Planning Year Session 4: Meeting the Needs of All Students
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Name</th>
<th>Notes</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 AM</td>
<td>Sign In</td>
<td>OCS Introduction of New Staff</td>
<td></td>
</tr>
<tr>
<td>8:30 AM</td>
<td>EC Regulations and Law</td>
<td></td>
<td>Rob McOuat, Lynn Metcalf, Michelle Hamm</td>
</tr>
<tr>
<td>9:15 AM</td>
<td>EC: Parental Concerns and Complaints</td>
<td>How to Effectively manage</td>
<td>Rob McOuat, Lynn Metcalf, Michelle Hamm</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15 AM</td>
<td>Accountability Services</td>
<td>State Testing &amp; School Accountability</td>
<td>Paul Davis</td>
</tr>
<tr>
<td>10:45 AM</td>
<td>English Learner (EL)</td>
<td>Mapping the Road to Multilingual Learner Success</td>
<td>Xatli Stox, Susan Walz, Marshall Foster</td>
</tr>
<tr>
<td>11:45 AM</td>
<td>Understanding EC Funding</td>
<td></td>
<td>Elizabeth Millen</td>
</tr>
<tr>
<td>12:30 PM</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 PM</td>
<td>MTSS Implementation</td>
<td></td>
<td>Rhonda Harrell, Ashley Springs</td>
</tr>
<tr>
<td>2:00 AM</td>
<td>Expert On the Ground</td>
<td>Utilizing resources and partnerships to maximize</td>
<td>Toni Shellady (Discovery Charter)</td>
</tr>
<tr>
<td>2:45 PM</td>
<td>McKinney Vento Act</td>
<td>Supporting Students Experiencing Homelessness</td>
<td>Savannah Gay</td>
</tr>
<tr>
<td>3:15 PM</td>
<td>School Mental Health Plans</td>
<td></td>
<td>Pachovia Lovett</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>End</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Office of Charter Schools

- Ashley Baquero, Director
- Jenna Cook, Renewals
- Dr. Natasha Norins, RTO
- Anita Holbrook, Administrative Support
- Nicky Niewinski, CSAB
- Dr. Darian Jones, Professional Learning + Stakeholder Support
- Joseph L. Maimone, Performance Framework + Communications
- Melanie Rackley, Applications
- Dr. Barbara O’Neal, NC ACCESS
- Lakisha Robbins, NC ACCESS
- Davida Robinson, NC ACCESS
EC: Regulations and Law Ready to Open Evidences

Exceptional Children Division
Rob McOuat, Lynn Metcalf, Michelle Hamm
EC: Regulations & Law
Ready to Open Evidences

Exceptional Children Division
December 14, 2022
LAWS GOVERNING EDUCATION OF STUDENTS WITH DISABILITIES
Laws Governing Education of Students with Disabilities

• IDEA 2004 [http://idea.ed.gov/explore/home](http://idea.ed.gov/explore/home)

• Section 504 [http://www2.ed.gov/about/offices/list/ocr/504faq.html](http://www2.ed.gov/about/offices/list/ocr/504faq.html)

• FERPA [http://www2.ed.gov/ferpa/](http://www2.ed.gov/ferpa/)

• Article 9 [http://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByArticle/Chapter_115C/Article_9.html](http://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByArticle/Chapter_115C/Article_9.html)

Pursuant to charter school law and the general statutes governing the education of children with disabilities, a charter school is considered an PSU for purposes of providing special education and related services to children with disabilities.
RTO Checklist & Rubric

Checklist

Rubric
## Enrollment

<table>
<thead>
<tr>
<th>Description</th>
<th>Evidence(s)</th>
</tr>
</thead>
</table>
| The school should have a chart on site listing EC students divided by placement (regular, resource, separate) and the date each student’s record is received | ● Chart template  
● Short explanation on how you identify students with disabilities  
  ○ Questions on enrollment papers  
  ○ Sample Request of Records that includes a follow up process |
**Confidentiality**

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th><strong>Evidence(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has a policy and proposed location regarding the security and confidentiality of EC Student SPED files.</td>
<td>Short explanation should include:</td>
</tr>
<tr>
<td></td>
<td>○ Where are they located?</td>
</tr>
<tr>
<td></td>
<td>○ Who has access? Is it posted on filing cabinet?</td>
</tr>
<tr>
<td></td>
<td>○ Documentation of access to record &amp; why?</td>
</tr>
<tr>
<td></td>
<td>○ FERPA</td>
</tr>
</tbody>
</table>
Identify and develop a plan for implementing EC and 504 testing accommodations.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>● Training for staff on providing accommodations (classroom &amp; testing)</td>
<td></td>
</tr>
<tr>
<td>● Short Explanation</td>
<td></td>
</tr>
<tr>
<td>○ Documentation on IEP</td>
<td></td>
</tr>
<tr>
<td>○ Documentation of Classroom Accommodations provided</td>
<td></td>
</tr>
<tr>
<td>○ Documentation of Testing Accommodations provided</td>
<td></td>
</tr>
</tbody>
</table>
**Personnel**

**Must be ready to start work on first day of school!**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The school has recruited and hired a highly-qualified and licensed special education teacher(s) and/or director.</td>
<td>● Documentation of attempts to hire a licensed EC Teacher</td>
</tr>
<tr>
<td></td>
<td>○ Ex. Chart of interview schedule including license</td>
</tr>
<tr>
<td>A source has been identified for related service providers (e.g., School Psychologist, Occupational Therapy, Physical Therapy, Speech-Language Pathology, etc.)</td>
<td>● <strong>Company you will be contracting services with</strong></td>
</tr>
<tr>
<td></td>
<td>● Draft or signed contract</td>
</tr>
</tbody>
</table>
Questions for Interviews

Compliance and Focused Monitoring

Monitoring Resources

- Continuous Improvement and Focused Monitoring System (CIFMS)
- Monitoring Tools: Program Compliance Review

