrollment program for our state. At that time, the focus of CCP became offering structured pathways to career and/or college to qualified NC high school students with the opportunity to earn credentials to assist those students with meeting their career and college goals. The best news is that high school students get this opportunity tuition free helping them to decrease the time and expense of preparing and educating themselves for their future. It is a great opportunity that our state offers for our high school students.



Michelle:

This chart outlines for you the various opportunities available for students to access CCP. As you can see students can gain access to CCP as early as 9th grade, and there are many opportunities for all students to engage in this program.

The College Transfer pathways are designed to provide students who plan to enter a career that requires them to complete a 4-year degree an opportunity to begin in high school taking courses at the community college that will transfer on to all of the UNC system schools in our state as well as 30 of the Independent Colleges and Universities in our state under comprehensive articulation agreements between the systems.

This of course allows for a decrease in time and expense to degree completion. Students also have access to Career and Technical Education pathways.

These pathways are designed for students who know the career field they would like to enter and they can enter it without having a 4-year degree.

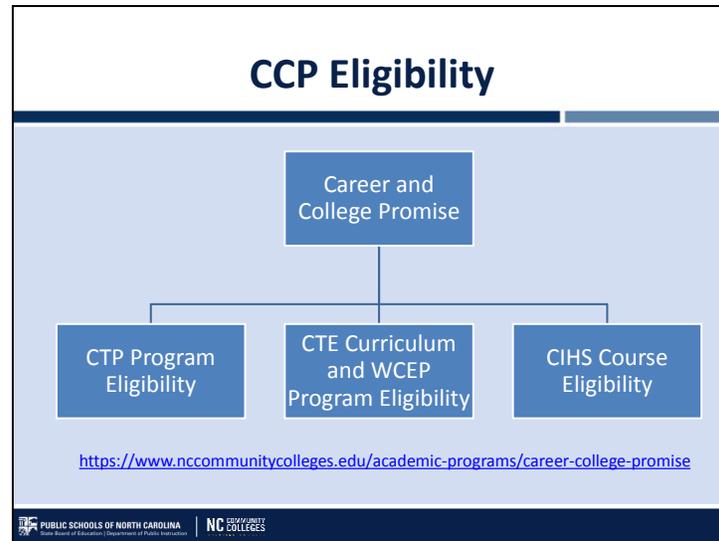
The CTE pathways align to the community college AAS degrees so that students can earn stackable credentials as they work towards completing an AAS after which they are ready to enter the workforce.

Many of the community college AAS degrees, while not designed to transfer, are transferable via bilateral articulation agreements to 4-year institutions so that students can continue on towards a 4-year degree should they desire or need to do so to advance in their career.

For both the CTP and CTE options, the students remain in their high school of choice while they participate in the program. For the CIHS option, these students chose to participate in CCP by attending a specific high school that allows them to complete high school and work towards their post-secondary credential simultaneously.

The CIHS have designated programs of study, either CT programs or CTE programs, that the students can take part in.

The community college system and NCDPI partner together to provide the CIHS opportunity.



Michelle:

This sounds great, but your next question is most likely, how do students participate in the opportunity?

On this slide you will find a link to the procedures that outline in detail the program eligibility for CTP and CTE students as well as course eligibility for CIHS students.

The eligibility requirements vary based on grade-level and pathway type.

One primary piece to remember is that the CTP and CTE pathways require that the student meets the eligibility criteria in order to gain access to the pathway/ and the tuition-free waiver.

The CIHS students have a process by which to gain entry to the school and after that they must meet course eligibility to begin in college-level course work.

CCP- Maintaining Eligibility

Maintaining Eligibility for CCP

- Student must:
Continue to make progress towards HS graduation **AND**
- Maintain a **2.0 GPA** in college coursework after completing two courses.
- A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

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Michelle:

Once students are enrolled in CCP, they must meet criteria to maintain their eligibility to participate. The students must continue to make progress towards high school graduation as determined in collaboration with the student's high school.

