



# ***GUIDE TO CAREER AND TECHNICAL EDUCATION'S SPECIAL POPULATIONS CHALLENGE HANDBOOK***

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*“**Special Populations**” is unique to CTE, and specifically defined by Perkins IV. Students must be, or have been, enrolled in Career and Technical Education courses to be included in Special Populations. Special Populations may include students receiving special education services, and students with 504 plans, but also includes many other students as well!*

*“**Special Education**”, Exceptional Children, or IDEA, provides for free appropriate public education with an IEP designed to meet the needs of a student with a disability that adversely affects their educational performance. Special Education is not to be confused with **Section 504** of the Rehabilitation Act of 1973 that is a protection from discrimination law, and, unlike IDEA, covers many life areas for individuals with disabilities throughout their lifetime.*

*“**Special Needs**” gets used often, but it does not have any legal significance.*

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**April 2011**

## GUIDE TO CAREER AND TECHNICAL EDUCATION'S SPECIAL POPULATIONS: CHALLENGE HANDBOOK

This guide has been prepared to assist Career and Technical Education personnel in planning effective and comprehensive services for students who are identified as special populations, as mandated under Perkins IV. Meeting the Local Provisions requirements of Perkins IV is a responsibility of the LEA. Therefore; every LEA may not choose the same method of completing this task. This guide suggests ways that this may be accomplished.

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## **General Supervision: Department of Public Instruction**

Career and Technical Education (CTE) has the authority to provide general supervision for the requirements of Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The Career and Technical Education program provided by the local education agency (LEA) must meet the core indicators of performance or make significant progress toward meeting the standards approved by the State Board of Education (SBE) or develop a joint plan with Career and Technical Education, Department of Public Instruction (DPI).

Career and Technical Education programs planned for disabled students served under IDEA, will be consistent with and in conjunction with the Procedures Governing Programs and Services for Children with Disabilities Manual from the NC DPI Division of Exceptional Children (EC).

### **Provision of Information**

In order to insure that members of special populations have a fair and equal opportunity to learn about Career and Technical Education programs and services, Perkins IV specifies that information is provided to students who are potential members of special populations, and their parents, at least one year before the students enter or are of an appropriate age for the grade level in which CTE programs are first generally available. The information needs to be provided, to the extent practicable, in a language and form that the parents and students understand.

Through these requirements, members of special populations and their parents receive an introduction to Career and Technical Education, its programs and support services. The following specific information must be addressed:

- the opportunities available in CTE;
- the requirements for eligibility for enrollment in such CTE programs;
- special courses that are available;
- special services that are available;
- employment opportunities; and
- placement.

### **Equal Access**

Members of the special populations will have equal access by being provided with Outreach and Recruitment Activities: These activities may begin as early as the seventh grade in the local education agencies offering a middle grades CTE program. Students and their parents will be informed of the middle grades courses prior to their enrollment into the program. Local education agencies may employ Special Populations Coordinators (SPCs) and Career Development Coordinators (CDCs) to ensure that the specific information is addressed.

Each Local Education Agency, in its local plan, will list its goals, objectives, and strategies for serving special populations. Each LEA will annually evaluate its performance with respect to how these goals, objectives, and strategies are being met by the use of the following performance indicators: percentage of special populations by category who attain and do not attain performance measures; career guidance services devoted to special populations; transition services available to special populations through the instructional process and counseling; use of a Career Development Plan Plus (CDP+) for members of the special populations; and identified strategies to evaluate and improve the performance of special populations. Members of special populations in each category will be enrolled in the CTE programs. Local education agencies will assess the special needs of students. Career assessments of the students'

interests, aptitudes, personality styles, abilities and learning styles may be used to determine the appropriate placement and support services needed for success in regular classrooms.

Professional development will be provided to local administrators, counselors, career development coordinators, special population coordinators, principals, teachers and others to ensure they are aware of and implement successful strategies that ensure equal access for all students.

Additionally, DPI uses a targeting plan, approved by the Office for Civil Rights, to select LEAs for annual Civil Rights Reviews. These reviews are designed to identify potential problems and to identify successful practices in serving special populations students, under represented students, and groups of students protected under state and federal laws. (See the CIVIL RIGHTS TECHNICAL ASSISTANCE section in this guide for more information.)

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## **PART 1 – GENERAL INFORMATION**

### **PURPOSE**

The primary purpose of the Special Populations Coordinator (SPC) is to assure accountability for services to students with in Career and Technical Education's special populations category, including students pursuing nontraditional occupations, in programs funded under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Special services are provided for special populations to ensure equal access to recruitment, enrollment and placement activities. These supplementary services are essential to the successful participation of some disabled and disadvantaged students in Career and Technical Education (CTE) programs.

Coordination services begin with the identification of each member of special populations enrolled in the local education agency's CTE program. This approach allows the local education agency to meet the broad assurances of the law. One such assurance, helping a student to enter a CTE program, enhances their chances of selecting an appropriate career pathway.

The major functions of the Special Populations Coordinator position include:

- Accountability and Planning
- Assessment and Prescription
- Coordination with Other Service Providers
- Monitoring Access, Progress and Success
- Outreach and Recruitment
- Professional Development

(The complete SPC Job Description and Appraisal System are provided in Appendix materials.)

### **STUDENTS SERVED**

The special populations is unique to CTE. Students must be, or have been, enrolled in CTE courses. Some people assume that all members of special populations are classified as Exceptional Children (EC). EC students are included, but there are others who are classified as special populations. This section lists all of the classifications.

■ Identified Special Populations include individuals:

- with disabilities
- from economically disadvantaged families, including foster children
- preparing for nontraditional careers
- who are single parents, including single pregnant women
- who are displaced homemakers
- with Limited English proficiency, and
- with academic disadvantages . [The North Carolina Department of Public Instruction will maintain its services to students with academic disadvantages within the special populations classification, even though no longer required under Perkins IV.]

For further description, see the SPECIAL POPULATIONS CLASSIFICATIONS section in this guide.)

### **PROGRAM SERVICES**

#### **CTE and Preparatory Services: Grades 6 through 8**

- Notify Parents and Students about CTE
- Identify Students
- Recruitment Activities
- Guidance and Career Development Activities

### **CTE Program: Grades 9 through 12**

- Notify Parents and Students about CTE Offerings
- Identify Students
- Recruitment, Enrollment, and Placement Activities
- Follow-up on CTE Guidance and Career Development Activities
- Develop/Complete/Revise Career Development Plan/IEP (CDP+ to include Supplementary Services, if appropriate)
- Schedule for Assessment or Preparatory Services
- Provide Support Services, Transition Services, Work Experience, and Job Placement
- Follow-up Placement Services after completion of CTE

### **TRANSITION SERVICES**

Transition services are provided for students enrolled in special education who are 16 years old or older to assist them in the transition from secondary to postsecondary education or employment. Transition activities should be based upon the individual student's needs, taking into account community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

### **PERKINS IV AND THE LOCAL EDUCATION AGENCY**

The entirety of Perkins IV has required services to students within Special Populations woven throughout the Act. The following are the sections of Perkins IV that specifically identify special populations requirements in Local Plans and Local Use of Funds:

#### **SEC. 134. Local Plan for Career and Technical Education Programs (Relevant portions only)**

(b) Each local plan shall: [...]

(5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;

(8) describe how the eligible recipient will—

(A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

(9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

(10) describe how funds will be used to promote preparation for non-traditional fields;

(11) describe how career guidance and academic counseling will be provided to career and technical education students,

(12) describe efforts to improve—

(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (B) the transition to teaching from business and industry.

**SEC. 135. Local Uses of Funds (Relevant portions only)**

- (b) REQUIRED use of funds to support career and technical education programs: [. . .]
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
  - (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
  - (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
- (c) PERMISSIVE use of funds: [. . .]
- (2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—
    - “(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
    - “(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
  - (4) to provide programs for special populations;
  - (6) for mentoring and support services;
  - (10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—
    - (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
    - (B) postsecondary dual and concurrent enrollment programs;
    - (C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
    - (D) other initiatives—
      - (i) to encourage the pursuit of a baccalaureate degree; and
      - (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
  - (15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
  - (17) to support training and activities (such as mentoring and outreach) in non-traditional fields;
  - (20) to support other career and technical education activities that are consistent with the purpose of this Act.

## PART 2 – SPECIFIC INFORMATION



### ACCOUNTABILITY AND PLANNING (SPC Role)

*Meeting the Local Provisions requirements of Perkins IV is a responsibility of the LEA. Therefore, every LEA may not choose the same method of completing this task. This guide suggests ways that this may be accomplished.*

The accountability and planning function includes the maintenance of records documenting program needs and improvement of supplementary services. In providing annual accountability and planning services, the Special Populations Coordinator should:

- Assist school and CTE administrators in identifying programs that need improvement to assist special populations students in meeting the performance indicators.
- Assist school and CTE administrators in providing strategies to improve supplementary services for members of special populations in meeting the performance indicators.
- Maintain relevant record keeping and inventory systems related to job responsibilities.
- Coordinate with school and CTE administrators, and other service providers to develop a plan of work based on the evaluation and needs assessment results to ensure that members of special populations are receiving adequate supplementary services and career planning.

#### **LOCAL PLAN REQUIREMENTS**

- The Local Plan is the responsibility of the CTE Administrator; the SPC may be called upon to assist.
- Using state performance measures, annually evaluate local CTE programs.
- Develop an improvement plan if substantial progress is not achieved.
- Review CTE program areas to identify and adopt strategies to overcome barriers that result in lower rates of access to or lower success in programs for special populations.
- Provide programs designed to enable special populations to meet the State adjusted levels of performance.
- Describe how individual members of special populations will not be discriminated against in access and participation in CTE programs.
- Have representatives of special populations involved in the development, implementation, and evaluation of CTE.

**Set Up Files to Hold Documentation of All Areas.** A plan book or calendar is sufficient documentation in some areas.

#### **Recruitment**

- Flyers, brochures, pamphlets
- News articles
- Public information news article
- Recruitment activities
- Notice of Nondiscrimination on all printed materials

#### **Enrollment**

- Enrollment Data (NCWISE)

- Percentages
- Documentation of concerns about enrollment

### **Placement**

- Registration practices & information
- Documentation of concerns about safety issues

### **Equal Access**

- Copies of Course of Study
- Tech Prep or CTE brochures
- Student Handbook
- Percentages by category of SP in classes
- CDP+
- All brochures, etc. need the disclaimer

### **Parent Information**

- Copies of information, brochures, dates of meetings, etc. for getting information to 8<sup>th</sup> graders.
- Copy of special brochure given to parents of SP students
- Copies of brochures for parents of LEP or students with disabilities.

### **CDP+**

- Copies of CDP and CDP+

### **Coordination Between Departments**

- Documentation of attendance at inter-department meetings, e.g. minutes, calendar, etc.

### **Use of the I.E.P.** *These items will be in teacher's classrooms.*

- Make sure that all teachers have a copy of the information on the I.E.P. as it relates to their students.
- Copies of lesson plans, support plans, etc., which show modifications or support as outlined in I.E.P.
- Modifications documented on teacher's calendars.
- Samples of student work.

### **Monitoring the I.E.P.**

- Documentation on calendar of reviewing student progress. Progress reports, conferences, meetings, etc.

### **504 Plans**

- Copies of plans for 504 students.

### **Other Services:** *These may be documented by the teacher or the SPC.*

- Curriculum modification
- Equipment modification
- Classroom modification
- Testing accommodation

### **Guidance/Counseling**

- Keep a record of all activities on your calendar.

### **Career Development**

- Keep a record of all activities on your calendar

### **School to Work** *Documentation on calendar*

- Information on shadowing, etc.
- Speakers
- Field trips
- Career Day or College Day

## **IDEAS FOR ANNUAL PLANNING**

### **Updated Curriculum**

- Checklist
- Random visits from IMC/CTE Director

### **Blueprints**

- Post blueprints in classroom
- Visually post competency/objective for the day/week/month
- Give all students some form of blueprint
- Know how to figure weights for time needed to teach Essential Standards
- Know how to figure weights for valid test construction
- Know how to teach/test at different cognitive levels
- Post Course/Unit pie charts in classroom
- Maintain an updated filing system using blueprint hierarchy

### **Pacing Guides**

- Required by principals
- Post in classroom
- Track time/dates changes on pacing guide with another color to show contrast
- Compare time estimated with time actually used

### **Pretests**

- Require course pre-assessments
- Make/administer valid pretests (time limit/scan & score/ reports)

### **Interim Tests**

- Required to make/administer valid interim tests after each **unit** on blueprint
- Require **mid-term** interim testing/reports

### **Item Banks**

- Ownership belongs to the teacher
- Make edits as necessary
- Learn to add new test items/activities
- Performance items should be added

### **Improvement Plans**

- Chart competencies/objectives on graph
- Where does my LEA/School/Program/Class rank? (Chart comparison to several other schools using LPS)
- Compare year-to-year data (consistent highs/lows?)
- Use data to determine how to improve (PEP)
- Assist in developing strategies to incorporate Reading and Math skills.
- Determine what reports, charts, and graphs are best for effecting improvement.
- Visit from IMC/CTE Director
- Elements utilizations
- Program areas meetings (compare ideas on how to teach various objectives)

### **Special Populations**

- Meet with guidance, resource teachers, classroom teachers, and Data Manager
- Charting out special populations student's blueprint
- Understanding how to code student
- Alternative CTE EOC testing to student's individualized blueprint
- Modifications required
- Accommodations required
- Understanding the difference between modifications and accommodations
- Ideas for working with special populations
- Identification of special populations of other students who are eligible, but non-identified

### **End-of-Course Testing**

- Proactive procedure from beginning of semester to prevent last minute testing issues
- Process for student complaints regarding posttesting
- Posttest time not for doing grades, printing, etc.

### **Miscellaneous**

- CTE Director supports/expects use of IMS
- Allocation of budget based on required IMS compliance
- Using Blueprints for justification of spending budget
- Develop positive approach with teachers
- Teachers developing more positive approach with students
- Meet with principals, EC leads, and counselors to explain system and gain their support
- Meet with small diverse group of teachers for input
- Newsletter
- Emergency lesson plans (substitute notebook)
- Staff development on LPS
- Require strategies from teachers of program areas with OFIs
- Stress summer conference attendance
- Work for school needs to relate to blueprints (fixing, planting, etc.)

## **CALENDAR OF WORK**

***Meeting the Local Provisions requirements of Perkins IV is a responsibility of the LEA. Therefore, every LEA may not choose the same method of completing this task. This guide suggests ways that this may be accomplished.***

This Calendar of Work is a suggestion for your schedule of events and responsibilities throughout the school year. Information in this calendar is subject to change, and may not reflect the calendar or schedule of event in your school or LEA. Plan to attend Regional and State Special Populations Coordinator's meetings and monitor the spc-nc online group for updates, changes, and idea exchange.

- The numbers and letters at the end of each item correspond to the SPC Job Description items.
- Some things will need to be performed each semester.
- \*\*Starred items indicate an ongoing process.