- PCR Workbook
- PCR Interview Tool
- PCR LEA Prep Tool
- PCR Licensure Summary Tool
- PCR Report Translate
- PCR Student Profile Tool
Attend training for Exceptional Children special funding streams (i.e., behavioral support, special state reserve). Documentation with a description of sources has been obtained.
Funding Sources

- **IDEA** (Part B)
- **Behavior Support** (PRC 29)
- **Medicaid in Education**
- **Autism Support** (PRC 118)
- **NCSIP**
- **Special Grant**
  - Risk Pool
  - Special State Reserve
- **CCIP (NCID)**
## Supports & Trainings

<table>
<thead>
<tr>
<th>Description</th>
<th>Evidence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact EC Regional Consultants for additional supports and trainings.</td>
<td>Contact Log:</td>
</tr>
<tr>
<td></td>
<td>○ Date of contact</td>
</tr>
<tr>
<td></td>
<td>○ Who you contacted</td>
</tr>
<tr>
<td></td>
<td>○ Outcome</td>
</tr>
</tbody>
</table>
Develop a plan to offer the full continuum of services to meet the special education and related services needs of students with disabilities.

Description

Enrollment Chart that includes placement (regular, resource, separate, homebound)

Short Explanation

- Resource, Separate, Homebound Services
- Flexibility with staff, funding, scheduling

Evidence(s)
The professional development plan is outlined, scheduled to occur prior to the first day of school, and includes topics that address the needs of Exceptional Children. This PD plan is for the full staff.

### Description

- The professional development plan is outlined, scheduled to occur prior to the first day of school, and includes topics that address the needs of Exceptional Children. This PD plan is for the full staff.

### Evidence(s)

- Copy of PD plan
  - Date, Audience, Topic
- Documentation of when & how Regular Education teachers are informed of Goals & Accommodations of identified EC Students on their class role prior to the first day of school.
Board Policies

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Board approved policies and contingency plans are in place regarding day one of instruction and meeting the needs of all children present (i.e., Homebound, Separate Setting, Related Services). | Policy includes:  
○ EC teacher & Related Service Providers will provide services starting the first day of school  
○ General Education teachers are notified of goals & accommodations prior to first day of school  
○ Contingency plan includes meeting to determine compensatory services if unable to provide services as outlined in student’s IEP on first day of school |
A professional development plan has been developed to address the staffing needs for those working with students with disabilities (coaching, accommodations, instructional practices, case management). **This PD plan is for EC staff only.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Evidence(s)</th>
</tr>
</thead>
</table>
| A professional development plan has been developed to address the staffing needs for those working with students with disabilities (coaching, accommodations, instructional practices, case management). **This PD plan is for EC staff only.** | • PD plan: can be separate or included in School PD plan  
  ○ Date, Audience, Topic  
  • May include NCDPI EC Division sponsored events  
  ○ Examples: Regional Director Meetings, CECLI, Summer Institutes, EC Conference, March Institute |
Description

Arrangements have been made to provide transportation as a related service for EC students who may have this as a component of their IEP.

Evidence(s)

- Funds included in budget
- Name of company providing service if needed
- Draft and/or signed contract with company
Local policies for EC should incorporate all required elements to meet Federal and State regulations:

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<tr>
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</thead>
<tbody>
<tr>
<td>Local policies for EC should incorporate all required elements to meet Federal and State regulations:</td>
<td></td>
</tr>
<tr>
<td>(1) Discipline</td>
<td>• Explanation of how you will meet Federal &amp; State Regulations in discipline, confidentiality, accountability, maintenance of effort, and child find</td>
</tr>
<tr>
<td>(2) Confidentiality</td>
<td></td>
</tr>
<tr>
<td>(3) Accountability</td>
<td></td>
</tr>
<tr>
<td>(4) Maintenance of Effort</td>
<td></td>
</tr>
<tr>
<td>(5) Child Find</td>
<td></td>
</tr>
<tr>
<td>(6) Include these policies in Parent/Student Handbooks</td>
<td></td>
</tr>
</tbody>
</table>
## Access to Policies & Procedural Safeguards

<table>
<thead>
<tr>
<th>Description</th>
<th>Evidence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) <em>NC Policies Governing Services for Children with Disabilities</em>&lt;br&gt;On-hand at the school and readily available to staff and parents</td>
<td>● Statement of where they are located &amp; how access is communicated to staff &amp; parents</td>
</tr>
<tr>
<td>(2) <em>Procedural Safeguards: Handbook on Parents’ Rights</em></td>
<td>● Recommendation to include policy and handbook on the website</td>
</tr>
</tbody>
</table>
Create a plan describing how the school will provide support structures for struggling students who are NOT in the Exceptional Children’s Program.

**MTSS Framework**

**Description**

Plan includes:
- How instruction will be monitored
- Description of school team(s) that organizes system of support
- Outline of supports for struggling students & description of how it will be provided
- Training for staff on selected instructional strategies & materials
- How students are identified as needing extra support
- How individual progress for each student will be determined

**Evidence(s)**
ECATS REMINDER

1. Make sure EC staff has an UID number.

1. Make sure you have a level 4 administrator for ECATS and that each EC teacher has been assigned a user type.

1. Make sure EC staff starts reviewing ECATS modules in Canvas
## Exceptional Children Division Charter

### PSU Support Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Region(s)</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Michelle Hamm</td>
<td>Regional Coordinator-NE, SE, SH</td>
<td><a href="mailto:michelle.hamm@dpi.nc.gov">michelle.hamm@dpi.nc.gov</a></td>
<td></td>
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<tr>
<td>Lynn Metcalf</td>
<td>Regional Coordinator-SW, NW, W</td>
<td><a href="mailto:lynn.metcalf@dpi.nc.gov">lynn.metcalf@dpi.nc.gov</a></td>
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<tr>
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<tr>
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<td><a href="mailto:teresa.cestaro@dpi.nc.gov">teresa.cestaro@dpi.nc.gov</a></td>
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</tbody>
</table>
EC: Parental Concerns and Complaints