Students must maintain at least a 2.0 GPA (a C average) after taking two courses with the college.

This is a measure to help safeguard the student's college transcript in the future.

If a student should fall below a 2.0 GPA in their college coursework, the student is then subject to the college's local satisfactory academic progress policy.

Campus Resources

Student Success Pathway



Roadmap to completion that includes connected courses, programs, and support services.

- Students make informed decisions
- Students progress through programs that lead to valuable credentials, without unnecessary detours
- Students are provided integrated, targeted supports and interventions when they are most effective

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Michelle:

In an effort to ensure a smooth transition into the college environment for students, there are a multitude of resources there to assist students along the way.

Admissions and advising staff are there to assist students with making informed pathway choices that align with their career or college plans as well as ensuring students plan courses to progress through their pathway and program of study to gain their credential- certificate, diploma or degree.

Additionally, there are support services available on campus to come along side students as they make their way towards their credential.

Typically, during student onboarding, for example new student orientation, students are made aware of campus resources available to them.

Everything from assistance with food insecurity through on-campus pantries to career and employment assistance with career exploration and preparation to tutoring services to computer labs- there are people on campus whose purpose is to provide the supports that students need to be successful and to successfully complete their credential.

The goal is students gaining the education and training they need and them being able to enter their career ready for future, continued success.

**FAPE & Career &
College Promise (CCP)**

- **Any child with a disability who requires special education and related services and *who has not graduated from high school* is eligible to receive a free appropriate public education until the end of the school year in which that child reaches the age of 22. (NC 1501-1.1)**
- **“Unlike your high school, your postsecondary school is not required to provide FAPE.” (US Department of Education, OCR, 2007)**

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Kim:

As stated in NC Policy:

Any child with a disability who requires special education and related services and *who has not graduated from high school* is eligible to receive a free appropriate public education until the end of the school year in which that child reaches the age of 22.

Once a student completes the graduation requirements, they are awarded a high school diploma and exit.

Trudie:

Graduated means you received a regular/ standard HS diploma

Trudie does the second bullet: Stress that ADA and Section 504 of the Rehab. Act are to prevent discrimination based on a person's disability; we must guarantee access, but we do not guarantee success.

IDEA vs ADA

- **IDEA governs K-12 education; the ADA governs higher education.**
- **The Rehabilitation Act applies to both.**
- **IDEA and the Rehabilitation Act require that states provide eligible children and youth (ages 3-21) with a free and appropriate education (FAPE), including special education and related aids and services. (This does not extend to higher education.)**

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Kim does 1 and 2 bullets:

Now we want to take a moment to provide some clarification on IDEA, ADA, and the Rehabilitation Act.

IDEA governs K-12 education; the ADA governs higher education.

The Rehabilitation Act applies to both IDEA and ADA.

Trudie does 3rd bullet and reminds people that higher ed. Laws are to not discriminate. Again, higher education does not function under IDEA even when we have students in high school – they are taking college courses and fall under same regulations as any other college student.

IDEA vs ADA Cont. from DPI memo 1/16/2013

- **“For Students With Disability (SWD) eligible under the Individuals with Disabilities Education Improvement Act (IDEA) and who are dually enrolled in high school and an IHE, the Local Education Agencies (LEAs) are responsible for ensuring that all the rights under the law are afforded to the students (34 CFR§ 300.102) and for ensuring that the students receive a Free Appropriate Public Education (FAPE) until the students have aged out of special education or have earned a regular high school diploma (34 CFR§ 300.102).”**

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Kim:

For Students With a Disability (SWD) eligible under the Individuals with Disabilities Education Improvement Act (IDEA) and who are dually enrolled in high school and an IHE, the Local Education Agencies (LEAs) are responsible for ensuring that all the rights under the law are afforded to the students (34 CFR§ 300.102) and for ensuring that the students receive a Free Appropriate Public Education (FAPE) until the students have aged out of special education or have earned a regular high school diploma (34 CFR§ 300.102). This is referenced in an NCDPI memo dated 1-16-2013

IDEA vs. ADA Cont. 2

- **Dual enrollment:**
 - High school is responsible for accommodations required by IEP; college is responsible for more modest accommodations.
 - Student whose IEP provides accommodations that would require a fundamental alteration may take course but get only high school credit.