### **August**

- Coordinate with school and CTE administrators to meet the needs of special populations students. (1.d)
- Go to <http://groups.yahoo.com/group/spc-nc/> and click on Join This Group! and follow the instructions to join and receive messages and participate in group functions. (6.b)
- Meet with Data Manager and request NCWISE access. Counselor rights are recommended. (3.b)
- Meet with teachers both new and experienced to review expectations and responsibilities concerning Special Populations students. A list of students may be given out at this time. (3.a)

### **September**

- Assist in organizing in-service training for Counselors, EC teachers and CTE teachers. (3.c)
- SPCs serving more than one school should meet with school and CTE administrators to discuss assignment of daily extra duties at an individual school, if applicable. (1.d)
- Contact the EC teachers, the Transition Coordinator, the Vocational Rehabilitation Counselors, and the LEA 504 Coordinators to provide information about special populations services, CTE programs, services, organizations, and projects available in the LEA. (5.a)
- In order to identify Special Populations students, request the following: (2.a)
  - Exceptional Children's lists and modifications (from authoritative source/EC)
  - 8<sup>th</sup> grade EOG level I and II (from guidance)
  - LEP lists or databases (from authoritative source ESL)
  - Free and Reduced lunch lists (from authoritative source Child Nutrition)
  - Lists of at risk students (from guidance)
  - Lists of students with excessive absences (from data manager)
  - Lists of students in foster children program (when available)
  - Lists of 504 students (from 504 Coordinator)
  - Lists of pregnant students or student parents (from Adolescent Parenting program or equivalent)(EC, LEP and Child Nutrition lists should come to NC WISE or Elements through authoritative source. See criteria listed under this category in the CODING SPECIAL POPULATIONS IN NCWISE section in this guide.)
- Use the information you have collected to prepare for VEIS identification by setting up a spreadsheet or database for each school to use in identification for VEIS and information for CDPs and CDP+s (2.a&c)
- Check information on spreadsheet to be sure that all students have a Course of Study (COS), etc. Make corrections, if needed. (2.a)

- Check to make sure that all Occupational COS students are coded correctly. Work with Data Managers to see that corrections are made. (2.a)
- Get VEIS information to person who will enter it into NCWISE (or enter it yourself). (2.a)
- Develop CTE-related plans with the Vocational Rehabilitation Counselor, CTE Teachers, and LEA 504 Coordinator for students with disabilities not receiving services through the EC Program. (3.b)
- Meet with the EC teachers and develop a yearly plan of CTE-related activities. (1.d, 3.b&d)
- Check to make sure that all teachers receive a list of modifications and other IEP/504 information on students with disabilities. (3.a)
- Meet with CTE Director to discuss opportunities for improvement in the Annual Plan. (1.d)
- \*\*Assist with Individualized Education Program Team and planning meetings for students enrolled in CTE programs, as appropriate. (2.d, 3.d)
- \*\*Assist teachers with planning for and implementing classroom accommodations and testing modifications. (2.e&f, 3.a)
- \*\*Share pertinent information with teachers relating to meeting the needs of the students with disabilities. (3.a)
- \*\*Check with teachers to be sure that they are using required modifications. The IEP is a legal document and cannot be ignored. (2.d, 3.d)
- \*\*Update CDP+s. (2.c, 3.d)
- \*\*Check with CTE teachers to get a list of students who are not succeeding so that intervention can be started. Students who are not succeeding could be added to the list of Special Populations students. (2.c, 3.d)
- \*\*Request list of failures for each grading period and follow up with teachers to help students to succeed. (2.c, 3.d)
- \*\*Meet with the EC teacher, the Vocational Rehabilitation Counselor, the CTE Teacher(s) and other Individualized Education Program Team members to make modifications as necessary. (2.c-e, 3.a&d)

### **October**

- Attend Special Populations Coordinator's (SPC) regional meetings. (6.a&b)

### **November**

- Coordinate with Career Development Coordinator for administration of Interest Inventories and Learning Styles. (May occur earlier in school year.) (2.b)

### **December**

- Begin to make arrangements for posttests (accommodations and alternate assessments). (2.e, 3.a&b)
- \*\*Explore using electronic read-alouds (CD or MP3). (2.e, 3.d)

### **January**

- Provide assistance to testing coordinator to ensure that alternate assessments are ready and administered correctly. (2.e, 3.b)
- Help testing coordinator to arrange for the administration of posttests for students who require accommodations. (2.e, 3.b)

### **February**

- Share the vocational assessment data with the EC teacher for use in registering and placing students with disabilities in the appropriate and least restrictive CTE program courses. (3.a&b)

### **March**

- Work with CDC to provide recruitment activities such as a special career day or classroom visits including activities suited for special populations students. (3.a&b, 5.a&b)
- Attend Special Populations Coordinator's (SPC) regional meetings. (6.a&b)

### **April**

- Update or create new brochures for parents of special populations students (descriptions of courses and services). (5.a&b)
- Update or create new brochures for special populations students (same information as for regular students, easier to read). (5.a&b)

### **May**

- Begin to make arrangements with testing coordinators for posttests (accommodations and alternate assessments). (2.e, 3.a&b)
- \*\*Explore using electronic read-alouds (CD or MP3). (2.e, 3.d)
- Assist the CTE Director to develop the annual plan. (1.a,b&d)

### **June**

- Provide assistance to testing coordinator to ensure that alternate assessments are ready and administered correctly. (3.b)
- Help to arrange for the administration of posttests for students who require accommodations. (3.b)
- Do final updating of CDP+s for the year. (2.c, 3.d)
- Plan to attend CTE Summer Conference in July. (6.a&b)



## **ASSESSMENT AND PRESCRIPTION (SPC Role)**

*Meeting the Local Provisions requirements of Perkins IV is a responsibility of the LEA. Therefore, every LEA may not choose the same method of completing this task. This guide suggests ways that this may be accomplished.*

The assessment and prescription function includes the assessment of the special needs of special populations students and the development of the CDP+. In providing assessment and prescription services, the SPC should:

- Identify students within special populations each semester, and provide information to CTE teachers and suggest possible teaching strategies.
- Coordinate with CDC and assess the characteristics of students using interest inventories, learning style assessments, or similar instruments.
- With input from the CTE teachers, individually develop, implement and monitor the CDP+.
- Participate on the IEP Team for students enrolled in CTE courses, as needed, in the development and implementation of the CTE and transition components of the IEP.
- Coordinate special services for special populations students.
- Maintain a CTE resource laboratory for members of special populations and CTE teachers.
- Assist with transition services for special populations students.

### **INTEREST INVENTORY CHARACTERISTICS**

- **Realistic** - practical, physical, hands-on, tool-oriented

- **Investigative** - analytical, intellectual, scientific, explorative
- **Artistic** - creative, original, independent, chaotic
- **Social** - cooperative, supporting, helping, healing/nurturing
- **Enterprising** - competitive environments, leadership, persuading
- **Conventional** - detail-oriented, organizing, clerical

## LEARNING STYLE CHARACTERISTICS

### **Auditory Learner**

- **Reading** - enjoys dialogue, plays, avoids lengthy description, unaware of illustrations, and moves lips or sub vocalizes.
- **Spelling** - uses a phonic approach.
- **Handwriting** - has more difficulty learning in initial stages, tends to write lightly.
- **Memory** - remembers names, forgets faces, and remembers by auditory repetition.
- **Imagery** - sub vocalizes, thinks in sounds, details are less important.
- **Distractibility** - easily distracted by sound.
- **Problem Solving** - talks problems out, tries solutions verbally, talks self through problem.
- **Period of Inactivity** - hums, talks to self or to others.
- **New Situations** - talks about situation pros and cons, what to do.
- **Emotionally** - shouts with joy or anger, blows up verbally but soon calms down, expresses emotions verbally and through change in tone, volume or pitch of voice.
- **Communication** - enjoys listening but cannot wait to talk, descriptions are long and repetitive, likes hearing self and other talk, uses words such as listen, hear, etc.
- **General Appearance** - matching clothes not so important, can explain choices of clothes.

### **Visual Learner**

- **Reading** - likes description, sometimes stops reading to stare into space and imagine what has been read, has intense concentration.
- **Spelling** - recognizes words by sight.
- **Handwriting** - tends to be good.
- **Memory** - remembers faces, forgets names, writes things down, and takes notes.
- **Imagery** - vivid imagination, thinks in pictures, visualizes in detail.
- **Distractibility** - generally unaware of sounds, distracted by visual disorder or movement.
- **Problem Solving** - deliberates, plans in advance, organizes thoughts by writing them, list problems.
- **Period of Inactivity** - stares, doodles, and finds something to watch.
- **New Situations** - looks around, examines structure.
- **Emotionally** - somewhat repressed, stares when angry, and cries easily, beams when happy, facial expression is a good index of emotion.
- **Communication** - quiet, does not talk at length, becomes impatient when extensive listening is required, may use words clumsily, describes without embellishment, uses words such as see, look, etc.
- **General Appearance** - neat, meticulous, likes order, may choose to not vary appearance.

### **Kinesthetic Learner**

- **Reading** - prefers stories where action occurs early, fidgets when reading, handling books, not an avid reader.
- **Spelling** - often is a poor speller, writes words to determine if they 'feel' right.

- **Handwriting** - good initially, deteriorates when space becomes smaller, pushes harder on writing instrument.
- **Memory** - remembers best what was done, not what was seen or talked about.
- **Imagery** - imagery not important, images that do occur are accompanied by movement.
- **Distractibility** - not attentive to visual, auditory presentation, seems distractible.
- **Problem Solving** - attacks problem physically, impulsive, often selects solution involving activity.
- **Period of Inactivity** -fidgets, finds reasons to move, holds up hand.
- **New Situations** -tries things out, touches, feels, manipulates.
- **Emotionally** -jumps for joy; hugs, tugs and, pulls when happy; stomps, jumps, and pounds when angry.
- **Communication** - gestures when speaking, does not listen well, stands close when speaking or listening, quickly loses interest in detailed verbal disclosure, uses words such as get, take, etc.
- **General Appearance** - neat but soon becomes wrinkled through activity.

(Barbe, Swassing and Milone)



## **CAREER DEVELOPMENT PLAN AND CAREER DEVELOPMENT PLAN PLUS**

Part of meeting the Perkins IV requirements is the development and use of a Career Development Plan (CDP) for all high school students and an extra (CDP+) section to be used with Special Populations students. This plan must include information about the student, their courses, and their progress toward graduation. The CDP+ will include information about classifications, services, assessments, and modifications for all special populations students.

### **CDP+: One of the Most Important Elements of Special Populations**

Accurately identifying what services, accommodations and/or modifications the student is to receive and recording their implementation are critical to student achievement. Teachers, SPCs, CDCs, counselors, and others who work with that student or schedule courses need to monitor that student's CDP+ to make sure that the services, accommodations and/or modifications are being provided and recorded.

Local CTE administration may choose to use another CDP+ format as long as all of the requirements are met. The CDP and CDP+ must be revised and updated as changes are made in state and local graduation requirements. There are samples of a CDP and CDP+ in the APPENDICES.



## CIVIL RIGHTS TECHNICAL ASSISTANCE

### ***Why does Career and Technical Education receive special civil rights attention?***

Beginning in 1973, various civil rights advocacy groups, including the Legal Defense Fund of the NAACP, sued the United States Department of Health, Education and Welfare (now the Department of Education) on behalf of a plaintiff, alleging that the federal government was not enforcing the federal civil rights laws in education. The Federal District Court of Washington, D.C. settled the case by issuing a consent decree in 1977, which required the federal Office for Civil Rights (part of the U.S. Department of Education) to prepare the *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap* (the Guidelines) in Career and Technical Education programs. That document was published in its final form in 1979, and continues to remain in force.

The *Guidelines* require each state, including the North Carolina Department of Public Instruction (DPI), as North Carolina's State Education Department, to develop and implement a compliance and technical assistance program, to prevent, identify, and remedy discrimination on the basis of race, color, national origin, sex, age, and disability in school districts that receive federal financial assistance, in particular, its Career and Technical Education program. DPI conducts its civil rights program according to an agreement with the Office for Civil Rights called the "Methods of Administration" (MOA).

### ***What are the required parts of the compliance and technical program?***

The MOA requires that DPI:

- Develop and implement a targeting plan to identify the Local Education Agencies (LEAs) to receive on-site reviews for two year period. (The criteria used to develop the targeting plan includes: Number of CTE courses; Size of LEA; Last on-site visitation; Sex; Race; LEP; Disability; Overall ranking of LEAs from previous targeting plan; and Complaints received.)
- Conduct comprehensive on-site compliance reviews of 2.5% of the LEAs each year (for NC, this equals three LEAs) to determine compliance and work with LEA officials to obtain a compliance plan to remedy any findings of non-compliance;
- Monitor LEAs for completion of their compliance plans;
- Respond to and help resolve civil rights complaints; and
- Provide technical assistance to help LEAs develop compliance plan activities.

### ***What federal civil rights laws are involved?***

There are five major federal civil rights laws that are used as part of the compliance review process.

These laws and their implementing regulations are:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin.
- Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender.
- Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.
- Section 303 of the Age Discrimination of 1975, which prohibits discrimination on the basis of age.
- Americans with Disability Act of 1990, which prohibits discrimination on the basis of disability.

***How are compliance reviews conducted?***

DPI staff annually conducts onsite compliance reviews. Compliance reviews may also be conducted independently on the basis of need or as a result of civil rights complaints. Compliance reviews consist of an examination and analysis of data and documents supplied by the LEA, interviews with administrators, faculty, and students, and observations of classes and facilities.

Findings of non-compliance with federal civil rights authorities are identified as part of the report to the LEA. LEA officials, with assistance as needed from DPI staff, must prepare an approved compliance plan to correct any findings. DPI staff will also provide technical assistance to the LEA to implement the plan and will monitor the LEA until all plan activities have been completed.

***What penalties are imposed if a LEA doesn't come into compliance?***

DPI must inform the federal Office for Civil Rights (OCR) of all instances of a LEA's unwillingness to come into compliance (e.g., refusal to provide all relevant information in order to conduct a compliance review, refusal to participate in the compliance review, does not submit an approved compliance plan, or will not correct violations).

OCR may conduct its own investigation based on information supplied by DPI. As a result of its investigation, OCR may seek voluntary corrective action or recommend that the Secretary of Education withhold all federal financial assistance to the LEA.

***How can a LEA obtain technical assistance?***

LEA officials should contact the Career and Technical Education Regional Coordinator assigned to work with the LEA and/or the DPI Career and Technical Education Civil Rights Coordinator to request any of the following types of technical assistance:

- Information about its civil rights responsibilities;
- Help in coming into compliance, developing and implementing a compliance plan;
- Assistance to improve its compliance with the civil rights laws and regulations, or to enhance its equity activities; and/or
- Assistance to resolve civil rights complaints.



**CODING STUDENTS IN SPECIAL POPULATIONS IN NCWISE**

Special populations students must be coded in NCWISE for VEIS (Vocational Enrollment Information Survey) information. This is a federal requirement and is typically the responsibility of the Special Populations Coordinator. Information collected in the identification process is used to complete this coding. Information will be coded by the person appointed by the LEA; this may be either the Data Manager or the SPC.

Most enrollment data information transfers to the system automatically, but other special categories may still need to be entered separately. Exceptional Children's (EC) data that is collected at NCDPI via CECAS is automatically merged with CTE enrollment data. Child Nutrition Program (CN) data about students who qualify as Economically Disadvantaged, data on Limited English Proficient (LEP) students, data on students who are academically disadvantaged and migrant data are also collected automatically at NCDPI and entered into the system.

### **Use of Elements™**

The CTE instructional management system and Elements™ application gives you an opportunity to preview your enrollment information prior to upload to NCDPI. Ask teachers to review their class rosters in Elements™ and notify you of students who appear in error or who are missing. Only the following items must be completed on the VEIS screen: 504 Plan; Single Parent; and Displaced Homemaker. In addition, you should code Economically Disadvantaged students only if they are identified using a method other than ***Free and Reduced Price Meal*** eligibility; and Academically Disadvantaged students only if they are identified using a method other than GPA.

### **CDP and CDP+**

All CTE students should have on file career development plans (CDPs), which indicate their intended career pathway or cluster, and lay out a plan for completing required academic and CTE courses and those that will be helpful in meeting their career objectives. There is no longer a performance indicator related to this requirement and data about students' CDPs will not be collected via the CTE Student Enrollment System. In addition to a CDP, students who are identified as Special Populations must have a CDP+, which is an expanded plan that includes special information about the student's interests and abilities and how the student's needs are being met. However, CDPs and CDP+s are still subject to monitoring.

### **Academically Disadvantaged**

Students in the enrollment file who have been identified as Academically Disadvantaged based solely on their GPAs do not need to be identified, as this data Because GPA does not transmit for freshmen, you must use other criteria to identify Academically Disadvantaged students who are freshmen. (You can also use these additional criteria to identify Academically Disadvantaged students who are upperclassmen, but this is not required.)

### **Economically Disadvantaged**

Information that is automatically transferred to NCDPI from the Child Nutrition Program is used to identify Economically Disadvantaged students. A 2010 Memorandum of Agreement between CTE and the Child Nutrition Program allows Child Nutrition personnel to provide a list of students to you for use in planning instruction. There are specific guidelines about how this confidential information is to be stored, used, and disposed of. According to the Memorandum of Agreement, you may not use NC WISE to store information about student eligibility for Free and Reduced Price Meals.

Students may also be identified as Economically Disadvantaged if they meet one or more of the criteria listed under this category in the SPECIAL POPULATIONS CLASSIFICATIONS section in this guide.

### **Section 504**

A program code exists for this designation. However, not all 504 students count as 504 for CTE purposes. Students must have a 504 Accommodation Plan on file to be coded as 504 students.

### **Limited English Proficient/English Language Learners**

You no longer need to code limited English proficient students in the enrollment data. This information is transferred automatically from the LEP program. You do not need to key any data into this column for students who are limited English proficient, but you do need to know who these students are so you can provide services to them.

### **Single Parent/Pregnant and Parenting Teens**

Single parents are unmarried students who are pregnant or parenting and you will have to identify persons with in this category, if possible, or have them self-disclose, and then the information is entered into VEIS.