Exceptional Children Division
Rob McOuat, Lynn Metcalf, Michelle Hamm
Effectively Managing Parental Concerns & Complaints

Clear Communication
Effective Collaboration
Common Causes

December 14, 2022
Clear Communication

• Proactive
• Communication Loops
  – Documentation
  – Follow Through
• Stakeholder Involvement
Effective Collaboration

• Stay focused on current issues
• Establish an “open door” policy for a healthy working relationship
• Be responsive
  – Address parental concerns in a timely manner
  – Consult with others
  – Follow through
Jot Thoughts
Common Causes of Parental Concerns or Complaints

- Draw a line in the sand
- Use the word NEVER a lot
- Miss deadlines
- Make it personal
- Use a “cookie cutter” approach & not addressing individual needs
- Schedule too little time for meeting
- Send the message that you don’t care
Please DON’T Say

“We don’t do…”
“We don’t have…”
“We only have…”
“There are no funds available for…”
“For students with (disability), we always…”
Compliance is Critical

Office of Civil Rights

Dear Colleague Letter

May 14, 2014
“I am writing to remind you that the Federal civil rights laws, regulations, and guidance that apply to charter schools are the same as those that apply to other public schools. For this reason, it is essential that charter school officials and staff be knowledgeable about Federal civil rights laws. These laws extend to all operations of a charter school, including recruiting, admissions, academics, educational services and testing, school climate (including prevention of harassment), disciplinary measures (including suspensions and expulsions), athletics and other nonacademic and extracurricular services and activities, and accessible buildings and technology.
Questions to Ponder:

• What does this letter mean for your Charter School’s Mission/Vision?

• How does this impact your …
  – Recruiting/Admissions?
  – Promotion/Retention?
  – Provision of the Full Continuum of Service?
Procedural Mistakes
Procedural Mistakes

• Prior notice
• Incomplete IEP
• Lack of data used in decision making
• Predetermination
• Lack of parent involvement & consent
• Services are not individualized
Early Resolution

Informal Resolution
Recognizing the Warning Signs

• Body language
• Request to tape the meeting
• Advocates
• Attorneys
• Tone of voice
• Emotional statements
Informal Dispute Resolution

• Parent-Teacher Conference
• Parent-Administrator Conference
• Parent-EC Director Conference
• Collaboration with EC Division Consultants
• IEP meeting
• Facilitated IEP Meeting
Facilitated IEP (FIEP) Meeting

• An FIEP meeting is
  – a voluntary process utilizing an impartial facilitator
  – a collaborative team that shares responsibility for the process and results
  – charged with developing an IEP based on the needs of the students and in consensus
Formal Resolution
Consultants for Dispute Resolution

Teresa King
984-236-2573
teresa.king@dpi.nc.gov

Polly Lilly
984-236-2567
polly.lilly@dpi.nc.gov

Leigh Mobley
984-236-2571
leigh.mobley@dpi.nc.gov

Deborah Throm
984-236-2572
deborah.throm@dpi.nc.gov
Supports Available

• Regional EC Director’s/Coordinator’s Meetings
• DPI Sponsored trainings
• State Level Conferences
• Website
### Regional Charter Support

<table>
<thead>
<tr>
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Questions??
Break

We will Return at 10:15
Accountability Services

State Testing & School Accountability
Paul Davis, Charter School Regional Accountability Coordinator
State Testing and School Accountability

Paul Davis
Regional Accountability Coordinator

2023–24 Opening Schools
December 14, 2022
Charter School Testing Coordinators

• Testing Coordinator must be a staff member

• Staff member should:
  – Be approved to have access to confidential teacher and student data.
  – Be available to meet with administration regularly.
  – Be able to attend all meetings and trainings with the Regional Accountability Coordinator (RAC).
  – Be available to respond to phone calls and emails in a timely manner.
  – Have strong organization, communication, and computer skills.
  – Be responsible for oversite and administration of state testing and school accountability.
Charter School Testing Plans

• Test Coordinators must create a testing plan that includes, but is not limited to:
  – Test administration calendar
  – Processes and procedures for administration
  – Test security plan
    ▪ Establishing a secure locked storage area
    ▪ Limited access to secure testing materials
  – Develop and explain local policies and procedures when state policy allows (e.g., students reading after testing complete, moving students for maximum testing time, etc.)
  – Maintaining data confidentiality
Required Annual Assessments

- Beginning of Grade 3 Reading (BOG3) start of school year
- W-APT - Screener given to identify English Learners within the first 30 days of enrollment
- ACT suite of assessments: Pre-ACT in Fall for grade 10, The ACT in Spring for grade 11, WorkKeys for Career and Technical Education concentrators in grade 12
- End of Course (EOC) Fall, last 5 days of semester
- ACCESS (Annual English Learner Proficiency Test), January–March
- End of Course (EOC) Spring and year-long, last 5 days of semester and 10 days of year-long
  - EOC – NC Math 1, NC Math 3, English II, Biology
- End of Grade (EOG), last 10 days of school
  - EOG – grades 3–8 reading, grades 3–8 math, grades 5 & 8 science
- EOC, EOG, ACCESS, and ACT have alternate assessments (refer to Testing Students with Disabilities Handbook for more information)
10/20 Day Rule for Course Enrollment

• 16 N.C. Admin. Code 06D.0309

• Examples of acceptable withdrawals after the 10/20 days include:
  – Transfer student inappropriately placed in an EOC course
  – Student is withdrawn from a course to enroll in a higher-level course
  – Valid medical reason
  – All requests for withdrawals from courses after the 10/20 day timeframe must be submitted to the Director of Accountability and Testing

• Denied withdrawals will count against the school’s testing participation if students do not test
Course Codes

• Monitored throughout entire year
  – 10/20 Day Rule

• Used to
  – Order and prepare test materials
  – Identify students to be assessed
    ▪ Participation in course specific assessments

• Provided to EVAAS to populate Roster Verification (Educator Effectiveness)

• Historical Audits and Enrollment Auditing
  – Check course enrollment in PowerSchool early and often
    (particularly when contracting services)
NC Education