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Kim:

In Dual enrollment situations the:

High school staff are responsible for accommodations required by IEP;

And college staff are responsible for more modest (reasonable) accommodations to prevent discrimination and equal access.

For students whose IEP provides accommodations that would require a fundamental alteration to a course, may take course, but will receive only high school credit and not college credit for that course.

IDEA vs. ADA Cont. 3

- **The ADA and the Rehabilitation Act require that institutions of higher education provide eligible students with “reasonable accommodations” – academic adjustments and auxiliary aids and services necessary to provide an equal opportunity to participate.**

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Trudie:

Fundamental alterations of a course is not allowed.

Many services available at the pre – K-12 level (such as personal aides) are not provided by postsecondary institutions.

College instructors also do not dispense medications or monitor a students’ insulin level and/or follow a medical plan for a student. Instructors are to call 911 in case of emergency if a student is experiencing a health issue, they will not be calling a parent as the first step.

Reasonable Accommodations

- **Colleges must look at each individual disability and the functional impact of the disability for each student (case-by-case and class-by-class).**
- **Accommodations are not retroactive.**
- **Colleges must provide reasonable accommodations to ensure equal access.**

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Trudie:

The disability services staff will want to know what accommodations works best for each student.

Communication and collaboration, among all parties is key.

The student services staff should meet individually with the student to access their accommodation needs.

The disability services staff should also talk to the teachers to obtain as much information about the students' learning style and types of accommodations that best suit the student.

Many of the accommodations used in K-12 may be used in college such as extended time, copy of instructor's power points, scribe.

Examples of reasonable accommodations are presented on the next slide.

Accommodations are not retroactive means that if a student does not self-disclose their disability and does not receive accommodations, then later decide they need accommodations, they cannot expect a change of grade because they did not get accommodations.

Examples of Reasonable Accommodations

- **Extended time for tests**
- **Smart pens/laptop computers/tablets**
- **Visual aids/handouts**
- **Notetaker**
- **Reading list in advance**
- **Seating in front row**

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Trudie:

These are examples of commonly used accommodations provided at our community colleges. These accommodations are commonly used in K-12.

The slide is titled "Issues with Laws" and contains two bullet points. The first bullet point states: "Transition from the IDEA to ADA may confuse students and parents, who may expect IDEA." The second bullet point states: "Critical to have collaborative communication among LEA, community colleges, parents, and student." The slide footer includes the logos for "PUBLIC SCHOOLS OF NORTH CAROLINA" and "NC COMMUNITY COLLEGES".

Issues with Laws

- **Transition from the IDEA to ADA may confuse students and parents, who may expect IDEA.**
- **Critical to have collaborative communication among LEA, community colleges, parents, and student.**

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Beverly:

Transition from the IDEA to ADA may confuse students and parents, who may expect IDEA. It is critical to have ongoing collaborative communication among LEA, community colleges, parents, and student.

Collaboration may include attending IEP meetings to ensure families and student know the process and what to expect in college classes.

These meetings may take place at the beginning of the school year or prior to beginning CCP classes and sometimes this discussion is held as part of the students exit meeting.

It is sometimes helpful to develop and provide the student and family with an informational brochure.

Disability Services

- **K-12 = legal obligations to identify students who may have a disability and create a formal plan for them.**
- **College ≠ legal obligation to identify students who may have a disability. Students must affirmatively identify themselves as having a disability, even as early as the admission process.**

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Beverly:

In grades K-12 there is a legal obligation, this is called child find, to identify students who may have a disability and, when found eligible under IDEA and NC Policy eligibility criteria, to create a formal plan called an IEP.