### **OVERVIEW OF VEIS FORM AND REPORTING REQUIREMENTS**

| <b>Category</b>              | <b>Reported in CTE Enrollment Report</b>  | <b>Maintained locally to ensure appropriate services are provided*</b>      |
|------------------------------|---|---|
| Academically disadvantaged   | Only for students identified by methods other than GPA  | Yes   |
| Economically disadvantaged   | Only for students identified by methods other than eligibility for free and reduced price meals | Yes, but cannot use NC WISE to record Free & Reduced Price Meal eligibility |
| Career Development Plan      | No  | Yes   |
| Career Development Plan Plus | No  | Yes   |
| 504 student                  | Yes   | Yes   |
| LEP                          | No  | Yes   |
| Single Parent                | Yes   | Yes   |
| Displaced Homemaker          | Yes   | Yes   |
| Instructional Setting        | No  | Yes   |

\* Information must be maintained locally and is subject to audit. Except as noted, the data can be entered in NC WISE, but such entry is not required.

More detailed instructions for the CTE Enrollment Report can be found in the document [NCWISE UERS CTE/WDE Reporting](#).



### **COORDINATION WITH OTHER SERVICE PROVIDERS (SPC Role)**

*Meeting the Local Provisions requirements of Perkins IV is a responsibility of the LEA. Therefore, every LEA may not choose the same method of completing this task. This guide suggests ways that this may be accomplished.*

The coordination with other service provider's function includes working with other service providers to assure services to members of special populations. In providing coordination, the Special Populations Coordinator should:

- Collaborate with CTE teachers and other relevant service providers in providing services to special populations students.
- Coordinate with special education, vocational rehabilitation, community agencies, businesses/industry, and significant others to provide appropriate supplementary services to members of special populations.
- Facilitate in-service training for school personnel working with students within special populations to improve their abilities and techniques in meeting the special needs of these students.
- Monitor the CTE component of the IEP and CDP+ to ensure that appropriate supplementary services are provided and performance indicators are met.
- Coordinate work experiences and educational trips for special populations students where appropriate.



## CORE INDICATORS

**The Core Indicators are created by NCDPI to indicate the methods of meeting the local and state requirements of Perkins IV.**

- Performance Indicator One (1S1) – Academic Attainment - Reading/Language Arts.
- Performance Indicator Two (1S2) – Academic Attainment - Mathematics.
- Performance Indicator Three (2S1) – Technical Skill Attainment.
- Performance Indicator Four (3S1) – Secondary School Completion.
- Performance Indicator Five (4S1) – Student Graduation Rates.
- Performance Indicator Six (5S1) – Secondary Placement.
- Performance Indicator Seven (6S1) - Nontraditional Participation.
- Performance Indicator Eight (6S2) - Nontraditional Completion.



## DISCRIMINATION, HARASSMENT AND BULLYING

### Discrimination

Under federal and state law it is illegal to discriminate against someone because of that person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), or disability. It is also illegal to retaliate against a person because he or she complained about discrimination, or filed a charge of discrimination.

These civil rights laws extend to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, state vocational rehabilitation agencies, libraries, and museums that receive federal financial assistance from ED. Programs or activities that receive ED funds must provide aids, benefits, or services in a nondiscriminatory manner. Such aids, benefits, or services may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment.

Harassment is a form of discrimination and is discussed below.

### Harassment

Generally, state and federal statutes describe “harassment” as unwelcome verbal or physical conduct based on race, color, religion, sex (whether or not of a sexual nature and including same-gender harassment and gender identity harassment), national origin, age (40 and over), disability (mental or physical), sexual orientation, or retaliation (sometimes collectively referred to as “legally protected characteristics”) constitutes harassment when:

- The conduct is sufficiently severe or pervasive to create a “hostile environment” that interferes with the employee’s/student’s ability to function normally without intimidation, fear, anxiety, and the like; **or**
- The conduct includes sexual or some form of bribery. Commonly referred to as “quid pro quo harassment” (“this for that”).

Examples of actions that may create hostile environment harassment include:

- Leering ( staring in a sexually suggestive manner)
- Making offensive remarks about looks, clothing, body parts
- Touching in a way that may make an person feel uncomfortable, such as patting, pinching, or intentional brushing against another's body
- Telling sexual or lewd jokes, hanging sexual posters, making sexual gestures, etc.
- Sending, forwarding, or soliciting sexually suggestive letters, notes, emails, or images
- Use of racially derogatory words, phrases, epithets
- Demonstrations of a racial or ethnic nature such as a use of gestures, pictures, or drawings that would offend a particular racial or ethnic group
- Comments about an individual's skin color or other racial/ethnic characteristics
- Making disparaging remarks about an individual's gender that are not sexual in nature
- Negative comments about a person's religious beliefs (or lack of religious beliefs)
- Expressing negative stereotypes regarding a person's birthplace or ancestry
- Negative comments regarding an individual's age when referring to employees over 40 years of age
- Derogatory or intimidating references to a person's mental or physical impairment

### **Bullying**

A broad definition of bullying is when a student is repeatedly exposed to negative actions on the part of one or more other students. **Bullying is now prohibited under state law, and by SBOE policies.**

- These negative actions can take the form of physical contact, verbal abuse, or making faces and rude gestures.
- Spreading rumors and excluding the victim from a group are also common forms.
- Bullying also entails an imbalance in strength between the bullies and the victim, what experts call an asymmetric power relationship.
- School personnel and students play a crucial role in determining the extent to which these problems will manifest themselves in a classroom or a school.

Talk to your students about Harassment and Bullying:

- What causes people to harass/bully each other?
- How does it feel to be harassed/bullied/to bully?
- What are the effects of this behavior on the victims, the harasser/bully, and the bystanders?
- What would our school and society be like if bullying behavior was acceptable? Use examples from history, politics, and civics
- What can we do to stop it?
- What moral dilemmas do we face when we encounter bullying behavior?

Both harassment and bullying can have a direct impact on whether Special Populations students enroll in CTE courses and/or continue in further courses or programs. School personnel must not underestimate how important their contribution is when a student is protected from a harasser and/or bully.

\*Review School Violence Prevention Act Senate Bill #526 and State Board of Education Policy HRS-A-007 for further guidance on Harassment and Bullying issues.

### **Grievance Procedures**

A grievance procedure is a school board approved policy of addressing a claim by a student or parent/guardian, or employee of an alleged violation of a specified state or federal law, State Board of

Education policy, or a school board policy; such as incidents of discrimination, harassment and/or bullying.

- However, a grievance does not include an appeal from a recommendation for a student's long-term suspension, expulsion, 365-day suspension, course grade disputes or other decisions of school employees for which other avenues of appeal to the Board of Education exist.
- The intent of a grievance procedure is to secure, at the lowest possible level, equitable solutions to problems affecting students and employees.



## ENROLLMENT AND CLASS SIZE

Enrollment in each Career and Technical Education class should be of a size that would ensure effective instruction as prescribed in the individual course description in the Standard Course of Study. In considering the enrollment of students with disabilities, LEAs must ensure that all levels of the continuum of programs and services are available, considered, and utilized.

The class size or caseload of CTE teachers should consider the following:

- (1) Allow for the implementation of each assigned student's IEP that must address both academic progress (i.e. access and progress in the general curriculum, including participation in district-wide and state-wide assessments) and functional performance;
- (2) Be determined by the nature and severity of the student's disability;
- (3) Be determined by the students' ages and/or grade placements;
- (4) Be determined by the type and intensity of services required by the IEP; and
- (5) Be determined by the actual number of tasks that the teachers/service provider must complete in addition to daily instructional activities (workload).

This continues to be a troubling issue in relation to CTE classroom enrollment. If you have success safety concerns due to enrollment, document them in writing as well as expressing them verbally to school and CTE administrators. If possible, it should be a team decision among administrators, CTE and EC teachers.

### Over-enrollment

When too many students register for a class, the students that do not get in the class should be identified, and their demographics recorded. The over-enrollment data should be reviewed on a regular basis to ensure that all students have access to CTE courses, and that there is not a pattern of students of a particular demographic category being denied enrollment into a CTE class. Accordingly, each LEA should have a written process to determine the steps to be taken when there is a situation of over-enrollment.



## EXCEPTIONAL CHILDRENS CATEGORIES

### DEFINITIONS OF DISABILITY CATEGORIES

- (1) **Autism**, sometimes called autism spectrum disorder: a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated

with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.

A child who manifests the characteristics of autism after age three could be identified as having autism if provisions in Procedures Governing Programs and Services for Children with Disabilities are satisfied.

- (2) **Deaf-blindness:** hearing and visual impairments that occur together, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- (3) **Deafness:** a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the child's educational performance.
- (4) **Developmental delay:** a child aged three through seven, whose development and/or behavior is delayed or atypical, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who, by reason of the delay, needs special education and related services.
- (5) **Serious emotional disability** (hereafter referred to as emotional disability):
  - (i) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
    - An inability to make educational progress that cannot be explained by intellectual, sensory, or health factors.
    - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
    - Inappropriate types of behavior or feelings under normal circumstances.
    - A general pervasive mood of unhappiness or depression.
    - A tendency to develop physical symptoms or fears associated with personal or school problems.
  - (ii) Serious emotional disability includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.
- (6) **Hearing impairment:** an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.
- (7) **Intellectual disability:** significantly sub-average general intellectual functioning that adversely affects a child's educational performance existing concurrently with deficits in adaptive behavior and manifested during the developmental period.
- (8) **Multiple disabilities:** two or more disabilities occurring together (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such

severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

(9) **Orthopedic impairment:** a severe physical impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures, etc.).

(10) **Other health impairment:** having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, Hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette's Syndrome, etc.; and
- (ii) Adversely affects a child's educational performance.

(11) **Specific learning disability:**

- (i) General. Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- (ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of serious emotional disturbance, or of environmental, cultural, or economic disadvantage.

(12) **Speech or language impairment:**

- (i) A communication disorder, such as an impairment in fluency, articulation, language, or voice/resonance that adversely affects a child's educational performance.
- (ii) Language may include function of language (pragmatic), the content of language (semantic), and the form of language (phonologic, morphologic, and syntactic systems).
- (iii) A speech or language impairment may result in a primary disability or it may be secondary to other disabilities.

(13) **Traumatic brain injury:** an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

(14) **Visual impairment** including blindness: an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. A visual impairment is the result of a diagnosed ocular or cortical pathology.

**Educational Setting.** Laws require that students with disabilities be educated along with regular students to the maximum extent appropriate to the needs of the disabled students. This means that disabled students must be assigned to regular courses or classes if able to meet the student's needs.

Decisions on academic placement must be based on an individual student's needs. Students with disabilities may be placed in a separate class or facility only if they cannot be educated satisfactorily in the regular educational setting with the use of supplementary aids or services.

**Hidden Disabilities.** Hidden disabilities are physical or mental impairments that are not readily apparent to others. They include such conditions and diseases as specific learning disabilities, diabetes, epilepsy, and allergy. A disability such as a limp, paralysis, total blindness or deafness is usually obvious to others. However, hidden disabilities, such as, low vision, poor hearing, heart disease, or chronic illness may not be obvious. A chronic illness involves a recurring and long-term disability such as diabetes, heart disease, kidney and liver disease, high blood pressure, or ulcers.



## **FORMATIVE ASSESSMENT LEARNING COMMUNITY'S ONLINE NETWORK (FALCON)**

NC FALCON is an online professional development series modules located on NC FALCON. It is an excellent resource to learn more about how formative assessment can impact instruction and help students achieve targeted learning goals.

Formative assessment is regarded as an ongoing process rather than a particular kind of test. With this in mind, there is no such thing as a "formative test." Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve intended instructional outcomes. The primary purpose of the formative assessment process is to provide evidence that is used by teachers and students to inform instruction and learning during the teaching/learning process.

North Carolina's next generation, comprehensive, balanced assessment system includes formative assessment, interim/benchmark assessments, and summative assessments that are aligned to state standards. Formative assessment is an essential component of this system because it forms the foundation of teaching and learning. In contrast to summative assessment, formative assessment is more focused on collaboration in the classroom and identifying learning gaps that can be addressed before end-of-year assessments. Formative assessment should occur in the classroom more often than any other assessment.

There are a number of formative assessment strategies that can be implemented during classroom instruction. These range from informal observations and conversations to purposefully planned instructionally embedded techniques designed to elicit evidence of student learning to inform and adjust instruction.

North Carolina's Formative Assessment Learning Community's Online Network (NC FALCON) link: <http://center.ncsu.edu/falcon/>



## FUNDING

**Section 124 of Perkins Act of 2006** outlines State Leadership Activities. The major areas include:

- Required use of funds
  - Entry into technology fields, including nontraditional fields
  - Professional development
  - Exposing special populations to high skill, high wage occupations
- Permissible uses of funds
  - Improvement of career guidance and academic counseling programs that expose students to high skill, high wage, and nontraditional fields
  - Overcoming barriers for special populations to transition from sub baccalaureate CTE programs to baccalaureate degree programs
  - Support new programs in high skill, high wage, or high demand occupations
  - Award incentive grants for exemplary performance
    - Exceeding local performance measures
    - Special populations progress

**Section 135 of Perkins Act of 2006** outlines Local Use of Funds. The major areas include:

- Required Use of Local Funds
  - provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency
- Permissive Use of Local Funds
  - Initiatives to overcome barriers to enrollment in and completion of baccalaureate degree programs for special population students
  - Develop new CTE programs of study in high skill, high wage, or high demand occupations and dual credit



## IEP IMPLEMENTATION IN CAREER AND TECHNICAL EDUCATION

Career and Technical Education teachers, Special Populations Coordinators, and Special Education Teachers should work cooperatively when planning Career and Technical Education services to be provided to students with disabilities. The **Perkins Act of 2006** and **IDEA 2004** mandate equal access to CTE programs and services for students with disabilities.

### Development of the IEP:

- Career and technical courses may be considered as part of the student's education plan when developing a student's IEP. These courses can provide the student with knowledge and skills to enter the workforce or pursue postsecondary training or education. Appropriate placement for the student is important to ensure the safety, success and satisfaction of the student in the program.

- Weigh the following steps during IEP development when considering a CTE course for the student:
  1. What are the student's interests? What are the student's plans after graduation? What are the student's career goals?
  2. What is the student's ability level? CTE courses involve both hands-on activities and varying levels of reading, math and technology, and can be found in the course description. Consideration should also be given to the student's level of independence with regard to safety issues. Students may be required to pass a safety test before working and using tools in a lab/shop area. The IEP team should choose the an appropriate program for the student based on interest, ability and readiness of the student to not only master the safety test but to participate in class without compromising the student's or classmates' safety. Will a one-on-one aide reduce or eliminate the safety concern?
  3. A member of the IEP team (career and technical instructor, school counselor, special education teacher) should be present and able to adequately describe the course considered for the student.
  4. The IEP team should look at the competencies listed for the course and determine which will be included in the student's IEP once the course is determined.
  5. The IEP team should determine modifications, if any, that should be made for the student based on the competencies the student will work toward mastering.

### **Individualized Education Program (IEP)**

IEP means a written statement for each child with a disability that is developed, reviewed, and revised in an IEP team meeting.

The IEP must include:

- A statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children);
- A statement of measurable annual goals, including academic and functional goals designed to:
  - Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum, and
  - Meet each of the child's other educational needs that result from the child's disability;
- A description of how the child's progress toward meeting the annual goals will be measured; and that periodic reports on the progress the child is making toward meeting the annual goals will be provided concurrent with the issuance of report cards;
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
  - To advance appropriately toward attaining the annual goals,
  - To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities, and
  - To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;
- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class;
- A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments;

- If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why:
  - The child cannot participate in the regular assessment,
  - The particular alternate assessment selected is appropriate for the child,
  - The projected date for the beginning of the services and modifications,
  - The anticipated frequency, location, and duration of those services and modifications;

### **IEP Team**

The LEA must ensure that the IEP Team for each child with a disability includes:

- The parent(s) of the child;
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- A representative of the LEA who:
  - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities,
  - Is knowledgeable about the general education curriculum, and
  - Is knowledgeable about the availability of resources of the public agency.
- An individual who can interpret the instructional implications of evaluation results;
- At the discretion of the parent(s) or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and;
- Whenever appropriate, the child with a disability.

### **Transition Services**

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include a statement of initial transition components including the child's needs, preferences and interests, and course(s) of study (such as advanced placement classes or a vocational education program).

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills, and
- The transition services needed to assist the child in reaching those goals, including if appropriate, a statement of interagency responsibilities or any needed linkages.