• Used to manage testing and accountability access and information
  – Testing News Network (TNN)
  – Test administration information (preview of online test administration)
  – Linked to NCTest (online test administration)
• Test Coordinator must have account in NC Education
• RACs will provide more information on NC Education and how to get connected
Medical Exceptions

• Memo posted to TNN each year and included in fall test coordinator training
• Outlines procedure, required materials, and timelines for submission
• If granted, student will not count against school’s performance or participation calculations
• All Medical Exception requests must be submitted through NCTest Admin
Flexible Testing Waivers

• Process is posted annually to TNN
• Applies to schools with established alternative instructional programs where multiple students complete course work before the school’s end-of-semester or yearlong calendar (G.S. 115C-105.26)
• If approved, schools are allowed to administer assessments outside the normal testing window (must be administered online)
• Applies to schools with approved semester testing for students in an otherwise yearlong scheduled school
• Applies to End of Course assessments
English Learners

• Home Language Survey completed as directed by NCDPI Multilingual Learner/Title III team

• Results of Home Language Survey determines if a student should be administered the WIDA Screener for grades K–12

• WIDA Screener must be administered according to rules of identification
  – Materials are available to charter schools after obtaining a WIDA account and completion of training in the WIDA Secure Portal
EVAAS

• Each charter school must have a District Administrator and School Administrator
  – Can be the same person
• EVAAS reporting and Roster Verification
• District Admin. must submit security agreement to NCDPI for account creation
  – District Admin. approves School Admin. accounts
  – School Admin. approves teacher accounts
• RACs provide support on policy questions during Roster Verification
Economically Disadvantaged Students

• Schools who participate in the National School Lunch Program
  – Collect application data per memorandum of agreement with School Nutrition Services

• Schools who do not participate in the National School Lunch Program and CEP schools
  – Optional locally approved form used to collect EDS information

All schools will upload an EDS file monthly by the first day of the month. RACs will provide more guidance.
School Accountability

• Accountability System
  – Federal and State Accountability Model is the NC defined School Performance Grades
  – Requirement for all schools
  – All schools must participate in testing and accountability required under ESSA and state law
    ▪ Grades 3–8 reading and mathematics
    ▪ Reading and mathematics one time in High School
    ▪ Science once per grade span (NC completes this requirement at grades 5, 8 & HS)
    ▪ College and Career Readiness Assessment
    ▪ Workplace Readiness Assessment
Questions
Mapping the Road to Multilingual Learner Success - English Learner (EL)

Zatli Stox, Susan Walz, Marshall Foster
Preparing to Meet the Needs of English Learners

North Carolina Department of PUBLIC INSTRUCTION

December 2021
The NCDPI ESL/Title III Team is dedicated to growing the success of English Learners (ELs) and multilingual students by sustaining statewide implementation of the ELD Standards, ensuring Title III compliance, and developing resources and coordinating efforts to build stakeholder capacity.
Today’s Topics

1. NCDPI ESL/Title III Team
2. ESL and ELs in North Carolina
3. The Home Language Survey and EL Identification
4. EL and Immigrant Headcount
5. English Language Development (SCOS)
6. Explore Additional Resources
1

NCDPI
ESL/Title III
Team
# NCDPI ESL/Title III Team
## Division of Academic Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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EL Program Compliance

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marshall.foster@dpi.nc.gov
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DATA
Susan Walz
susan.walz@dpi.nc.gov
(984) 236-2847

Susan
- Home Language Survey
- EL Identification
- Technical support for EL data in PowerSchool
- EL Coordinators' listserv
- Cross-collaboration with the Accountability, ACCESS testing
- EL subgroup data analysis.

Marshall
- Title III Funds
- Requirements to apply for this federal funding.
- Monitoring reviews for Title III compliance.
- Cross-collaboration with the Federal Program Monitoring and Support Division
- CCIP and BASS
EL Program Quality

Resources, technical assistance, training and support for the design and implementation of the Language Instruction Educational Program (LIEP)

- K-12 English language development (ELD) standards
- Professional Learning for ALL teachers of ELs
- Charters: Performance Framework A5. EL Component

WEST
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ivanna.anderson@dpi.nc.gov
phone: 984-236-2828

EAST
Xatli Stox
xatli.stox@dpi.nc.gov
(984) 236-2834
EL Program Quality

★ Sign-up for the NCDPI. Teachers of English Learners Listserv

★ Become familiar with the ELs in Charter Schools information.

★ Attend the training sessions:
  ○ New EL Program Coordinators/Designees
  ○ Returning Coordinators
  ○ Performance Framework (A05 Indicator)
ESL Services and English Learners in North Carolina
English Learners in North Carolina

The top 5 languages spoken in the home other than English are:

- Spanish
- Arabic
- Chinese
- Vietnamese
- Hindi/Indian/Urdu

There are at least 333 diverse languages spoken in the homes of public school students across NC as of October 2020.

Annual October Headcount of English Learners (ELs)

In 2020, **124,505** students (8% of the total student population) were identified as English learners:

- 116 LEAs
- 182 charter schools
- four special schools
WIDA Consortium

41 states, territories and federal agencies

WIDA Accounts
- Test Administrators
- WIDA AMS Testing Platform
- ELD Standards
- Professional Learning

wida.wisc.edu
Home Language Survey and EL Identification
Why?

**Federal Law (ESSA)**
The ESEA, as amended by ESSA, requires SEAs that receive Title III grants, after “timely and meaningful consultation with local educational agencies,” to create and implement “standardized, statewide entrance and exit procedures” for ELs, “including an assurance that all students who may be [ELs] are assessed for such status within 30 days of enrollment in a school in the State.”

**NC State Law**
16 NCAC 06D.0106 - Part C(c) A home language survey shall be administered to every student at the time of enrollment and maintained in the student’s permanent record. LEAs shall then identify and assess every limited English proficient student who needs assistance in order to have access to the unit’s instructional programs.