In college there is no legal obligation to identify students who may have a disability.

Students must affirmatively identify themselves as having a disability, even as early as the admission process.

Students provide a disclosure of their disability to the disability services office at the community college; all community colleges have a disability services office.

Slide 20

A presentation slide with a white header containing the word "Pause" in black text. Below the header is a light blue rectangular area containing a single bullet point: "• Q & A specific to differences in laws and responsibilities." At the bottom of the slide is a dark blue footer with two logos: "PUBLIC SCHOOLS OF NORTH CAROLINA" on the left and "NC COMMUNITY COLLEGES" on the right.

Pause

- Q & A specific to differences in laws and responsibilities.

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Beverly:

We are going to take a minute to review the chat box for questions.

Presenters: look at the questions and then claim the ones we want to answer.



Beverly:

The definition of self-advocacy is:

the action of representing oneself or one's views or interests.

The following are a few ways that teachers and families can promote the development of self-advocacy skills.

Help students understand how they think and learn

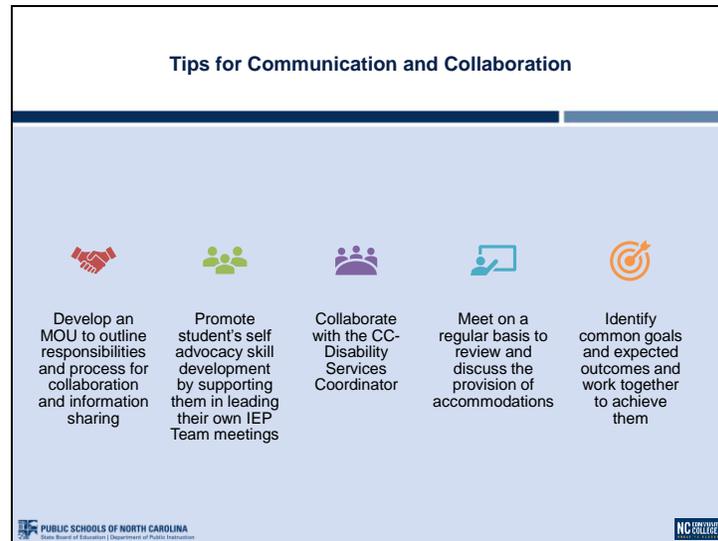
Provide opportunities to practice and apply self-advocacy in a safe and supportive environment

Help students develop a "can-do" attitude and growth mindset

Ensure students know what is available and where

Teachers may wish to access the free classroom resources on the Project STEPP located at the following link:

<https://www.ecu.edu/cs-acad/stepp/college-bound-transition-curriculum-classroom-resources.cfm>



Beverly:

The following are tips for promoting communication and collaboration:

Develop an MOU to outline responsibilities and process for collaboration and information sharing

Promote student's self-advocacy skill development by supporting them in leading their own IEP Team meetings

Collaborate with the CC-Disability Services Coordinator

Meet on a regular basis to review and discuss the provision of accommodations

Identify common goals and expected outcomes and work together to achieve them

Trudie: ? During the MOU or after it is completed, meet with each school to work out logistics for testing and who or if anyone needs to be included when sending the accommodation letters out.

Each school should have their own contact/liaison to help the college connect to the high school.

Some schools we have the high school counselors and in others we have career coaches (college employee). (RM)

Promote student's self-advocacy skill – students have to move to the forefront and start making decisions for themselves and not rely on their parents.