Transfer of rights at age of majority.

- Beginning not later than one year before the child reaches the age of majority, which under State law is 18, the IEP must include a statement that the child and their parent have been informed of the rights that will transfer to the child upon reaching age 18.

### **Transition Team**

LEA must invite:

- The child with a disability to attend the IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals,
- If the child does not attend the IEP Team meeting, the LEA must take other steps to ensure that the child's preferences and interests are considered,

- To the extent appropriate, with the consent of the parent(s) or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

#### Determination of Knowledge and Special Expertise.

- The determination of the knowledge or special expertise of any individual must be made by the party (parent(s) or LEA) who invited the individual to be a member of the IEP Team.

#### **IEP/Transition Team Attendance**

- A member of the IEP Team is not required to attend an IEP meeting, in whole or in part, if the parent(s) of a child with a disability and the LEA agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting,
- A required member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves modification to or discussion of the member's area, if:
  - The parent(s), in writing, and the public agency consent to the excusal, and
  - The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.

Source: North Carolina Department of Public Instruction, 2007, Procedures Governing Programs and Services for Children with Disabilities.

To obtain a complete IEP, go to the following website:

<http://www.ncpublicschools.org/ec/policy/forms/statewide/>

This website is the forms page for NC DPI Exceptional Children. There may be other forms that you would be interested in seeing.

The first pages of the IEP are in the APPENDICES.

#### **Positive Behavior Intervention and Support (PBIS)**

Positive Behavior Intervention and Support (PBIS) programs are a way to impact the learning environments in the schools in order to support high student performance and to reduce behavioral problems. Whole school PBIS is a systematic approach that establishes and reinforces clear behavioral expectations.

It is a team-based system involving the entire school staff using a systems approach. The school team looks at the entire school campus and the whole school day. The goal is to help educate all students, even students with challenging behaviors. There is an emphasis on continuous, data-based improvement, individualized to each school. PBIS is also an instructional approach that focuses on systematically teaching social behavior using effective instructional methodology. Systematically teaching and implementing behavioral interventions for the most difficult students is also a key component.

Helpful link for more information: <http://www.ncpublicschools.org/positivebehavior/>



## LIMITED ENGLISH PROFICIENCY (LEP)

The LEP definition includes students who:

- were not born in the United States or whose native language is a language other than English;
- come from environments where a language other than English is dominant;
- are American Indian or Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and;
- by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language, which denies those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in society.

### **IDENTIFICATION AND PLACEMENT OF LEP STUDENTS**

**Public Law 100-297** requires all states to collect and report data on national origin minority students who are of limited English proficiency.

Information collected includes:

- number of limited English proficient students,
- methods used by LEAs to identify these students,
- their educational status; and,
- types of programs that are in place to meet the needs of these students.

Procedures to eliminate misplacement of national origin minority students into Exceptional Childrens programs solely on the basis of language are:

- testing and evaluation materials and procedures used in the assessment must be administered so as not to be racially or culturally discriminatory; and,
- testing materials or procedures must be provided and administered in the child's primary language.

### **ACCOUNTABILITY AND TESTING**

Students of limited English proficiency shall meet the same standards as all students. However, in accordance with federal law, English language proficiency cannot be the factor that determines that a student has not met performance standards at each gateway. Therefore, LEAs shall use the following guidelines:

- (1) Gateways 1, 2, and 3.
  - (A) If a student scores below advanced in reading or writing on the state English language proficiency assessment, the student may be eligible for a waiver from the test standard for promotion through no more than two consecutive gateways.
  - (B) A local teacher or administrator or the student's parent or legal guardian must request the waiver. The person making the request for a waiver must submit evidence of student work to a local committee of teachers and administrators to determine if:
    - (i) The student's English language proficiency is the cause of the student's inability to perform at grade level on the required tests; and
    - (ii) Documentation indicates that the student is making adequate progress in all academic areas to be promoted to the next level.

- (2) Gateway 4, High School Graduation Requirements. Limited English proficient students shall meet the same standards as all students for high school graduation.
- (3) School districts shall provide focused intervention for these students until they have met statewide promotion standards and high school graduation requirements (up to age 21). This intervention shall involve extended, supplemental instructional opportunities that include assistance in the development of English language proficiency. These students shall have personalized education plans with the following components: diagnostic evaluation, intervention strategies, and monitoring strategies.

#### **Guidelines for CTE postassessments with students who are Limited English Proficient (LEP)**

- All students in CTE courses should complete a postassessment.
- Most CTE Postassessments are provided by the Career and Technical Education Division at NC DPI.
- When a particular CTE Postassessment is not available from NCDPI, a third party assessment is usually required.
- CTE Postassessment scores are sent to NC DPI in order to meet federal reporting requirements.
- The determination of whether to count a CTE Postassessment as part of the course grade AND the percentage that score will count in the course grade are local decisions.

#### **Alternate CTE Postassessments for LEP Students<sup>1</sup>**

- LEP students who qualify for alternate CTE Postassessment must meet the criteria below. An alternate CTE Postassessment is created by the CTE teacher.
- **An LEP student<sup>1</sup> qualifies for an alternate assessment if he/she meets both of these criteria:**
  - Is enrolled in a U.S. school for 2 years or less, and
  - Scores below Level 4.0 on the most recent reading subtest of the W-APT (WIDA-ACCESS Placement Test) or the ACCESS for ELLs® English language proficiency assessment.
    - *The ESL teacher, LEP Coordinator, or Testing Coordinator can verify if an LEP student meets the alternate assessment criteria.*

#### **Reporting Test Results**

- The test results for LEP students taking alternate CTE assessments will be reported to NC DPI as Yes (met proficiency targets) or No (did not meet proficiency targets).
- Additional information on how to report these data will be provided to CTE teachers prior to the upload dates.

<sup>1</sup> LEP students who meet “Year 1 Exempt” criteria for exemption from the state reading test [English 1 EOC] and/or the 10th Grade Writing test are not exempt from CTE Postassessments. “Year 1 Exempt” LEP students are enrolled in U.S. schools one year or less and score below 4.0 on the reading subtest of the W-APT [WIDA- ACCESS Placement Test].



## **MODIFICATIONS AND ACCOMMODATIONS**

Approved accommodations and modifications for students with disabilities must be consistent with instructional practices routinely used during instruction, and must be documented on the student's IEP.

If a student has an accommodation or modification it must be followed the whole semester, not just at the end of course test time.

- A proactive procedure should be in place if the accommodation or modification is not being used, or if it is being refused by the student. The CTE teacher should discuss this concern with SPC or the lead EC teacher when it first occurs.

### **MODIFICATION**

Modifications for a special populations student are items that are changed in order for the student to succeed in the regular classroom setting. They may be changes in the classroom environment, in the curriculum or in the method of testing.

### **CLASSROOM MODIFICATION**

The instructional environment may need altering to foster learning for each student's unique needs. Designing a classroom to meet the individual learning styles of students is a step toward providing a setting that is conducive for learning. At the end of the section on modifications is a sample modifications form.

Some appropriate classroom modifications may include the following:

- grading
- peer tutoring
- oral tests
- abbreviated assignments
- alternative materials
- extended test time
- interpreter
- use of native language - English dictionaries

Equipment modification is required when the student needs it to successfully participate in Career and Technical Education.

Some appropriate equipment modifications may include the following:

- signals that use sound rather than sight for the visually impaired
- signals that use sight rather than sound for the hearing impaired
- special safety devices, such as guardrails around moving parts of machinery
- sensory devices
- sound amplification devices
- note taking systems (paper, computer, PDA, etc.)
- adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls or vice versa
- special desks and work tables for students in wheel chairs

### **CURRICULUM MODIFICATION**

Modifications and adaptations of curriculum and materials may be required to enable special needs students to succeed in regular Career and Technical Education programs. The curriculum is the content that the learner must master to reach the desired occupational goals. The CTE and academic essential standards must be integrated in the curriculum content.

Curriculum modification takes place when goals and essential standards are selected, changed, and met, and when there are choices in the method of presenting those goals and competencies (Meers, 1980).

Successful modifications include:

- analysis of instructional materials for academic levels
- development of competency based materials related to specific job requirements
- analysis of curriculum for the purpose of determining student potential for success
- specially designed workbook and textbooks
- task analysis of occupations to identify possible modifications in curriculum, instruction, and material
- development and purchases of curriculum materials that are written on lower reading levels
- development of materials that are consistent with the student's learning style
- application of the latest technological advances to courses of instruction for special populations
- printed rather than verbal instructions for the hearing impaired
- sheltered language instruction to make language of the curriculum more accessible to limited English proficient students
- use native language - English dictionaries

*Adapted from "Serving Students with Special Needs in Mainstreamed Classes" by Dr. Debra Owens Parker and Dr. Cecelia Steppe-Jones*

Students who have a modified curriculum should be given an alternative assessment. This can be a portfolio, a test of information, or a practical assessment; it will vary from student to student. We are required to have a record of the type of assessment and the results on file. The teacher in cooperation with the EC staff and the IMC may prepare this assessment.

If students are in the Occupational Course of Study or are Certificate tracked and have a modified curriculum, they should be enrolled using a different course number. Any student who is regularly enrolled will be required to take the end of course assessment, even if the I.E.P. states that he/she is taking an alternate assessment. It will be easier to set it up early in the year and be ready. Your NCWISE Coordinator can help with setting this up. The EC staff will have to approve and make the changes.

### **Alternate Testing**

- Students following the standard course of study may not receive an alternate assessment if they are to receive a technical credit for the course. The only exception is LEP students for up to 2 years.
- Occupational Course of Study students can be assessed using an alternate test if it is stated in the student's IEP. This data is not collected by NCDPI but results should be retained at the LEA.

### **ACCOMMODATION**

Defined as, a change in a procedure that does not change the measurement of work completed. They teacher may allow a student to take a test in a quiet room, such as the library or resource room, rather than in the classroom where there may be more distractions.

- Also includes allowing extra time to complete tests; or adjusting homework, such as completing every other problem.

- The accommodation will not, however, change the curriculum that is tested or how the test is graded.

### TESTING ACCOMMODATION

Be sure to get a list of accommodations from your EC staff early in the year so that teachers can begin using the accommodations as soon as students are enrolled. **Stress to your teachers that accommodations and modifications should apply to all tests, not just end of course.**

Rules may change yearly. See your Testing Coordinator for the latest updates.

Be sure to get copies of the following for your files:

- Test Administrator's Manual for End-of-Course Testing
- Testing Accommodations for Students with Disabilities
- Guidelines for Testing Students with Limited English Proficiency
- CTE Assessment Administration Manual

### Test Format

- Braille Edition
- Large Print Edition
- One Item Per Page

### Assistive Technology Devices and Special Test Arrangements

- Braille Writer/Slate and Stylus
- Cranmer Abacus
- Dictation to a Scribe
- Interpreter/Translator, Signs/Cues Test
- Keyboarding Devices
- Magnification Devices
- Student Marks Answers in Test Book
- Test Administrator Reads Test Aloud

### Test Environment

- Hospital/Home Testing
- Multiple Testing Sessions
- Scheduled Extended Time
- Testing in a Separate Room

A sample modification form is in the APPENDICES. This should be adjusted to fit LEA requirements.



## MONITORING ACCESS, PROGRESS, AND SUCCESS (SPC Role)

***Meeting the Local Provisions requirements of Perkins IV is a responsibility of the LEA. Therefore, every LEA may not choose the same method of completing this task. This guide suggests ways that this may be accomplished.***

The monitoring access, progress and success function includes the maintenance of records documenting access to, progress through, and successful completion of Career and Technical Education for members

of special populations. In monitoring access, progress, and success services, the Special Populations Coordinator should:

- Monitor LEA, School, and course demographic and attainment data to assist in determining maintenance and improvement of access, progress, and success of students within special populations in CTE programs.
- Assist in assessing the attainment of performance indicators for students within special populations.



## NONTRADITIONAL PROGRAMS

**Individuals preparing for nontraditional training and employment** – individuals who are enrolled in Career and Technical Education program areas linked to nontraditional or underrepresented occupations. Nontraditional CTE programs are **not** defined by the enrollment pattern within the classes or programs, but rather the employment numbers in the workplace. Nontraditional employment is defined as occupations or fields of work for which individuals from one gender comprise less than 25% of those employed in the occupational or field of work.

### NC Nontraditional Course List: Effective since Year 2007-2008

#### **For Females:**

6235 Small Business/Entrepreneurship - BE  
6340 Foundations of Information Technology  
6341 Networking I - BE  
6345 Network Administration II - Linux  
6346 Network Administration II - Novell  
6347 Network Administration II - Microsoft  
6421 Computer Programming I - VB.NET  
6422 Computer Programming II - VB.NET  
6426 Computer Programming I - Other Languages  
6427 Computer Programming II - Other Languages  
6451 Database Programming I - Oracle Academy  
6452 Database Programming II - Oracle Academy  
6615 Small Business/Entrepreneurship - ME  
6811 Agricultural Production I  
6812 Agricultural Production II  
6813 Agricultural Production III  
6821 Animal Science I  
6822 Animal Science II  
6823 Animal Science II - Small Animals  
6825 Equine Science I  
6826 Equine Science II  
6831 Agricultural Mechanics I  
6832 Agricultural Mechanics II  
6833 Agricultural Mechanics II - Small Engines  
6841 Horticulture I  
6842 Horticulture II  
6843 Horticulture II - Turf Grass

6882 Horticulture II - Landscape Const  
7221 Medical Sciences I  
7222 Medical Sciences II  
7511 Automotive Service Technology I  
7512 Automotive Service Technology II  
7513 Automotive Service Technology III  
7521 Collision Repair Tech I  
7522 Collision Repair Technology II  
7523 Collision Repair Technology III  
7531 Aerospace I  
7532 Aerospace II  
7533 Aerospace III  
7551 Diesel Mechanics I  
7552 Diesel Mechanics II  
7661 Welding I  
7662 Welding II  
7663 Welding III  
7711 Masonry I  
7712 Masonry II  
7713 Masonry III  
7721 Construction Technology I  
7722 Construction Technology II  
7723 Construction Technology III  
7831 Law Enforcement I  
7832 Law Enforcement II  
7901 Scientific & Technical Visualization I  
7902 Scientific & Technical Visualization II  
7911 Printing Graphics I  
7912 Printing Graphics II  
7913 Printing Graphics III  
7921 Drafting I  
7935 Digital Media I  
7936 Digital Media II  
7951 Programming and Broadcasting I  
7952 Programming and Broadcasting II  
7953 Programming and Broadcasting III  
7962 Drafting - Architectural II  
7963 Drafting - Architectural III  
7972 Drafting - Engineering II  
7973 Drafting - Engineering III  
7980 Networking I T&I  
7981 Network Eng Tech II - Cisco  
7982 Network Eng Tech III - Cisco  
7991 Computer Engineering Technology I  
7992 Computer Engineering Technology II  
8006 Sci & Tech Visualization I - TE  
8007 Sci & Tech Visualization II - TE  
8011 Principles of Technology I  
8012 Principles of Technology II  
8020 PLTW Introduction to Engineering Design

8021 PLTW Principles of Engineering  
8022 PLTW Digital Electronics  
8030 PLTW Computer Integrated Manufacturing  
8031 PLTW Civil Engineering and Architecture  
8032 PLTW Biotechnical Engineering  
8033 PLTW Aerospace Engineering  
8040 PLTW Engineering Design and Development  
8110 Fundamentals of Technology  
8115 Manufacturing Systems  
8125 Communications Systems  
8126 Transportation Systems  
8141 Structural Systems

**For Males:**

6312 Computerized Accounting II  
6645 Travel/Tourism & Recreation Marketing  
7112 Early Childhood Education II  
7212 Allied Health Sciences II  
7812 Cosmetology II  
6215 Business Law  
6311 Computerized Accounting I  
7045 Foods I - Fundamentals  
7111 Early Childhood Education I  
7113 Early Childhood Education III  
7211 Allied Health Sciences I  
7810 Cosmetology - Intro  
7811 Cosmetology I  
7813 Cosmetology III

**Improving Nontraditional Enrollment**

The Perkins IV accountability requirements require states and locals to do more than just report the data. The requirements include the implementation of improvement plans when the performance measures are not being met.

When looking at enrollment patterns, if all things were equal, you should expect a recommended baseline for gender of 80/20, where no more than 80% of one gender will be enrolled in a course or program. Having an enrollment of more than 80% of one gender is not necessarily some sort of violation, but it is significant enough to determine whether there may be a root cause that is preventing the enrollment data to be more representative of the student population.