**NC State Board Policy -**
Test -011 - Identification of English Learner
A. To be identified as English Learners (ELs), students indicating a language other than English on the Home Language Survey (HLS) must be assessed using the state EL identification test at initial enrollment. Thereafter, all students identified as ELs must be annually assessed using the state EL proficiency test.
What is an Home Language Survey?

Our Top 10 Languages
- English HLS Example
- Home Language Survey Translations

Process to Review HLS?
- Put a HLS process in place
- Share it with the schools’ data managers/registrars
- How are you sharing HLS with the EL Team?

Home Language Survey Process
What Tools Do I Use for Screening Students for ESL Services?

**W-APT/Screeners:**
- Adopted by State Board
- 30 days from (prior to or after) student enrollment to screen a student
- 14 days from testing for parent notification

**PowerSchool:**
- Authoritative Source for EL Data
- Add Scores into PowerSchool
  - Current
  - Never
- Once entered into PS, scores can be download into third-party vendors
Getting Started with Screening

WIDA Screener Checklist
Creating EL Records in PowerSchool Guide Slides

Always check here for updated guidance from Accountability
- North Carolina State Specific Guidance for WIDA™ ASSESSMENTS
- Guidelines for Testing Students Identified as English Learners

Instructional Update Scenarios
EL and Immigrant Headcount

Federal and State Compliance - Year 1
EL and Immigrant Headcount

All students enrolled by **October 1st** will be included in the EL and the Immigrant Headcount.

Data must be complete in PowerSchool by close of business:

- **Immigrant Headcount** - October 15th
- **EL Headcount** - November 1st

Training and communication is shared with PSUs as these dates draw near
Who is an English Learner?

Any student identified in PowerSchool as a *Current* English Learner is included in your headcount.
Who is defined as an Immigrant?

US Department of Education allocates a portion of funding to states based upon the share of immigrant children and youth in the state. The term "immigrant children and youth" is defined in Title III, Section 3201(5) as individuals who:

1. are aged 3 through 21;
2. were not born in any state*; and
3. have not been attending one or more schools in any one or more States for more than 3 full academic years.

* The term State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico
5

English Language Development

Standard Course of Study
North Carolina adopted the WIDA English Language Development (ELD) Standards in 2008. The state is currently designing resources to help all PSUs implement the most recent edition of the standards approved in March 2021.

The NC ELD Standard Course of Study consists of four components that are the building blocks of language development and range from broad to narrow in scope.

The 5 ELD Standards are:
1) Language for Social and Instructional Purposes
2) Language for Language Arts
3) Language for Mathematics
4) Language for Science
5) Language for Social Studies

★ All educators serving English learners in their classroom are encouraged to subscribe to the Teachers of English Learners listserv to benefit from the professional development opportunities available to grow success for their students.
Where Can I Find Resources for EL Instruction?

The NCDPI ESL/Title III is developing a set of standards-based resources and supporting documents to help educators familiarize with the ELD Standards and inform their implementation plans. Visit the bit.ly/ELDStandardsHub

Explore the ELD web pages to learn about statewide initiatives that help educators discuss and learn about instructional approaches and strategies for English language development.
Additional Resources
Resources for Enrolling Students

- Enrolling a New Student QRD (includes new pause and legal vs. preferred name)
- Student UID Student Search QRD (searching for students directly in the UID system — not in PowerSchool)
- PS Guidance: About Legal and Preferred Name (notes about the differences between legal and preferred name)
- PowerSchool QRV: Enrolling a New Student (video showing the process to enroll a new student, including discussion of legal vs. preferred name and UID matching)
Arabic first names may have two or more parts. For example, Abd al-Kareem is one first name, not a first name and a middle name.

Chinese names typically consist of one given name, no middle name, and one family name. Chinese given names consist of one or two syllables. Depending on dialect and personal preference, two-syllable given names may be written as one word (Menglong), two words (Tiong Lai) or a hyphenated word (Chun-ying).

Spanish names conventionally consist of one or more first names, no middle names, and two last names. Some Spanish first names have two or more parts (Rosa María); this is one name, not a first name and middle name. Spanish last names usually consist of two parts (Lucero Cárdenas); this is the last name, not Cárdenas alone.
US Education Department Tool Kits

EL Tool Kit

Newcomer Tool Kit

EL Family Tool Kit
Resources

• **ESL/Title III Office Lunch Hours** - Wednesdays, 11:30 am - 12:30 pm
  
  [Joining link]

• **EL Timeline for 2021-2022**

• Listserv: Teachers of English Learners
  
  *(Subscribe at [bit.ly/NCDPIupdates]*)

• Twitter Handle: [@NCDPI_ELs]
Understanding EC Funding

Elizabeth Millen
Components of General Supervision

- Data
- SPP
- Improvement
- Dispute Resolution
- Implementation of Policies and Procedures
- Fiscal Management
- Technical Assistance & Professional Development
- Integrated Monitoring Activities
Agenda

• Chart of Accounts
• Overview of Federal Funding
• Overview of State Funding
General Funding Information

• Federal IDEA Funds
  • Based on December 1 Child Count

• State EC Funds
  • Based on April 1 Child Count

• Special Grants
  • Purpose is to assist with providing financial support to PSUs for students with disabilities who have extraordinary, high-cost needs
  • Child specific funds
  • Application process and not guaranteed
  • Some are Federal funds and others are State funds

• Approval notification for all grant applications in the NCCCIP platform is received via grant system email.
Chart of Accounts
Uniform Chart of Accounts

• In 1975 the General Assembly enacted a law requiring a uniform accounting system for all local school administrative units effective July 1, 1976.

• The Uniform Chart of Accounts provides a universal and consistent structure for each school unit to document how funds are received and spent.


• The structure requires a minimum of four parts: **Fund Code**, **Purpose Code**, **Program Report Code** and **Object Code**
Uniform Chart of Accounts

- Working Documents FY 2022-2023

- [COA in Excel](#) as of November 7, 2022. The up to date chart is available in [BAAS](#) and [CCIP](#).