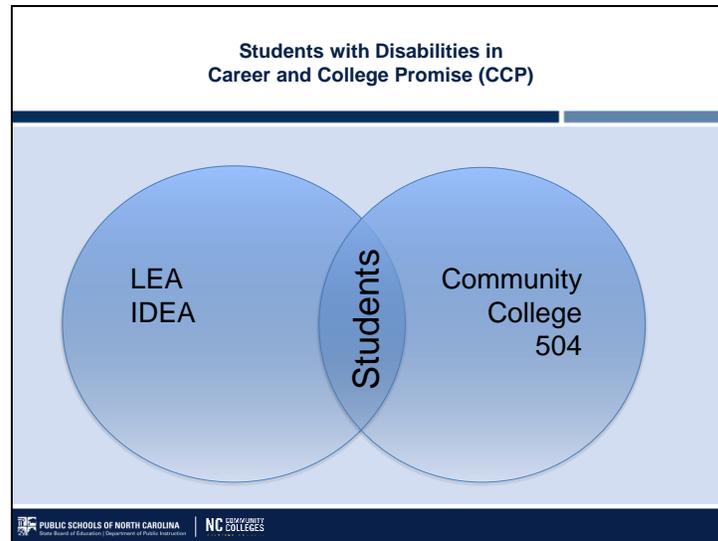
The parents are not the ones sitting in the classroom, the student is. So, they need to develop advocacy skills.

Trudie talks about how to collaborate with disability services.

Before CCP starts at the beginning of the year, the teams working together should include disability services staff.

Discussions need to take place on roles and responsibilities and ways to best communicate – email, cell phone, etc.

Identify times and dates to meet to discuss case load and types of reasonable accommodations.



Beverly:

On this slide you see a visual reminder that students are the center of the collaboration between the LEA/IDEA and Community College/504.

You will want to keep this in mind as you work together to develop an MOU and designate roles.

Importance of MOUs

- **An MOU between the school district and college should be considered for all CCP/CIHS students**
 - ❖ **Admission Process**
 - ❖ **Personnel (Staffing, academic support, etc.)**
 - ❖ **Registration (schedule, timeline, student fees, etc.)**
 - ❖ **Policies (drop/add, Code of Conduct, FERPA release)**
 - ❖ **Transportation**
 - ❖ **Textbooks/supplies**
 - ❖ **Required accommodations**
 - ❖ **Other**

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Michelle:

The first step in participating in the CCP program is going to be an application process.

It is at this stage that students should begin the conversations with campus staff to ensure that the student gets to the correct individuals on campus to assist them with supports and services to support the students during the program.

It could be that someone needs support with completing the application if they are visually impaired, for example.

Unless the student reaches out in some way to be directed to those supports, no one on campus will know that they are needed.

The key here is self-disclosure for appropriate direction to the supports that are available.

Beverly & Trudie:

An MOU between the school district and college should address, but is not limited to, the following areas:

Admission Process

Personnel (Staffing, academic support, etc.)

Registration (schedule, timeline, student fees, etc.)

Policies (drop/add, Code of Conduct, FERPA release)

Transportation

Textbooks/supplies

Required accommodations

Other pertinent considerations determined by the LEA and the CC

Remember to review and update the MOU annually

Slide 25

Template of MOUs				
Responsibility	LEA/District	Date	IHE: _____	Date
Admission Process				
Personnel (Staffing, academic support, etc.)				
Registration (schedule, timeline, student fees etc.)				
Policies (drop/add, Code of Conduct, FERPA release)				
Transportation				
Textbooks/supplies				
Required accommodations				
Other				

Beverly:

This is an example of a template containing the categories addressed in the previous slide. Remember to also consider local policy and practice.

Disability Services Example

- **“Wilkes CC is committed to providing reasonable accommodations to students who qualify for services under the ADA and Section 504. Wilkes HS students with a disability who have received modifications in high school must notify the school counselor and have their parent/guardian sign the letter provided if they are interested in receiving accommodations in a college class. Disclosing a disability to a teacher is not the same as formally requesting accommodations with Wilkes CC through the Disability Services Offices, and instructors may not provide accommodations until eligibility is verified through Disability Services.**

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Trudie:

it is critical that all parties including the student and their parent understand the differences in the laws and processes for receiving disability services.

In K-12 – it is special education and parents are part of the IEP.