The National Alliance for Partnerships and Equity (NAPE) has developed a data analysis tool that your LEA **may** want to use when looking at the data collected for the participation and completion of students in nontraditional CTE programs and identifying performance gaps in student performance. A suggested process for analyzing the data and developing improvement plans is also included.

**NAPE Five Step Improvement Program**

Step One: Document Performance Gaps

What does your LEAs' enrollment and performance data indicate?

Step Two: Identify Root Causes

What are the barriers to student enrollment and/or retention in nontraditional CTE programs?

Step Three: Select Best Solutions

What is a solution that seems most promising for implementation and evaluation, and how does your data support it?

Step Four: Evaluate Best Solutions

How will your LEA create an evaluation strategy that will assess that the improvement strategies and model are working?

Step Five: Implement Solutions

Put plan into action! This is an ongoing process and it will take time to be able to determine whether these changes are successful in increasing the participation and/or completion rates of underrepresented students. Continue to re-evaluate the solution, and if successful, try another solution.

See NAPE link for more information: <http://www.napequity.org/foundation/page.php?14>

The NAPE Five Step Program is lengthy process; and begins with reviewing your LEA's gender data and determining gaps. With two of the eight CTE core indicators based on nontraditional data, each LEA should be taking steps to improve their nontraditional enrollment. A similar process may also be used to determine whether there is under- or overrepresentation based on ethnicity, race, or disability.

When looking at ethnic, racial or disability enrollment patterns, you should expect about the same percentage of students of a particular ethnic/racial group or disability enrolled in the school to be also enrolled in the CTE program. A recommended baseline for ethnicity, race, and disability is +/- 10% of the enrollment for that group. For instance, if a school has an enrollment of 26% African American students, it should expect that all CTE programs would have no less than 16% and no more than 36% of African Americans enrolled in its programs. With this knowledge, steps can be taken to ensure that enrollment patterns showing under- or overrepresentation is not the result of program policies or practices.

Having an enrollment of more than +/- 10% for ethnic, racial or disability groups is not necessarily a violation, but it is significant enough to determine whether there may be a root cause that is preventing the enrollment data to be more representative of the student population.



## **OUTREACH AND RECRUITMENT (SPC Role)**

***Meeting the Local Provisions requirements of Perkins IV is a responsibility of the LEA. Therefore, every LEA may not choose the same method of completing this task. This guide suggests ways that this may be accomplished.***

The outreach and recruitment function includes enrollment and placement activities, providing information about Career and Technical Education opportunities and the development of a career development plan. In providing outreach and recruitment services, the Special Populations Coordinator should:

- Coordinate with CDC, guidance, CTE teachers, and CTSOs to promote recruitment, enrollment, and placement activities for special populations students in CTE.

- Provide information about CTE opportunities to special populations students and their parents.

**There is a basic example in the APPENDICES. Be creative when creating information that will publicize your program.**



## **PROGRAM AREAS AND CAREER CLUSTERS**

**Currently North Carolina students who qualify as a CTE concentrator for graduation and for federal reporting purposes must earn four credits within one of the 8 CTE career pathways.**

- **Agricultural and Natural Resources Technologies**
- **Biological and Chemical Technologies**
- **Business Technologies**
- **Commercial and Artistic Production Technologies**
- **Construction Technologies**
- **Engineering Technologies**
- **Health Sciences**
- **Industrial Technologies**
- **Public Service Technologies**
- **Transport Systems Technologies**

**This requirement has changed beginning with the freshman class of 2009-2010.**

### **Earning a Concentration in CTE in North Carolina:**

*Beginning with the freshman class of 2009-2010, North Carolina students must meet Future Ready Core graduation requirements.* These requirements encourage students to use their four required elective credits to complete a concentration in an area of special interest such as CTE by earning at least four credits in a discipline, including one at an advanced level.

*To qualify as a CTE concentrator for graduation and for federal reporting purposes, students must earn four credits within one of the 16 Career Clusters.* Career Clusters represent broad occupational areas. Each Career Cluster is made up of multiple related pathways, which are sub-groupings of occupations/career specialties that require a set of common knowledge and skills for career success. Each pathway contains multiple specific occupations/career specialties.

*Students will work with their Career Development Coordinator, school counselor, or CTE teacher to determine which courses can help them focus on career interests and postsecondary goals.* Students choose at least three technical credits from the Foundational courses within the Career Cluster. Their fourth technical credit can be either a Foundational or an Enhancement course. Students must select courses that work together to prepare them for careers or further education. At least one of the Foundational technical credits must be at the completer level. Completer courses appear in only one cluster. Enhancement courses can be from any program area within the cluster.

For approved courses that are not supported in the 2002 NC CTE Standard Course of Study, students may design a customized program that combines directly related pilot courses, local option courses, and community college and university courses. Department of Labor Registered Apprenticeship courses

available in each program area can count as a completer course the second year the student participates. Manual override is required.

Courses that can be taught in more than one program area are listed in the area that has primary responsibility for that content. Students are encouraged to take additional technical credits beyond the four-credit requirement to qualify as a concentrator. Students should work with their Career Development Coordinator or school counselor to determine which additional courses are most appropriate based on their career interests and postsecondary goals.

### **More about Career Clusters**

Entering freshmen beginning in 2009-2010 will be able to access a nationwide framework to help them better analyze their long- and short-term career goals, plan what to take in high school to begin to move toward those goals, and implement strategies for further education and work experience that will prepare students for high-skill, high-wage, high-demand careers in the 21st Century. The Career Clusters initiative includes 16 clusters and 79 related pathways.

The States' Career Clusters Framework for Lifelong Learning updates the Career Pathways, which have been used in North Carolina for nearly a decade to organize programs of study in Career and Technical Education and provide links to related academic instruction and electives. The States' Career Clusters initiative further developed pathways to provide a national structure for this effort.

The change in North Carolina to the Future Ready Core Course of Study (pdf, 484kb) beginning with the entering freshman class in 2009-2010 provides an opportunity for North Carolina to fully join in this national initiative. In addition to meeting the requirements for College/University Preparation, students will have the opportunity to earn a four-credit concentration in a career cluster or other special interest area.

Career clusters identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace, so students can link what they learn in school and what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.

For more information: <http://www.ncpublicschools.org/cte/support/clusters/>

### **THE 16 CAREER CLUSTERS**

Agriculture, Food & Natural Resources  
Architecture & Construction  
Arts, A/V Technology & Communications  
Business Management & Administration  
Education & Training  
Finance  
Government & Public Administration  
Health Science  
Hospitality & Tourism  
Human Services  
Information Technology  
Law, Public Safety, Corrections & Security

Manufacturing  
Marketing  
Science, Technology, Engineering & Mathematics  
Transportation, Distribution & Logistics

For more information: <http://www.careerclusters.org/>



## RESPONSIVENESS TO INSTRUCTION (RtI)

The practice of providing high quality instruction matched to student need, monitoring progress frequently to make decisions about changes in instruction or **goals** and applying child response data to important educational decisions. Responsiveness to Instruction initially was implemented as “*Response to Intervention*” and was born out of Reauthorization of IDEA 2004. North Carolina and some other states are taking it past intervention to a tool instruct all students. DPI is presently conducting training on RtI and its implementation.

**RtI framework** focuses on:

- Appropriate, targeted instruction
- Researched-based teaching strategies
- Early intervention
- Accurate assessment with valid, reliable data
- Frequent progress monitoring
- Informed instructional decisions

RtI is designed to educate **ALL** students by building upon prior knowledge and experience to address a wide range of skill levels, instruct by utilizing various forms of data, and then to provide instruction at the appropriate instructional level



## SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a protection from discrimination law and covers individuals who meet the definition of qualified person with a disability. Section 504 covers lifespan; it does not end automatically at graduation from high school or upon reaching the age of 21 like IDEA. In addition to education, it also provides protection from discrimination in employment, public access to buildings, and transportation areas. For education purposes, 504 plans are a change in procedure that does NOT change the work or the measurement of work completed, i.e. it may allow for extra time, but not the criteria of how the test is graded. While these students have disabilities, they are provided with a 504 plan, not an IEP.

**Disabilities Covered under Section 504.** Section 504 regulation defines a “qualified individual with handicaps” as any person who:

- has a physical or mental impairment, which substantially limits one or more major life activities,
- has a record of such impairment, or

- is regarded as having such impairment.

The regulation further defines a physical or mental impairment as:

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive, genitourinary; hemic and lymphatic; skin; and endocrine; or,
- Any mental or psychological disorder, such as, mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The key factor in determining whether a person is considered an “individual with handicaps” covered by Section 504 is whether the physical or mental impairment results in a substantial limitation of one or more major life activities. Major life activities, as defined in the regulation, include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.



## SPECIAL POPULATIONS CLASSIFICATIONS

### **DETAILED DESCRIPTION OF STUDENTS SERVED**

Special populations is unique to CTE. Students must be, or have been, enrolled in CTE courses. The following is a detailed description of the students served in special populations:

**Individuals with disabilities** – any individuals with any disability as defined in section 3 of the Americans with Disabilities Act of 1990.

**Individuals from economically disadvantaged families, including foster children** – individuals who are economically disadvantaged or from an economically disadvantaged family and qualify for any of the following:

- Aid to Families with Dependent Children,
- Food Stamps,
- Free or reduced-price meals
- Determined to be low-income according to the latest available data from the Department of Commerce or the Department of Health and Human Services Poverty Guidelines.
- Foster Children, students served by the North Carolina Department of Social Services. They have lost their families due to problems such as neglect, abuse, desertion, poverty, divorce, physical and emotional illness, and are placed in foster care.

**Individuals preparing for nontraditional fields** – individuals who are enrolled in CTE program areas, which are linked to nontraditional/underrepresented occupations.

**Single parents, including single pregnant women** – unmarried single individuals with children and those expecting a child.

**Displaced homemakers** – individuals experiencing a change in lifestyle due to unpredictable circumstances. Definition of “displaced homemaker” now removes the requirement that the individual be an adult.

**Individuals with limited English proficiency** - a secondary student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language; or who lives in a family or community environment in which a language other than English is the dominant language.

**North Carolina continues to provide services and track students with other barriers to educational achievement (as formerly defined under Perkins III) –**

- **Academically Disadvantaged** – individuals who score at or below the 25th percentile on a standardized achievement or aptitude test; or, has secondary school grades below 2.0 on a 4.0 (on which the grade “A” equals 4.0 scale); or below 2.5 (on which the grade “A” is weighted); or, fails to attain minimum academic competencies.
- **Potential Dropouts** – individuals who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school. Students in this category usually exhibit one or more of the following characteristics:
  - consistent low achievement,
  - high rate of absenteeism,
  - no motivation,
  - constant discipline problems, and/or
  - delinquent behavior in school and in the community.



## TEACHING STRATEGIES

Make use of the test item banks. They are not just for testing. It is a good way to be sure you are covering what will be tested. Create vocabulary lists, highlight areas in textbook, etc. Do not test what has not been taught.

Use an IMS generated test at least once every six-weeks so that students will be more familiar with the format. It is preferable to use these tests at the end of each competency or objective. Make use of the reports that can be generated with the instructional management software.

Use preassessments on each unit to determine what the students may already know.

Create a filing system that keeps materials together according to the essential standards that will be taught. Make a notebook, file system, or use a computer to help organize the materials. That will ensure that everything will be available when you need it. The Curriculum Alignment Guide may help keep things organized.

Use your course blueprint as a guide. If it is not there, do not do it.

Do not get so bogged down in other things so that the essential standards are ignored. No matter how much fun it is, the essential standards must come first.

Make a calendar to help stay on track.

When testing, make sure that accommodations are used for students who need them. Contact the EC lead teacher or case manager if you believe that a student does not need the accommodation, and continue to use it until the IEP team amends the student's IEP.

Look at reports from posttests last semester or last year. Use these data to help focus teaching. Pay close attention to the unit test scores. Are some scores higher or lower than others? Why? What can be done to improve?

Are other resources needed to help students meet essential standards? If so request them now and often. Remember that the squeaky wheel gets the grease.

Add items to the test bank if needed.

Provide each student with a list of the essential standards or the course outline. Show the weight of each objective so students will know which objectives will be stressed. That way they will know what they are expected to learn.

### **SUGGESTIONS FOR WORKING WITH STUDENTS WITH SPECIAL NEEDS**

#### **Specific Learning Disabled:**

- Communicate to students the class rules and expectations.
- Establish regular routines in an organized structure.
- Maintain an organized atmosphere.
- Provide a classroom climate of warmth, attention, and emotional support.
- Demonstrate how something is to be done along with verbal directions.
- Plan activities in which students can not fail.
- Identify the strong learning mode for each student (visual, auditory, kinesthetic, or tactile).
- Allow students to take tests orally, if needed.
- Present new information in small amounts.
- List assignments in steps.
- Task analysis can be used to lower the frustration level.
- During lectures, write on the board or use transparencies.

#### **Intellectually Disabled:**

- Introduce new material in small amounts.
- Use a step-by-step approach while introducing new material to be learned.
- Demonstrate in a hands-on manner.
- Consider the reading levels of the student before assigning textbook work or handouts.
- Develop a task analysis for each main objective to be learned.
- Allow learners to progress at their own pace.
- Provide adequate time for the completion of assignments.
- Provide positive reinforcements upon the completion of a task.

#### **Serious Emotionally Disabled:**

- Be consistent in classroom standards and expectations.
- Firmly establish class rules and consequences for inappropriate conduct.
- Be consistent and immediate in dealing with discipline problems.
- Plan behavior modification techniques for the classroom setting.
- Provide positive reinforcement for positive behavior.
- Seat students away from visual or auditory distractions when possible.
- Reduce the length of assignments.
- Give oral as well as written directions.

**Hearing Impaired:**

- Stand, when possible, in close proximity of the student.
- Maintain eye contact.
- Seat student to ensure the best visual input.
- Seat student in the best lighting condition.
- Arrange for a note taker.
- Use concrete examples whenever possible.
- Encourage the buddy system.
- Give positive reinforcement.
- Constantly check for understanding.
- Write key words, expressions, etc., prior to the lesson.

**Academically Disadvantaged:**

- Review available information, such as assessment data.
- Help the student to make realistic goals.
- Focus on the student's strengths and abilities.
- Consider the learning styles of these students when introducing new information to be learned.
- Use hands-on activities as much as possible.
- Make students aware of their progress.
- Give oral and written directions.
- Provide positive reinforcement.
- Allow smaller assignments for lower functioning students.

**LEP:**

- Assign a peer tutor to the student.
- Label regularly used items in the classroom.
- Have the LEP student make flashcards using pictures or student's own native language.
- Use a hand-on approach as much as possible.
- Identify the main concepts of a lesson.
- Identify essential vocabulary within the lesson.
- Rewrite main ideas.
- Use visuals as often as possible.
- Introduce the student to the SQ3R method – skimming, questioning, reading, reciting, and reviewing.
- Prepare tests that reflect the new vocabulary taught.
- Give shorter assignments.
- Give oral and written directions.
- Constantly check for the understanding of directions.

**CLASSROOM MANAGEMENT****Analyze Teaching Style**

In order to identify appropriate teaching strategies to meet the needs of students, teachers should analyze the teaching style they most often use to introduce, reinforce, and conclude what has been learned.

In analyzing teaching style:

- Consider your **educational philosophy**.

- Consider the way you **design and organize** your classroom.
- Consider the type of **teaching environment** you enforce, such as rigid, flexible.
- Consider the way you **group your students**.
- Consider the **amount of auditory devices** used.
- Consider the **amount of visual devices** used.
- Consider the **amount of printed materials** used.
- Consider the **amount of directions** given.
- Consider the **method(s) used in giving directions**.
- Consider the **amount of learner interaction** allowed.
- Consider the **amount of time that is allocated for varies attention spans**.

### **Classroom Management Guidelines**

- Always Be Prepared – have notes and materials ready before the class begins
- Take Control of Learning – control the learning experience from the beginning of class
- Be Positive – stress the positive in each situation
- Be Consistent – keep to your rules regarding your standards and expectations; from the beginning establish rules, regulations or program standards, and consequences
- Know Attention Spans – learn to judge the attention span of the students
- Know Work Levels – determine work levels that match the ability levels of the students.
- Provide examples and demonstrate procedures of assigned tasks so that students will know exactly what is expected
- Keep Students Engaged – to control behavior
- Do Task Analysis – break down assignments into tasks that are manageable by the students
- Use a variety of activities
- Do not use only decision-making activities
- Teach in Steps – steps will allow for learner success
- Reinforce – after every correct response when teaching a new concept
- Frequent praise helps students to feel confident and successful

### **INSTRUCTIONAL MODIFICATION**

#### **Tips for Rewriting Materials**

- Read what needs to be rewritten and jot down the main ideas, concepts
- Check your list of main ideas, concepts and select the ones you want the students to get from reading the article
- Make a list of special vocabulary words and essential concepts that are difficult
- Make a study guide of the special vocabulary words and essential concepts and give to students before revising the reading material
- In revising written material:
  - use simple words as much as possible,
  - use common nouns,
  - underline proper names and main concepts,
  - use sentence construction in the present tense as much as possible,
  - use short paragraphs, and
  - type material in a large font and leave space on the paper for students to take notes.