- [Attach A in Excel](#) Continuously updated as changes are made.

- [Attach A in PDF](#) Continuously updated as changes are made.

- [COA Revision Request Form](#) - Excel spreadsheet used to request revisions to the COA and emailed to Roxane Bernard.
## Chart of Accounts

### Instructions
1. Use the drop down arrows under each field to filter data the way you would like it to be filtered.
2. To reset the spreadsheet, make sure all the fields are filtered to "All".
3. You can filter by more than one field.

<table>
<thead>
<tr>
<th>Fund</th>
<th>Purpose</th>
<th>PRC</th>
<th>Object</th>
<th>AcctDescription</th>
</tr>
</thead>
<tbody>
<tr>
<td>054</td>
<td>E210</td>
<td>060</td>
<td>121</td>
<td>EC - Salary - Teacher</td>
</tr>
<tr>
<td>058</td>
<td>E210</td>
<td>060</td>
<td>124</td>
<td>EC - Salary - IFE</td>
</tr>
<tr>
<td>056</td>
<td>E210</td>
<td>060</td>
<td>125</td>
<td>EC - Salary - New Teacher Orientation</td>
</tr>
<tr>
<td>057</td>
<td>E210</td>
<td>060</td>
<td>126</td>
<td>EC - Salary - Extended Contracts</td>
</tr>
<tr>
<td>058</td>
<td>E210</td>
<td>060</td>
<td>128</td>
<td>EC - Salary - Re-employed Retired Teacher</td>
</tr>
<tr>
<td>059</td>
<td>E210</td>
<td>060</td>
<td>129</td>
<td>EC - Salary - Held Harmless Salary</td>
</tr>
<tr>
<td>060</td>
<td>E210</td>
<td>060</td>
<td>131</td>
<td>EC - Salary - Diagnostician</td>
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<tr>
<td>061</td>
<td>E210</td>
<td>060</td>
<td>133</td>
<td>EC - Salary - Psychologists</td>
</tr>
<tr>
<td>062</td>
<td>E210</td>
<td>060</td>
<td>134</td>
<td>EC - Salary - Teacher Mentor</td>
</tr>
<tr>
<td>063</td>
<td>E210</td>
<td>060</td>
<td>135</td>
<td>EC - Salary - Lead Teacher</td>
</tr>
<tr>
<td>064</td>
<td>E210</td>
<td>060</td>
<td>141</td>
<td>EC - Salary-TA (Self Help)</td>
</tr>
<tr>
<td>065</td>
<td>E210</td>
<td>060</td>
<td>142</td>
<td>EC - Salary - TA - NCLB</td>
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<tr>
<td>066</td>
<td>E210</td>
<td>060</td>
<td>143</td>
<td>EC - Salary - Tutor</td>
</tr>
</tbody>
</table>
Chart of Accounts

Uniform Chart of Accounts (COA) can help sites remember:

- What are the allowable activities for the funds
- How funds are allocated for students with disabilities,
- How were funds spent.

3-5210-060-121

Fund Code: Federal
Purpose Code: Instructional services
Object Code: EC teacher salary
PRC: IDEA 611
Federal Exceptional Children Funding
Federal IDEA Funds Application Process

- Application is located in the North Carolina CCIP platform

- The grant will be finalized and submitted after the planning allotment is received from DPI Finance & Business

- PSUs are responsible for providing Free and Appropriate Public Education (FAPE) for all eligible EC students regardless of the acceptance of the IDEA grant funding.
Individuals with Disabilities Education Act (IDEA)

❖ Assisting states, localities, educational services agencies, and Federal agencies in providing the education for all children with disabilities; and

❖ Assessing and ensuring the effectiveness of efforts to educate children with disabilities. {300.1}
Federal IDEA Funds
PRC 060

The State Board of Education makes allocations to local education agencies (PSUs) based upon the certified appropriation from the Office of Special Education Programs, U.S. Department of Education.

Funds are for all children with disabilities, ages 3 through 21, who meet specific eligibility requirements under Public Law 108.446. Local education agencies (LEAs) must submit an IDEA Grant application and receive approval prior to access funds.
Federal EC Funding – Basic Allotments

Federal IDEA Section 611 (3 through 21) funds are allocated to Public School Units (traditional, charters and State Operated Programs) through PRC 060 based on a formula that includes a base payment, ADM and the number of children living in poverty.
Federal EC Funding – Basic Allotment (PRC 049)

• Federal IDEA Section 619 (3 through 5) funds are allocated to PSUs through PRC 049 based on a formula that includes a base payment, ADM, and the number of children living in poverty.

• Charter schools may receive Section 619 (PRC 049) funding beginning in the second year of operation if the December Child Count included students age 5.
Federal IDEA Funds
PRC 070

Coordinated Early Intervening Services

• IDEA regulations mandate 15% of IDEA 611 and 619 funds are set-aside for any PSU with significant disproportionality (SD) (Mandatory Use)

• PSUs without significant disproportionality may use up to 15% of their IDEA 611 and 619 funds for CEIS (Permissive Use)
Federal EC Special Grants
Special Grant Eligibility

PSU must complete the IDEA grant application and be approved for IDEA funds before the PSU is eligible to apply for any of the federal or state special grants.
Risk Pool Program Funds
PRC 114

• For children with disabilities who have high cost, extraordinary needs.

• Funds are often requested for medically fragile children and children in need of additional staff to provide 1:1 assistance for activities of daily living skills.

• Application is rubric based

• Accessed via an application in NC CCIP

• Funds are child specific.

• A specific child may be funded for up to five years (not necessarily consecutive years).

• Services must be documented in the child’s IEP.
Out of District
PRC 060

• Up to 50% of Educational Costs *reimbursed* (direct pay)
  • Paid to PSU from PRC 060
  • Requires submission of all paid invoices

• Accessed via an application in NC CCIP

• Funds are child specific.