It is a totally different experience in higher education with the student working with the disability service staff in determining accommodations.

However, with this being said, many of the accommodations provided in K-12 can also be provided in higher education.

Disability Services Cont.

- **Every situation is different, so decisions will be made based upon the Request for Accommodation form and the documentation provided. Once a student returns the letter, then information will be sent to the Director of Disability Services for review. Once accommodations are determined by the director, an accommodation letter will be sent to the school counselor at each high school. The school counselor will ensure that the accommodation letters will get to the appropriate instructors. Each semester, the director will send out new accommodation letters to the school counselors if the student continues to enroll in WCC courses. Students who have any concerns or issues should contact the Director of Disability Services as soon as possible. “**

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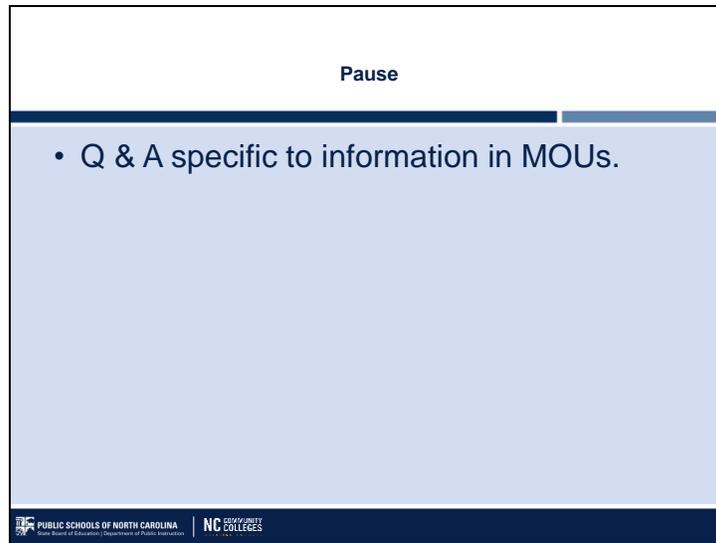
NC STATE COLLEGE

Trudie:

it is very important that the disability services staff meet with the student to determine reasonable accommodations.

These meetings need to take place each semester or each grade level year to determine appropriate accommodations.

Slide 28

A presentation slide with a white header containing the word "Pause" in bold black text. Below the header is a light blue rectangular area containing a single bullet point: "• Q & A specific to information in MOUs." At the bottom of the slide is a dark blue footer bar with two logos: "PUBLIC SCHOOLS OF NORTH CAROLINA" on the left and "NC COMMUNITY COLLEGES" on the right.

Pause

- Q & A specific to information in MOUs.

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Trudie:
will address each question to the person most able to answer the question between herself, Michelle, and Bev.

Resources

- [Career College Promise-NCDPI](#)
- [IDEA](#)
- [Career College Promise-NCCC](#)
- [Dual Enrollment](#)
- [Entitlement-vs-Eligibility](#)

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Trudie:

On these final slides you will find links to some valuable resources that will help you dig a little deeper into some of the information presented today.

NCDPI's link is provided along with an IDEA link, a NC Community College CCP link, and a link to the Education Commission of the States site.

Add links here:

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A rectangular graphic with a white top section containing the title "Session Information" in bold dark blue font. Below the title is a light blue background with three lines of bold dark blue text. At the bottom of the graphic is a dark blue footer containing logos for "PUBLIC SCHOOLS OF NORTH CAROLINA" and "NC COMMUNITY COLLEGES".

Session Information

The most recent policy and practice recommendations were shared during this session.

Your school district/community college may have additional policy and practice requirements.

Always verify district and local policy prior to decision-making.

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As always, the most recent NCDPI policy and practice recommendations were shared during this session.

Your district may have additional policy and practice requirements.

Always verify district and local policy prior to decision-making.

Survey Link

- For CEUs

Slide 33



All...do we need this extra question.