#### **Tips for Adapting Materials**

- Check reading level of material
- Prepare a vocabulary list of essential technical terms with meanings written in a lower reading level
- Develop smaller units of instruction so that success can occur early
- Break down essential tasks into a step-by-step progression of instruction
- Reorganize tasks into logical order
- Translate essential information into graphic aids, such as charts, graphs, maps, models
- Record audio version of written materials
- Create printed version of an audio or video recording
- Highlight or underline main ideas and concepts
- Delete nonessential material.
- Make large print versions of the regular study material
- Have pretests, outlines, study guides, and summaries prepared for the students to use as review materials

#### **To Modify Readability Level**

- Shorten sentences
- Simplify vocabulary
- Provide outlines or study guides with text
- Limit amount of information on each page
- Make topic sentence initial sentence in each paragraph

#### **To Modify Vocabulary**

- Write terms and definitions in margin
- Underline/highlight key terms
- Locate boldface/italicized/new concepts words from text
- Make an audio recording of essential terms with meanings
- Provide essential terms with simplified definitions and use in sentences

#### **To Modify Presentation of Concepts**

- Present concepts one at a time
- Supplement print material with good concept teaching procedures, such as showing an example of what is essential
- Provide visual aids
- Use modeling and demonstration for clarification
- Use manipulatives, hands-on activities for reinforcement
- Use students' cultural backgrounds and experiences to relate concepts for meaning

#### **To Increase General Understanding of Materials**

- Include pre-reading organizers and end-of-text summaries
- Provide study guides or outlines
- Insert stop points in text and have students summarize what was read
- Include periodic reviews in the form of statements or questions
- Have students generate questions on materials
- Highlight main ideas in one color and supporting details in another
- Post key to coding in the room
- Give frequent short quizzes rather than one long one
- Provide summaries via recorded audio

- Conduct brainstorming sessions

**To Clarify Written Directions**

- Simplify directions
- Shorten directions
- Use concise, boldface directions
- Make a list of common direction words
- Highlight key words in a set of directions
- In multiple directions, differentiate the separate directions

**To Provide Sufficient Practice**

- Practice each level before moving to another
- Practice on printed material with simulations, models, etc.
- Provide for repetition, review before requiring final competence

**To Adapt Printed Material and to Increase Manageability**

- Shorten assignments by reducing to half or designating particular ones from a group to be completed within a time frame
- Highlight specific information
- Color code new material, major concepts, or materials to be memorized

**To Organize Printed Materials in a Clear, Concise Manner**

- Give students an outline or set of questions at the beginning of the lesson and print a summary or list of important facts on a transparency to use for review at the end of the lesson
- Provide objectives, practice activities, and means of evaluation
- Use simple, easy-to-follow layouts and formats
- Provide graphics that are clear and understandable

**To Increase Options for Student Responses**

- Allow responses to be audio recorded
- Allow group work to respond to printed materials
- Allow oral testing
- Allow dictated responses
- Provide role-playing and discussions

**To Increase Motivation and Interest in Printed Materials**

- Use concrete examples/demonstrations to supplement printed materials
- Use students' prior knowledge, experiences, backgrounds to make materials more interesting
- Supplement text materials with nontraditional printed materials, i.e., newspapers, magazines
- Allow use of self-correcting materials
- Use high interest/low reading materials
- Use audiovisual aids

**To Modify Manner of Content Delivery**

- Use audio recordings, videos, or computer software
- Provide models, diagrams, visuals to illustrate
- Provide demonstration and guided practice prior to independent performance
- Designate a "buddy" system

### **To Make Materials More Concrete**

- Provide demonstrations
- Use concrete examples
- Present or construct models
- Use role-plays and simulations
- Relate to students' cultural background and experience

### **To Modify End-of-Chapter Questions**

- Ask fewer questions
- Re-word into simpler terms
- Increase response time
- Have students match answers to questions
- Write page number where answer can be found next to each question
- Write question number next to the answer in the text

Olson, J and Platt, J, *Teaching Children and Adolescents with Special Needs*, 1992

### **Interaction with Underachieving Students**

- Hold high expectations for all students, especially for minority students and underrepresented genders. (Research shows that positive expectations increase student achievement).
- Learn as much about minority students as other students in the classroom.
- Respond as fully to the comments of minority students as other students.
- Encourage all students. (Research shows that minority students receive less encouragement.)
- Lead a classroom discussion on race and gender stereotyping and its consequences for course achievement.
- Involve students who are not participating in classroom discussions. (This may include a significant number of minority students and underrepresented genders.)
- Do not assume that assertive male students are more capable than female students.
- Make an effort to check classroom work of all students. (Some studies report that teachers give more attention to classroom work of male students.)
- Encourage national origin minority students to participate. Recognize that cultural backgrounds may discourage some students from active participation. (In some ethnic groups, volunteering a response or comment is a sign of disrespect of authority).
- Monitor achievement of students, especially minority students on a daily basis. This includes participation in classroom discussion, experiments, and projects.
- Communicate belief in the potential of minority students and underrepresented genders in math, science, and CTE programs. (Research indicated these students underestimate their potentials).
- Follow up on students expressing intent to enroll in advanced level classes. In particular, minority students often do not follow through because of anxiety.

### **Alternative Teaching Techniques**

- Make sure instructional strategies are appropriate for all students.
- Accept the differences that minority students and underrepresented genders may bring to the classroom. Define the differences, if any, and use them in maximizing student achievement.
- Provide precise communication for limited-English-proficient students. This may require examining how explanations are provided and reviewing technical terms used in assignments.

- Encourage students with language difficulties to verbalize or reword course procedures before undertaking an assignment. (This may help determine whether students understand directions).
- Try different methods of instruction. For example, some research suggests that minority students learn principles of science easier through discussion and exploration rather than by traditional lecture mode.

### **Make It Relevant**

- Make math and science relevant and useful through integration with CTE programs. (Research indicates that minority students are less likely to understand how math and science is applicable to daily living and valuable to future education and employment).
- Encourage all students to apply classroom learning to practical situations. Also, permit students to bring life experiences into the learning setting. In particular, minority students tend to perform best when content is related to previous experience.
- Construct math word problems that are relevant to students. For example, a minimum wage problem is more relevant to many students than a stock share variation problem.
- Allow students to select the topics in some of the study units. This offers additional opportunities for students to relate their backgrounds and interest to their course work.

### **Cooperation and Encouragement**

- Provide opportunities for students to work cooperatively. For example, consider small-group assignments and projects. (Research findings suggest that cooperative learning strategies improve motivation and achievement, especially for minority students).
- Remember that “nothing succeeds like success”. Devise exercises and activities that foster success on the part of all students.
- Try “peer teaching”. This may include the use of average performing students to lead a group activity.
- Institute some activities without grade assessment. This may help students overcome initial anxiety. Consider alternative testing methods.
- Consider alternative testing methods. These may include, where suitable, untimed, open book, and take-home tests.
- Consider activities that stress thought processes rather than exclusive reliance on single answer responses.
- Recognize effort as well as accomplishment. For example, student certificates can be awarded for class participation, extra credit work, and course/grade achievement.

### **Equal Access to Labs and Computers**

- Ensure that all students receive equal opportunities to use laboratory equipment. A sign-up sheet is a way to ensure all students have access to computers.
- Consider using upper-grade-level minority students and underrepresented genders as tutors in computer-related assignments. (This also offers role models.)
- Monitor software games introduced on computers. Some are oriented toward males and may lessen the interest and participation of female students.
- Demonstrate the varied use of computers (e.g., word processing, art designs). This may increase interest and participation of all students.
- Use computers for more than drill exercises. Access to computer technology for creative activities increases motivation and awareness of useful applications in all courses.

### **Curricular Materials Review**

- Evaluate curricular materials. Ensure minorities and underrepresented genders are portrayed in scientific, technical careers, and other nontraditional settings.
- Display classroom posters on the contributions of minorities and underrepresented genders in selected/nontraditional technical fields.
- Talk with students about textbooks that create or perpetuate stereotypes based on race and gender and their effect on career choice.
- Incorporate the historical and contemporary contributions of minorities and underrepresented genders in the curriculum. Bulletin boards, book reports, and research activities offer opportunities. This will increase the visibility and attractiveness of math, science, and some CTE courses for minority and female students.

### **Linkage of Curriculum to Practical Applications**

- Aim for “hands-on” science, math, and CTE courses. The manipulation of physical objects has been shown to increase student learning.
- Focus on activities designed to integrate math, science, and CTE skills into everyday experiences of students, especially minority students and underrepresented genders.
- Consider adding probability and statistics to the curriculum.

### **Career Day**

- Coordinate career days with CDC for students to learn about jobs in all career fields, especially scientific and technical fields. Arrange for minority and underrepresented gender role models to participate. (Students will identify especially with college students pursuing these fields.)
- Take advantage of corporate programs that provide speakers to encourage the interest of minorities and females in technical careers.



## **TECH PREP**

The College Tech Prep program allows high school students to earn college credits, gain work-based learning experiences, and get on a pathway towards postsecondary education that prepares for a high skill, high wage, and high demand occupation. This includes an articulation agreement to ensure a smooth transition from high school to postsecondary education without duplicating or repeating efforts. Members of special populations should have equal access to these programs.

A Tech Prep program consists of a program of study that

- Combines 2 years of secondary education with a minimum of 2 years of postsecondary education.
- Integrates academic and Career and Technical Education instruction
- Provides technical preparation in a career field, including high skill, high wage, or high demand occupations.
- Builds student competence in technical skills and in core subjects.
- Leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field.
- Leads to placement in high skill or high wage employment, or to further education
- Utilizes CTE programs of study, to the extent practical.

A Tech Prep program includes in-service professional development for teachers, counselors, faculty, and administrators that supports effective implementation of Tech Prep programs.

A Tech Prep program provides equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations.

A Tech Prep consortium, consisting of a community college and partnering LEAs, can apply for a federally funded College Tech Prep grant to fund the local Tech Prep program. These grants are described in sections 201 through 206 of the Carl D. Perkins Career and Technical Education Act of 2006.

Members of special populations should have equal access to these programs. The Special Populations Coordinator may be instrumental in coordinating vocational assessment and counseling for these students to ensure the most appropriate CTE program is chosen. The Special Populations Coordinator assists with the development of the CDP+.



## TESTING TIPS

Essay Tests fall into four basic categories. If the student knows what type of question the teacher is asking, then they should have a better chance of answering it correctly.

### **FOUR TYPES OF ESSAY TESTS**

- Narrative Essay
- Expository Essay
- Persuasive Essay
- Descriptive Essay

When answering questions on an essay test students should:

- Read the directions and questions carefully and underline key words. In the directions students should underline phrases such as “*answer two of the following questions*”.
- Key words in the questions include discuss, compare, list, etc.
- Make an outline on a piece of scratch paper. Assemble and organize the main points.

Objective Tests are those that include questions in true/false, multiple-choice, matching, or fill-in format. These tests usually have one right answer.

### **TEACH THE CODE WORDS**

The following words in test directions mean specific things

#### **Define or summarize**

- Write a brief answer stating the most important points listed.

#### **Compare**

- Tell how two things are alike. Make two lists and circle the things that are alike or use a graphic organizer.

**Contrast**

- Tell how two things are different. Make two lists and circle the things that are different or use a graphic organizer.

**Analyze**

- Go deeper and explain how things are related.

**Illustrate**

- Give examples.

**Discuss**

- Write about all the things you know about the topic. Look at different points of view, give both sides.

**List**

- No details just make a list.

**Explain**

- Give the reasons for something.

**Describe**

- Give the main idea and the details. Give details that tell how it looked, what it was like.

**Identify**

- List and make associations, name, and give details.

**TIPS FOR TEACHERS**

- When creating true false tests, eliminate words such as *all*, *always*, and *never*. Avoid using double negatives that may be misinterpreted.
- Write directions in a clear, precise format.
- Include one direction per sentence.
- Avoid statements such as *all of the above* or *none of the above* when creating a multiple-choice question.
- Use large bold print whenever possible.
- Avoid making tests that have a cluttered appearance.
- Organize columns so the student's choices are clear and concise.
- Provide examples of correct responses.
- Construct tests that measure the objectives of the lesson.
- Understand that a test is only one criterion by which students are evaluated.
- Read the test to students.
- Make sure test sheets are clear and legible.
- Use fewer test items.
- Use read-a-long test. Record the test and allow non-readers to listen to the recording during testing.
- Use a variety of test formats, i.e., multiple choice, matching, essay, open book, fill-in-the-blank.
- Reduce choices for multiple choice questions.
- Provide a word list for fill-in-the-blank questions.

**TEST ANXIETY**

Teachers need to understand that the degree of test anxiety varies from student to student. Years of failure and negative responses from parents, past teachers, and friends have resulted in lower self-esteem in special populations students.

Many exceptional students associate taking a test with failure and become full of anxiety even at the thought. These students show anxiety by avoiding the test all together, becoming extremely hesitant at

the beginning of the test, stopping midway through because they have encountered difficult questions, or guessing at the answers to get it done quickly.

Some students stop working when they realize that their peers have finished and are turning in their papers. Many exceptional students want to be “normal” or appear to be “normal” so they don’t want to be the last ones working on the test.

Teachers should attempt to reduce the level of anxiety as much as possible by adapting the test.

Suggestions to the student to reduce text anxiety:

- Always start to prepare for a major test at least one week before.
- Listen carefully to what the teachers say during a review.
- Take notes or use a highlighter to highlight/record points made on review day.
- Make sure to keep a neat, organized notebook.
- Have someone quiz you on the notes.
- Review definitions, rules, and vocabulary words on 3 X 5 cards.
- Review quizzes and worksheets on the material.
- Review the boldface type in your book.
- Look over the test before starting to answer questions.
- Reread the directions and questions.
- Get plenty of rest the night before and eat a good breakfast. (No junk food)
- Be on time.
- Do an easy part first. It may boost your confidence.
- Tune others out.
- Believe in yourself.

### **TEST TIPS FOR STUDENTS**

- Watch out for the terms *never* and *always* on a true/false test. There’s often an exception to these absolute words that makes the statement false.
- Words such as *often*, *usually*, *rarely*, or *sometimes* can indicate a true answer.
- If true/false questions are long and involved, the answer is more likely to be false.
- Read the answers first on multiple-choice tests before reading the question.
- If the question asks why something occurs, then the answer must be a cause.
- If more than one answer is true, then “*all of the above*” must be the answer.
- On fill in the blank tests, make sure your answer is a logical part of the sentence as a whole.
- Use the length and number of blanks given as a hint.
- Even an educated guess is better than leaving the question blank and getting it wrong for sure.

## APPENDICES

### GLOSSARY

#### **ADD or ADHD**

##### **Attention Deficit Disorder**

Students with attention disorders have trouble focusing on tasks; are easily distracted; can seem either disinterested (ADD) or be so active that they can't attend (ADHD). These students who receive services are labeled as OHI (other health impaired).

#### **AG**

##### **Academically Gifted**

Yes, these students receive special education services. However the services are different than those for students with disabilities.

#### **AU**

##### **Autism Spectrum Disorder**

These students are often withdrawn; have difficulty making eye contact or being near other people, have problems with communication. They may echo what they hear, use only sign language to communicate, point at pictures to communicate. They may engage in repetitive behaviors.

#### **CDC**

##### **Career Development Coordinator**

#### **CDP**

##### **Career Development Plan**

#### **CDP+**

##### **Career Development Plan Plus**

#### **COS**

##### **Course of Study**

#### **CTE**

##### **Career and Technical Education**

#### **DB**

**Deaf blind** students have hearing and visual impairments that occur together, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

#### **DD**

**Developmental delay** means a child aged three through seven whose development and/or behavior is delayed or atypical, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who by reason of the delay, needs special education and related services.