• Must be IEP Team recommended out of district placement.
Federal Targeted Assistance Funds

PRC 118

Initiatives supported with Targeted Assistance funds

• Content Literacy
• Personnel
• Related Services
• Autism Support Team

• The funds that are provided to are intended to assist in the challenges faced when recruiting and retaining Related Service personnel
• Autism Support work with your consultant
Supported with Targeted Assistance funds for Preschool initiatives:

- Assessment Teams
- Early Literacy Sites
- Outdoor learning Environments
- Center on the Social Emotional Foundation for Early learning (CSEFEL) sites
- Special Projects

- Funds can support professional development for Preschool Coordinators.
Exceptional Children
State Funding
State Funds for Children with Disabilities
PRC 036

- Intended to assist Public School Unit (PSU) with services for children with disabilities.
- This funding is allotted by NCDPI without an application requirement.
- Per child allocation is for children with disabilities school-aged 5 through 21 counted on the April 1 child count. Funds are limited to 12.75% of the PSU’s average daily membership (ADM).
- The per child allocation will differ for those PSUs who are over the 12.75% cap.
State EC
Special Grants
The North Carolina General Assembly has allocated funds to provide resources to help school systems appropriately serve students with severe and complex behavioral-emotional needs.

The application is in the NC CCIP platform

For more information regarding these funds, contact:

Dreama McCoy,
Section Chief or
Regional Behavior Consultant
Special State Reserve Funds
PRC 036

• For newly enrolled children with disabilities who have high-cost needs.

• Special circumstances may permit a submission for a change in condition.

• Intended to assist Public School Unit (PSU) with emergency, unforeseen situations that are accompanied by an unexpected fiscal burden.

Accessed via an application in NC CCIP platform.
Funds are child specific; cannot be used for other children.

Example:
A child with disabilities moves from another district and enrolls in school after budgets are set and funds are committed. The child has needs that are atypical and very expensive to provide.
Group/Foster Home Funds
PRC 036 and PRC 060

• Funds are available to PSUs for students with disabilities placed in group or foster homes or similar facility for residential services that were not counted on the December 1 or April 1 child count.

• The PSU where the group home is located is responsible for the special education and related services for the students that reside in the group home.

Accessed via an application in NCCCIP platform.

Funds may be used for other children after the child generating the funds have been served.
State Funds Not Typically Accessed by Charter Schools

PRC 063

Developmental Day

- For children placed in an approved Developmental Day Center approved by NCDHHS/DCDEE.

Community Residential

For children placed in an approved Community Residential Center placed through the Local Management Entity or Managed Care Organization.
Contacts

• Regions 1 & 2:
  • Milinda Martina  984.236.2596

• Regions 3 & 4:
  • Elizabeth Millen  984.236.2603

• Regions 5 (all) & 6 Charters:
  • Lisa Blanton  984.236.2602

• Regions 6 Traditional & Regions 7 & 8:
  • Adam Parent  984.236.2637
Bonus Quick Guide to Budget Codes
Commonly Used Codes

The first set of numbers in a Budget Code are **Fund Codes**. 1-digit

- Tells the source of the money.
  - 1 State
  - 2 Local
  - 3 Federal
Commonly Used Codes

The second set of numbers in a Budget Code are **Purpose Codes.** 4-digits

- Tells activity/action/function of the money.
  - 5210  Children with Disabilities Curricular Services
  - 5230  PreK Children with Disabilities Curricular Services
  - 5240  Speech Language Pathology Services
  - 5250  Audiology Services
  - 5840  Health Services
  - 6200  Support and Development
Commonly Used Codes

The third set are **Program Report Codes**. We abbreviate these, calling them **PRC**s. 3-digits

- Tells category of spending, what funds are for.
  - 029 Behavior Support
  - 032 Children with Disabilities
  - 049 IDEA VI-B (619)
  - 060 IDEA VI-B (611)
  - 063 Special State Reserve, Developmental Day Center, Community Residential Center
  - 070 Coordinating Early Intervening Services (CEIS)
  - 082 NC State Improvement Grant
  - 114 Risk Pool Program
  - 118 Targeted Assistance
Commonly Used Codes

The fourth set are **Object Codes. 3-digits**

- Tells the service or commodity obtained.
  - 121 Teacher (salary)
  - 132 Instructional Support-Advanced/Speech Language (salary)
  - 133 Psychologist (salary)
  - 142 Teacher Assistant (salary)
  - 311 Contract Services
  - 312 Workshops and Allowable Travel
  - 411 Supplies and Materials
Lunch

12:30 PM – 1:30 PM
RTO 4 PM Sign-In
https://forms.office.com/r/112LENfK9g

Follow the link in the Chat
MTSS Implementation

Rhonda Harrell
Ashley Springs
Ready to Open with the MTSS Framework

Ashley Springs & Rhonda Harrell
Charters & Non-Traditional Schools Consultants
Integrated Academic and Behavior Systems
MTSS is:
A layered continuum of supports built to be responsive to the unique needs of the system.
Voices From the Field
Why Should You Join the Charter Support Network?

Virginia Jacobs
Middle School Principal
Why Should You Join the Charter Support Network?

❖ We have the BEST consultants!
❖ Ongoing professional development
❖ Thought partners who are connected to the work
❖ Collaboration of colleagues who face the same challenges and success as you will
❖ You are never alone in building, establishing, and sustaining your MTSS framework for total school improvement
❖ You will gain a toolbox of ideas that you can tweak to meet the needs of your context
❖ Accountability partners
❖ Consultants are willing to assist with FAM-S, FAM-D, observations, problem solving, discovery, and so much more!

Virginia Jacobs
Middle School Principal
*Our Consultant facilitated our FAM-S with the school-wide leadership team and the creation of our FAM-S document. This document outlines our priorities and helps to keep us focused on our goals.

*Our understanding of MTSS as a framework and NOT a process has caused a paradigm shift in our thinking. We now understand that MTSS is how we do school for EVERY kid in our building, every day.

*We have consultation that is tailored to the unique needs of our school and students. During on-site visits our consultant is able to do informal classroom walk-throughs with us to help us recognize our efforts as she names and notices the steps we have taken in the implementation of the MTSS framework.