#### **Disclaimer**

A statement concerning policies regarding all students should be on all printed LEA major publications and displayed on the LEA website. Following is an example:  
*In compliance with federal law, NC Public Schools administers all state-operated educational programs, employment activities, and admission without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.*

**ELL**            **English language learner**, most recent description for student who is LEP.

**English Language Proficiency Level Descriptions –**

English Proficiency Level Descriptions are a recognized method of describing a person's proficiency in listening, speaking, reading, and writing. The proficiency levels are Novice Low, Novice High, Intermediate Low, Intermediate High, Advanced and Superior.

**Exceptions**    Refers to students who are excluded from a state-mandated test, according to test guidelines.

**ESL**            **English as a Second Language** is a common instructional program model in which the primary language of instruction is English.

**FAPE**           **Free Appropriate Public Education**  
Each child is guaranteed the right to a free education provided by the taxpayers that is appropriate to meet individual needs.

**HI**              **Hearing Impaired** students have some type of hearing disability

**ID**              **Intellectually Disabled** students have significantly below average intellectual functioning, fail to display appropriate behavioral skills for their age, inappropriate or inadequate interpersonal skills, and difficulty with academic tasks.

**IEP**            **Individualized Education Program** a plan individualized for each child that states specifically what will be done to meet his/her needs. Law requires a team approach with EC teachers, other teachers, parents, etc. Once a student reaches age 16, he/she must also approve the IEP.

**Language Minority**

A **language minority** or national origin minority student is one who speaks a language other than English as his/her first or native language and who may or may not be proficient in English.

**LEA**            **Local Education Agency** is the local school system or district, which usually encompasses an entire county.

**LEP**            **Students with Limited English Proficiency** students have sufficient difficulty speaking, reading, writing, or understanding the English language such that it denies them the opportunity to learn successfully. (More details in LEP section of this handbook)

**LRE**            **Least Restrictive Environment** means that each child has the right to be educated with their peers to the greatest extent appropriate for their individual needs.

**MU**            **Multiple Disabilities** students have several disabilities that when combined, significantly limit their ability to acquire, understand, and utilize information

**National Origin Minority**

**Language minority/national origin minority** students must have their English proficiency assessed before they can be identified as being limited English proficient.

|               |   |
|---------------|---|
| <b>NCWISE</b> | <b>NCWISE</b> is the <b>Data Management System</b> that LEAs use to manage student information. The school data manager will have information about the use of the system.  |
| <b>OHI</b>    | <b>Other Health Impaired</b> students have a variety of other medical conditions that may result in a need for special education services (examples—sickle-cell anemia, diabetes, AIDS/HIV, etc.).  |
| <b>OI</b>     | <b>Orthopedically Impaired</b> students have orthopedic problems (examples—cerebral palsy, spina bifida, muscular dystrophy, arthritis, etc.).  |
| <b>SED</b>    | <b>Serious Emotional Disability</b> students usually display either externalizing or internalizing behavior. They may lash out against others, be openly disruptive, participate in delinquent acts, or engage in other visibly inappropriate behaviors. Or they may be lethargic, depressed, and anxious or seem very withdrawn. |
| <b>SIMS</b>   | The <b>Student Information Management System</b> is the system that LEAs/schools used to use to manage student information. SIMS has been replaced with NCWISE.   |
| <b>SLD</b>    | <b>Specific Learning Disability</b> students have difficulty processing information. This includes difficulty in reading, writing, spelling, listening, thinking, speaking, and/or doing math. Students with SLD have average or above average intelligence, but actual ability is less than expected.                            |
| <b>SI</b>     | <b>Speech-Language Impaired</b> students that difficulty in producing speech or understanding language; may have problems producing sounds; difficulty expressing themselves through language or understanding written or spoken language.  |
| <b>S-PH</b>   | <b>Severely/Profoundly Handicapped</b> students have intellectual and behavioral functioning so far below average that they have difficulty performing basic self-care tasks including toileting and self-feeding.  |
| <b>SPC</b>    | <b>Special Populations Coordinator</b>  |
| <b>TMD</b>    | <b>Trainable Mentally Disabled</b> student has significant below average intellectual functioning; an inability to display appropriate behavioral skills for their age; inappropriate or inadequate interpersonal skills, maturity.   |
| <b>VI</b>     | <b>Visually Impaired</b> students may have any of a wide range of vision problems.  |

## **BROCHURE - SAMPLE INFORMATION FOR PARENTS**

At NC High School, the Career and Technical Services office is available to help prepare students to get and keep a job that suits their interests and abilities. The office can test the student's interests and aptitudes and host a conference to help guide your child as he/she plans for classes to be taken at NC High School and beyond. Contact his office for copies of testing information and the recommendations for your child. Our office is at the high school, but we will also be working with both middle schools. If your child is having problems with a Career and Technical Education class, please contact us to see what we can do to help.

We are available to take both students and parents on tours of the Career and Technical Education department at NCHS. Please contact us if you would like a tour. This may be arranged during school hours, after school hours, or during the summer.

For additional information about programs and services provided by the Career and Technical Education department at NCHS contact:

John Smith  
NC High School, 123 Main Street, Big City, NC 12345  
704-555-5555, jsmith@nchs.net

North Carolina schools provide Career and Technical Education programs to all persons without regard to sex, socioeconomic status, ethnic origin, race, color, religion, or disabling condition.

For information about educating students with special needs, please contact:  
Jane Smith  
NC High School, 123 Main Street, Big City, NC 12345  
704-555-5556, jsmith2@nchs.net

### **Career and Technical Education in North Carolina public schools is for everyone!**

Students begin Career and Technical Education courses in the 6<sup>th</sup> through 8<sup>th</sup> grades. These exploratory courses introduce students to employment options and basic skills. These programs allow students to spend time in different Career Technical labs at the middle school level. Math, science, and language arts skills are emphasized in combination with hands-on activities focusing on work examples. NC High offers a broad selection of Career Technical program areas. These courses prepare students for life skills, college, or entry into specific jobs

### **Sample Course Offerings**

#### **BUSINESS TECHNOLOGIES**

Principles of Business and Personal Finance  
Computerized Accounting I and II  
Computer Applications I and II  
Marketing  
E-commerce  
Small Business Entrepreneurship

## CAREER DEVELOPMENT PLAN

NAME: \_\_\_\_\_

STUDENT NUMBER: \_\_\_\_\_

### TESTING INFORMATION

Reading P F

Math P F

### COLLEGE/UNIV PREP

English 9 \_\_\_\_\_  
English 10 \_\_\_\_\_  
English 11 \_\_\_\_\_  
English 12 \_\_\_\_\_  
Algebra 1 \_\_\_\_\_  
Geometry \_\_\_\_\_  
Algebra 2 \_\_\_\_\_  
Advanced Math \_\_\_\_\_  
Earth/Env. Science \_\_\_\_\_  
Biology \_\_\_\_\_  
Science \_\_\_\_\_  
Gov't/Econ \_\_\_\_\_  
World \_\_\_\_\_  
U. S. History \_\_\_\_\_  
Health/P.E. \_\_\_\_\_  
Foreign 1 \_\_\_\_\_  
Foreign 2 \_\_\_\_\_  
Elective \_\_\_\_\_  
Elective \_\_\_\_\_  
Elective \_\_\_\_\_  
Elective \_\_\_\_\_  
Elective \_\_\_\_\_  
Elective \_\_\_\_\_

### COLLEGE TECH PREP

English 9 \_\_\_\_\_  
English 10 \_\_\_\_\_  
English 11 \_\_\_\_\_  
English 12 \_\_\_\_\_  
Algebra 1 \_\_\_\_\_  
Geom/Tech Math 1 \_\_\_\_\_  
Algebra2/Tech Math 2 \_\_\_\_\_  
Math \_\_\_\_\_  
Earth/Env. Science \_\_\_\_\_  
Biology \_\_\_\_\_  
Science \_\_\_\_\_  
Gov't/Econ \_\_\_\_\_  
World \_\_\_\_\_  
U.S. History \_\_\_\_\_  
Health & P.E. \_\_\_\_\_  
Career 1 \_\_\_\_\_  
Career 2 \_\_\_\_\_  
Career 3 \_\_\_\_\_  
Career 4 \_\_\_\_\_  
Elective \_\_\_\_\_  
Elective \_\_\_\_\_  
Elective \_\_\_\_\_  
Elective \_\_\_\_\_

Student Signature \_\_\_\_\_

Initial and date at each registration

9<sup>th</sup> \_\_\_\_\_ 10<sup>th</sup> \_\_\_\_\_ 11<sup>th</sup> \_\_\_\_\_ 12<sup>th</sup> \_\_\_\_\_

## **CAREER DEVELOPMENT PLAN PLUS**

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Parent's Name:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Student Id#:** \_\_\_\_\_

**GPA:** \_\_\_\_\_

**Weighted GPA:** \_\_\_\_\_

**Interest Inventory:** \_\_\_\_\_

**Learning Styles:** \_\_\_\_\_

**Exception Children's Indicator:** \_\_\_\_\_

**Economically Disadvantaged:** \_\_\_\_\_

**Limited English:** \_\_\_\_\_

**Academically Disadvantaged:** \_\_\_\_\_

**Nontraditional:** \_\_\_\_\_

**Modifications:** \_\_\_\_\_

\_\_\_\_\_  
**Record of Services:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Information on this CDP+ is combined with the CDP on file in the Guidance Office to complete required information.**

**NC XYZ Public School System provides educational programs to all persons without regard to gender, socioeconomic status, ethnic origin, race, color, religion or disability.**

## Special Populations Teacher Modification Form

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Course (s): \_\_\_\_\_

The above named student has currently been identified as a member of special populations and is enrolled in your Career and Technical Education Program. The information below is provided to assist you in providing support services for this student.

Modifications listed are based on Individualized Education Program Team recommendations ( for students enrolled in the Exceptional Education Program) or based on the overall assessment results for students not enrolled in the Exceptional Education Program.

### Modifications and Accommodations

To plan an appropriate Career and Technical Education Program for members of special populations, essential support services have been identified. Modifications for disabled students **are** the same as those listed on their Individualized Educational Program (IEP/504).

### Testing Accommodations for Standardized Tests (IEP/504):

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Dictation to Scribe        | <input type="checkbox"/> Multiple Sessions | <input type="checkbox"/> Read Aloud             |
| <input type="checkbox"/> Separate Room              | <input type="checkbox"/> Extended Time     | <input type="checkbox"/> Marks in Book          |
| <input type="checkbox"/> No Modification            | <input type="checkbox"/> Large Print       | <input type="checkbox"/> Alternative Assessment |
| <input type="checkbox"/> Second Language Dictionary |  |   |

### Classroom Supplementary Aids, Services, Modifications, Support:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Preferential Seating          | <input type="checkbox"/> Oral Test              | <input type="checkbox"/> Extended Time                                      |
| <input type="checkbox"/> Visual presentation           | <input type="checkbox"/> Portfolio              | <input type="checkbox"/> Use of Word Processor/<br>Electronic Spell Checker |
| <input type="checkbox"/> Auditory Presentation         | <input type="checkbox"/> Recorded Text/Lectures | <input type="checkbox"/> Modification of Test Format                        |
| <input type="checkbox"/> Alternative Grading Practices | <input type="checkbox"/> Tutoring               | <input type="checkbox"/> Alternative Assignments,                           |

### **Materials, Readings, etc.**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Copies of teachers notes               | <input type="checkbox"/> Peer Tutoring          | <input type="checkbox"/> Directions Repeated                        |
| <input type="checkbox"/> Oral and Written Instruction           | <input type="checkbox"/> Graphic Organizers     | <input type="checkbox"/> Guided Outline/Note taking                 |
| <input type="checkbox"/> Prepared Study Guide                   | <input type="checkbox"/> Interpreter            | <input type="checkbox"/> Answer List for Fill-in<br>Blank Test      |
| <input type="checkbox"/> Computer Assisted Instruction          | <input type="checkbox"/> Behavior Contract      | <input type="checkbox"/> Assistance with<br>Instructional Materials |
| <input type="checkbox"/> Dictation to a Scribe                  | <input type="checkbox"/> Simplify Directions    | <input type="checkbox"/> Frequent Contacts                          |
| <input type="checkbox"/> Test Taken with Resource<br>Assistance | <input type="checkbox"/> Career Counseling      | <input type="checkbox"/> Equipment Modifications                    |
| <input type="checkbox"/> Limited Choices for MC                 | <input type="checkbox"/> Daily Assignment Sheet | <input type="checkbox"/> Modified Blueprints/                       |

☐ Other Modifications: \_\_\_\_\_

## Special Populations Coordinator Job Description: Major Functions

The major functions of providing special populations coordination services have been incorporated into a job description that is aligned with an appraisal system. LEAs may use these instruments or modify or create their own to evaluate and plan special populations services. Please note that "special populations" means that the identified students have been or are currently enrolled in CTE courses.

### **1.Accountability and Planning:** Special Populations Coordinator should -

- a. Assist school and CTE administrators in identifying programs that need improvement to assist special populations students in meeting the performance indicators.
- b. Assist school and CTE administrators in providing strategies to improve supplementary services for members of special populations in meeting the performance indicators.
- c. Maintain relevant record keeping and inventory systems related to job responsibilities.
- d. Coordinate with school and CTE administrators, and other service providers to develop an annual plan of work based on the evaluation and needs assessment results to ensure that students within special populations are receiving adequate supplementary services and career planning.

### **2.Assessment and Prescription:** Special Populations Coordinator should -

- a. Identify students within special populations each semester, and provide information to CTE teachers and suggest possible teaching strategies.
- b. Coordinate with CDC and assess the characteristics of students using interest inventories, learning style assessments, or similar instruments.
- c. With input from the CTE teachers, individually develop, implement and monitor the CDP+.
- d. Participate on the IEP Team for students enrolled in CTE courses, as needed, in the development and implementation of the CTE and transition components of the IEP.
- e. Coordinate special services for special populations students.
- f. Maintain a CTE resource laboratory for members of special populations and CTE teachers.
- g. Assist with transition services for special populations students.

### **3.Coordination with Other Service Providers:** Special Populations Coordinator should -

- a. Collaborate with CTE teachers and other relevant service providers in providing services to special populations students.
- b. Coordinate with data managers, IMC, special education, vocational rehabilitation, community agencies, businesses/industry, and others to provide supplementary services to members of special populations.
- c. Facilitate in-service training for school personnel working with students within special populations to improve their abilities and techniques in meeting the special needs of these students.
- d. Monitor the CTE component of the IEP and CDP+ to ensure that appropriate supplementary services are provided and performance indicators are met.
- e. Coordinate work experiences and educational trips for special populations students where appropriate.

### **4.Monitoring Access, Progress, and Success:** Special Populations Coordinator should –

- a. Monitor LEA, School, and course demographic and attainment data to assist in determining maintenance and improvement of access, progress, and success of students within special populations in CTE programs.
- b. Assist in assessing the attainment of performance indicators for students within special populations.

### **5.Outreach and Recruitment:** Special Populations Coordinator should –

- a. Coordinate with CDC, guidance, CTE teachers, and CTSOs to promote recruitment, enrollment, and placement activities for special populations students in CTE.
- b. Provide information about CTE opportunities to special populations students and their parents.

### **6.Professional Development:** Special Populations Coordinator should:

- a. Attend workshops and meetings designed to enhance job performance.
- b. Network with other Special Populations Coordinators in LEA, region and state.

## Special Populations Coordinator Appraisal System

*Meeting the requirements of Perkins IV is a local responsibility; therefore every LEA may not choose the same methods of accomplishing this task. This appraisal suggests one way that this may be completed.*

Coordinator: \_\_\_\_\_ School Year: \_\_\_\_\_

School: \_\_\_\_\_ LEA: \_\_\_\_\_

### Instructions:

- Based on the evidence from observations and discussion and other forms of data collection, the Evaluator is to rate the Special Populations Coordinator's performance with respect to the seven major functions.
- The Evaluator is encouraged to add pertinent comments at the end of each major function.
- The Evaluator and the Special Populations Coordinator will discuss the results of the appraisal and any recommended action pertinent to it.

The suggested rating scale will be as follows:

### Level of Performance

#### **Outstanding: O**

Performance within this function area is consistently outstanding. Coordinating and teaching practices are demonstrated at the highest level of performance. The Special Populations Coordinator continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

#### **Very Good: VG**

Performance within this function area is frequently outstanding. Some practices are demonstrated at the highest level while others are at a consistently high level. The Special Populations Coordinator frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.

#### **Standard: S**

Performance within this function area is consistently adequate/acceptable. Coordinating and teaching practices fully meet all performance expectations at an acceptable level. The Special Populations Coordinator maintains an adequate scope of competencies and performs additional responsibilities as assigned.

#### **Below Standard: BS**

Performance within this function area is sometimes inadequate/unacceptable and needs improvement. The Special Populations Coordinator requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

#### **Unsatisfactory: U**

Performance within this function area is inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. The Special Populations Coordinator requires close and frequent supervision in the performance of all responsibilities.

**Coordinator's Name:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Check Appropriate Box:**

**1. Major Function: Accountability and Planning**

**O**   **VG**   **S**   **BS**   **U**  
☐   ☐   ☐   ☐   ☐

- Assist school and CTE administrators in identifying programs that need improvement to assist special populations students in meeting the performance indicators.
- Assist school and CTE administrators in providing strategies to improve supplementary services for members of special populations in meeting the performance indicators.
- Maintain relevant record keeping and inventory systems related to job responsibilities.
- Coordinate with school and CTE administrators, and other service providers to develop an annual plan of work based on the evaluation and needs assessment results to ensure that students within special populations are receiving adequate supplementary services and career planning.

**Comments:**

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**2. Major Function: Assessment and Prescription**

**O**   **VG**   **S**   **BS**   **U**  
☐   ☐   ☐   ☐   ☐

- Identify students within special populations each semester, and provide information to CTE teachers and suggest possible teaching strategies.
- Coordinate with CDC and assess the characteristics of students using interest inventories, learning style assessments, or similar instruments.
- With input from the CTE teachers, individually develop, implement and monitor the CDP+.
- Participate on the IEP Team for students enrolled in CTE courses, as needed, in the development and implementation of the CTE and transition components of the IEP.
- Coordinate special services for special populations students.
- Maintain a CTE resource laboratory for members of special populations and CTE teachers.
- Assist with transition services for special populations students.

**Comments:**

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**3. Major Function: Coordination with Other Service Providers**

**O**   **VG**   **S**   **BS**   **U**  
☐   ☐   ☐   ☐   ☐

- Collaborate with CTE teachers and other relevant service providers in providing services to special populations students.
- Coordinate with special education, vocational rehabilitation, community agencies, businesses/industry, and significant others to provide appropriate supplementary services to members of special populations.

- Facilitate in-service training for school personnel working with students within special populations to improve their abilities and techniques in meeting the special needs of these students.
- Monitor the CTE component of the IEP and CDP+ to ensure that appropriate supplementary services are provided and performance indicators are met.
- Coordinate work experiences and educational trips for special populations students where appropriate.

**Comments:**

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#### **4. Major Function: Monitoring Access, Progress, and Success**

**O** **VG** **S** **BS** **U**  
☐ ☐ ☐ ☐ ☐

- c. Monitor LEA, School, and course demographic and attainment data to assist in determining maintenance and improvement of access, progress, and success of students within special populations in CTE programs.
- d. Assist in assessing the attainment of performance indicators for students within special populations.

**Comments:**

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#### **5. Major Function: Outreach and Recruitment**

**O** **VG** **S** **BS** **U**  
☐ ☐ ☐ ☐ ☐

- Coordinate with CDC, guidance, CTE teachers, and CTSOs to promote recruitment, enrollment, and placement activities for special populations students in CTE.
- Provide information about CTE opportunities to special populations students and their parents.

**Comments:**

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#### **6. Major Function: Professional Development**

**O** **VG** **S** **BS** **U**  
☐ ☐ ☐ ☐ ☐

- Attend workshops and meetings designed to enhance job performance.
- Network with other Special Populations Coordinators in LEA, region and state.
- Follows a plan for professional development and demonstrates evidence of growth.

**Comments:**

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**7. Major Function: Interacting Within the Educational Environment and other Duties**

**O**   **VG**   **S**   **BS**   **U**  
☐   ☐   ☐   ☐   ☐

- Treats all students in a fair and equitable manner.
- Interacts effectively with students, co-workers, parents and the community.
- Participates in, upon request, LEA committees designed to plan for various aspects of the total Career and Technical Education program.
- Carries out appropriate non-instructional duties as assigned and/or as need are perceived.
- Adheres to established laws, policies, rules and regulations.

**Comments:**

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**OVERALL**

**O**   **VG**   **S**   **BS**   **U**  
☐   ☐   ☐   ☐   ☐

**Supervisor's Comments:**

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**Coordinator's Comments**

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**Principal's Signature**

**Date**

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**Coordinator's Signature**

**Date**

**Provisional Licensing Requirements for  
Career and Technical Education  
Effective July 1, 2010**

| Area  | Requirements   |
|---|--|
| <p><b>Special Populations</b></p> <p><b><u>Based on CTE license</u></b></p> <p><b>770</b></p> | <p><b><u>Eligibility Requirements:</u></b></p> <p><b><u>Degree</u></b><br/>Bachelor's degree and current License in Career and Technical Education Program Area (Includes 747 and 711)</p> <p><b><u>Work Experience</u></b><br/>One year of related work experience</p> <p><b><u>Examples:</u></b> career and technical education program area teacher, administrator of special education, special education teacher, after-school program director, curriculum director or specialist, career development coordinator, guidance counselor, reading specialist, school administrator, speech and language pathologist, student/personnel administrator, ESL instructor (teaching English as a second language), child care administrator, child support agency/social worker, professional tutor.</p> <p><b><u>Clearing specific requirements:</u></b></p> <p><b><u>Option 1</u></b></p> <p>A total of 12 semester hours (with a minimum of 6 semester hours per school year) is required from the following courses( <u>one from each bullet</u>):</p> <ul style="list-style-type: none"> <li>◆ Instructional Methods/Teaching Strategies of Special Needs Students <b>OR</b> Diversity <b>OR</b> Psychology</li> <li>◆ Classroom Assessment and Evaluation <b>OR</b> Exceptionalities</li> <li>◆ Principles of Career Counseling and Development</li> <li>◆ Theories and Techniques of Counseling</li> </ul> <p><b>OR</b></p> <p><b><u>Option 2</u></b></p> <p>A total of 6 semester hours (with a minimum of 6 semester hours per school year) is required from the following courses(one from each bullet):</p> <ul style="list-style-type: none"> <li>◆ Instructional Methods/Teaching Strategies of Special Needs Students or Diversity or Psychology</li> <li>◆ Classroom Assessment and Evaluation or Exceptionalities</li> <li>◆ Principles of Career Counseling and Development</li> <li>◆ Theories and Techniques of Counseling</li> </ul> <p><b>AND</b></p> <p>Completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NCDPI and NC Workforce Development Board).</p> |

Note: Teachers licensed through the CTE Provisional Route are issued a restricted license and are limited to employment in the specific area of license and are not eligible to add licensure areas based on Praxis II or 24 semester hours of course work unless otherwise permitted by policy. Previously granted non-teaching work experience may not be transferable to other licensure areas for which the experience is not relevant. TCP-A-006-6.20

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**Provisional Licensing Requirements for  
Career and Technical Education  
Effective July 1, 2010**

| Area   | Requirements   |
|--|--|
| <p><b>Special Populations</b></p> <p><b><u>Based on EC license</u></b></p> <p><b>770</b></p> | <p><b><u>Eligibility Requirements:</u></b></p> <p><b><u>Degree</u></b><br/>Current license in Exceptional Children's Education</p> <p><b><u>Work Experience</u></b><br/>One year related work experience</p> <p><b><u>Examples:</u></b> career and technical education program area teacher, administrator of special education, special education teacher, after-school program director, curriculum director or specialist, career development coordinator, guidance counselor, reading specialist, school administrator, speech and language pathologist, student/personnel administrator, ESL instructor (teaching English as a second language), child care administrator, child support agency/social worker, professional tutor</p> <p><b><u>Clearing specific requirements:</u></b></p> <p><b><u>Option 1</u></b></p> <p>A total of 12 semester hours (with a minimum of 6 semester hours per school year) is required from the following courses (one from each bullet):</p> <ul style="list-style-type: none"> <li>◆ Cultural Diversity Counseling</li> <li>◆ Principles of Career Counseling and Development</li> <li>◆ Theories and Techniques of Counseling</li> <li>◆ Group Counseling</li> </ul> <p><b>OR</b></p> <p><b><u>Option 2</u></b></p> <p>A total of 6 semester hours (with a minimum of 6 semester hours per school year) is required from the following courses:</p> <ul style="list-style-type: none"> <li>◆ Cultural Diversity Counseling</li> <li>◆ Principles of Career Counseling and Development</li> <li>◆ Theories and Techniques of Counseling</li> <li>◆ Group Counseling</li> </ul> <p><b>AND</b></p> <p>Completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NCDPI and NC Workforce Development Board).</p> |

Note: Teachers licensed through the CTE Provisional Route are issued a restricted license and are limited to employment in the specific area of license and are not eligible to add licensure areas based on Praxis II or 24 semester hours of course work unless otherwise permitted by policy. Previously granted non-teaching work experience may not be transferable to other licensure areas for which the experience is not relevant. TCP-A-006-6.20

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**Provisional Licensing Requirements for  
Career and Technical Education  
Effective July 1, 2010**

| Area   | Requirements   |
|--|--|
| <p><b>Special Populations</b></p> <p><b><u>Based on master's degree in school counseling</u></b></p> <p style="text-align: center;"><b>770</b></p> | <p><b><u>Eligibility Requirements:</u></b></p> <p><b><u>Degree</u></b><br/>Master's Degree in School Counseling</p> <p><b><u>Work Experience</u></b><br/>♦ One year related work experience</p> <p><b><u>Examples:</u></b> career and technical education program area teacher, administrator of special education, special education teacher, after-school program director, curriculum director or specialist, career development coordinator, guidance counselor, reading specialist, school administrator, speech and language pathologist, student/personnel administrator, ESL instructor (teaching English as a second language), child care administrator, child support agency/social worker, professional tutor</p> <p><b><u>Clearing specific requirements:</u></b></p> <p><b><u>Option 1</u></b></p> <p><b>A total of 12 semester hours (with a minimum of 6 semester hours per school year) is required from the following courses (one from each bullet):</b></p> <ul style="list-style-type: none"> <li>♦ Instructional Methods/Teaching Strategies of Special Needs Students</li> <li>♦ Exceptionalities</li> <li>♦ Reading in the Content Area Methods</li> <li>♦ Classroom Management or Behavioral Management</li> </ul> <p><b>OR</b></p> <p><b><u>Option 2</u></b></p> <p><b>A total of 6 semester hours (with a minimum of 6 semester hours per school year) is required from the following courses (one from each bullet):</b></p> <ul style="list-style-type: none"> <li>♦ Instructional Methods/Teaching Strategies of Special Needs Students</li> <li>♦ Exceptionalities</li> <li>♦ Reading in the Content Area Methods</li> <li>♦ Classroom Management or Behavioral Management</li> </ul> <p><b>AND</b></p> <p>Completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NCDPI and NC Workforce Development Board).</p> |

Note: Teachers licensed through the CTE Provisional Route are issued a restricted license and are limited to employment in the specific area of license and are not eligible to add licensure areas based on Praxis II or 24 semester hours of course work unless otherwise permitted by policy. Previously granted non-teaching work experience may not be transferable to other licensure areas for which the experience is not relevant. TCP-A-006-6.20

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Check Purpose: ☐ Initial  
☐ Annual Review  
☐ Reevaluation  
☐ Addendum  
☐ Transition Part C to B

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration of Special Education and Related Services: From: 00 / 00 / 2000 To: 00 / 00 / 2000

Student: Student Name

DOB: 00 / 00 / 2000

School: School Name

Grade:

Primary Area of Eligibility\*  
 (\*Reported on Child Count)

Secondary Area(s) of Eligibility: (if applicable)

#### Student Profile

Student's overall strengths:

Summarize assessment information (e.g. from early intervention providers, child outcome measures, curriculum based measures, state and district assessments results, etc.), and review of progress on current IEP/IFSP goals:

Parent's concerns, if any, for enhancing the student's education:

Parent's/Student's vision for student's future:

#### Consideration of Transitions

If a transition (e.g. new school, family circumstances, etc.) is anticipated during the life of this IEP/IFSP what information is known about the student that will assist in facilitating a smooth process? ☐ N/A

The student is age 14 or older or will be during the duration of the IEP. ☐ Yes ☐ No

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

**Duration of Special Education and Related Services: From:** 00 / 00 / 2000 **To:** 00 / 00 / 2000

**Student:** Student Name

**DOB:** 00 / 00 / 2000

**School:** School Name

**Grade:**

**Consideration of Special Factors** (Note: If you check yes, you must address in the IEP.)

Does the student have behavior(s) that impede his/her learning or that of others? ☐ Yes ☐ No

Does the student have Limited English Proficiency? ☐ Yes ☐ No

If the student is blind or partially sighted, will the instruction in or use of Braille be needed? ☐ Yes ☐ No ☐ N/A

Does the student have any special communication needs? ☐ Yes ☐ No

Is the student deaf or hard of hearing? ☐ Yes ☐ No

☐ The child's language and communication needs;

☐ Opportunities for direct communications with peers and professional personnel in the child's language and communication mode;

☐ Academic level;

☐ Full range of needs, including opportunities for direct instruction in the child's language; and

☐ Communication mode.

(Communication Plan Worksheet available at [http://www.ctdhs.gov/education/assessment/communication/communication\\_plan\\_worksheet.pdf](#).)

Does the student require specially designed physical education? ☐ Yes ☐ No

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Duration of Special Education and Related Services:** From: 00 / 00 / 2000 To: 00 / 00 / 2000

**Student:** Student Name

**DOB:** 00 / 00 / 2000

**School:** School Name

**Grade:**

**Present Level(s) of Academic and Functional Performance**

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

**Annual Goal**

☐ Academic Goal    ☐ Functional Goal

Does the student require assistive technology devices and/or services? ☐ Yes ☐ No

If yes, describe needs:

(Address after determination of related services.) Is this goal integrated with related service(s)? ☐ Yes\* ☐ No

\*If yes, list the related service area(s) of integration:

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**Duration of Special Education and Related Services:** From: 00 / 00 / 2000 To: 00 / 00 / 2000

**Student:** Student Name

**DOB:** 00 / 00 / 2000

**School:** School Name

**Grade:**

**Competency Goal**

**Required for areas (if any) where student participates in state assessments using modified achievement standards.**

**Select Subject Area:** ☐ Language Arts ☐ Mathematics ☐ Science

**List Competency Goal from the NC Standard Course of Study:**

*(Standard must match the student's assigned grade.)*

*Note: Selected Grade Standard Competency Goals listed are those identified for specially designed instruction. In addition to those listed, the student has access to grade level content standards through general education requirements.*

**Benchmarks or Short Term Objectives (if applicable)**

**(Required for students participating in state alternate assessments aligned to alternate achievement standards)**

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**Describe how progress toward the annual goal will be measured**

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## LIST of RESOURCES

**WEBSITES:** Remember that websites change and are moved. If you don't find one of these, do a search for the subject of the website.

### **NCDPI web pages**

Handbook on Parent's Rights Regarding Children with Disabilities

<http://www.ncpublicschools.org/ec/policy/resources/>

NCDPI website

<http://www.ncpublicschools.org/>

NCDPI Career and Technical Education page

<http://www.ncpublicschools.org/cte/>

NCDPI Exceptional Children's page

<http://www.ncpublicschools.org/ec/>

North Carolina Special Education Reference link

[http://policy.microscribepub.com/cgi-bin/om\\_isapi.dll?clientID=116355015&infobase=ncser.nfo&softpage=PL\\_frame](http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=116355015&infobase=ncser.nfo&softpage=PL_frame)

### **Other relevant websites**

College Foundation of North Carolina

<http://www.cfnc.org>

North Carolina Career Resource Network

<http://eslmi03.esc.state.nc.us/soicc/>

Website for American College Testing Program (ACT)

<http://www.act.org/>

Stress Management Tips

<http://www.stressmanagementtips.com/>

Teaching Resources Network, Motivation Students

<http://tep.uoregon.edu/resources/faqs/motivatingstudents/motivating.html>

Tools for Teaching, Motivating Students

<http://teaching.berkeley.edu/bgd/motivate.html>

The Vocational Information Center website is an education directory that provides links to online resources for career exploration, technical education, workforce development, technical schools and related vocational learning resources

<http://www.khake.com/index.html>

## BOOKS

**The Pre Referral Intervention Manual** by Stephen B. McCarney (out of print, but good if you can find it.)

**What Successful Teachers Do in Inclusive Classrooms: 60 Research-Based Teaching Strategies That Help Special Learners Succeed** by Sarah J. McNary, Neal A. Glasgow, and Cathy D. Hicks

**Tools for Teaching** by Barbara Gross Davis

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6368 Mail Service Center, Raleigh, NC 27699-6368  
Telephone: 919-807-3200  
Fax: 919-807-4065  
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