*The network is ‘support’ in action! They will guide you all along the way!
*Monthly* support from our consultant includes face to face on-site visits. She is always willing to accommodate us.

*We recognize that all referrals are data driven, not teacher driven. Analyzing the data helps to spotlight students in need of differentiated instruction.

*We get to plan for impactful, Core instruction as we keep ALL students in mind (above, at, and below grade level). Noticing patterns and trends within these groups of students helps us to make plans for strategic, research based interventions that will help scaffold the learning as students grow towards grade level proficiency.

COME ON AND JOIN THE NETWORK,
YOU’LL BE GLAD YOU DID!
Joining the Charter Support Network

- Partnership Agreement
- Online PD & Resources
- Face to Face and Virtual Support
- Virtual Coaching Sessions
- Networking Opportunities
Rhonda Harrell
Regions 1-4 (Team East)
rhonda.harrell@dpi.nc.gov

Ashley Springs
Regions 5-8 (Team West)
ashley.springs@dpi.nc.gov
Expert on the Ground:
Utilizing resources and partnerships to maximize personalized education programs.

Toni Shellady, Discovery Charter School Director
Utilizing Resources and Partnerships to Maximize PEPs
Hello!
I am Toni Shellady.
I am the visionary behind and director of Discovery Charter School in Durham, NC.
You can find me at tshellady@discoverycharterdurham.org and via cell at 919-810-6915.
Outline

○ ABOUT DISCOVERY

○ DISCOVERY’S PERSONALIZED EDUCATION PROGRAM

○ LEVERAGING PARTNERSHIPS
  ◦ Educational Partnerships
  ◦ Business Partnerships

○ BUILDING PARTNERSHIPS

○ LESSONS LEARNED
  ◦ Facilities
  ◦ Budgeting
    ◦ Enrollment
    ◦ Marketing
    ◦ Hiring
  ◦ Building School Culture
  ◦ Time Management, Organization, and Communication
ABOUT

DISCOVERY CHARTER SCHOOL
OPENING DAY!

August 2019
ABOUT

- Opened August 2019 in Durham (originally scheduled to open August 2017)
- Intended to be a middle school only (6th-8th), but now adding high school
- STEAM (science, technology, engineering, arts, and mathematics) Program
- Highly Personalized Education
- Mastery-based Learning
- Restorative Justice Program
Personalized Education Program
Meeting each student where they are
Personalized Education Program

- Use the available technology / instructional resources.
- Have a place such as a digital portfolio for students to express their individual interests and goals and show their best work.
- Assign each student an advisory/mentor teacher responsible for advocating for the student and touching base frequently with the parents (and build time into the schedule to do so!).

Nia's Learning Journey
Digital Portfolios

A great resource for showcasing personalized learning

- Achievements
  - I'm proud of my progress in playing the accordion; I've come a long way.
  - I've taught myself to be fluent in Polish, which I learned for heritage.
  - I'm proud of my online coding projects and game servers.

- Strengths
  - I am good at school
  - I am good at music
  - I am good at learning languages

- Goals
  - I want to become a master accordionist
  - I want to be able to speak as many languages as possible
  - I want to make a game
  - I want to achieve my scuba certification
Digital Portfolios

Meyah's Learning Journey
Digital Portfolios

ELA Farcebook Project

In this assignment, we made a fake Facebook account for one of the characters we chose in the book. We got to use our Imagination for their info and bio.

MY DREAM HOUSE

In this assignment, I used Homestyler.com to create a 3D photorealistic render of my dream house. Click here for a direct link to the video rendering. To the left is a slideshow of renderings of the house. Below are panorama views of each room:

- Bedrooms: Master Bedroom, Boys Bedroom, Girls bedroom
- Bathrooms: Bathroom, Second Bathroom
- Living Spaces: Living room, Kitchen, Dining room, Outside room
- Additional Spaces: Office, Game room, Laundry room, Gym

Project Link
Advisory / Mentor Teachers

Meet Frequently
Discovery’s advisory classes meet three times weekly with students.

Activities done during this time include team building activities, social/emotional learning activities, and how to be a successful Trailblazer (digital citizenship training, organizational skills, etc.). We use the Character Strong curriculum.

Advocate for the Student
Advisory teachers advocate for the student in team, MTSS, 504, and/or IEP meetings, as well as parent conferences.

They truly know the student, how they learn best, and what motivates them. Advisory teachers are a parent’s main “go to” teacher.

Next Up
For the upcoming school year, Discovery plans to let students interview potential Advisory teachers and select the teacher they feel like they connect with most.
Passion Learning Time
Partnerships
Educational Partnerships

- NC School of Science and Math
  - Student tutoring
  - Supply donations

- UNC-CH’s MEITE Program
  - Professional development
  - Interns

- Other Schools (charter, private, and public)
  - Furniture
  - Space rental
  - PD / Curriculum resources
  - Shared Staff
TechTerra Education Donation -
24 3D Doodler pens, 2 EDU bundles, 52 project kits, and about $1k of extra filament
Who you know matters!

Build relationships with your community. People want to help you but need to know who you are and what you need.
Lessons Learned
Discovery was delayed **two years** due to a facility issue.

We opened in a temporary facility in August 2019 and finally moved into our new facility in August 2021.
<table>
<thead>
<tr>
<th>Year</th>
<th>Planned Enrollment</th>
<th>Actual Enrollment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>200</td>
<td>119</td>
<td>60%</td>
</tr>
<tr>
<td>(2 grade levels)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020-21</td>
<td>250</td>
<td>191</td>
<td>76%</td>
</tr>
<tr>
<td>(3 grade levels)</td>
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<td></td>
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<tr>
<td>2021-22</td>
<td>320</td>
<td>262</td>
<td>82%</td>
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<tr>
<td>(3 grade levels)</td>
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<tr>
<td>2022-23</td>
<td>375</td>
<td>335</td>
<td>89%</td>
</tr>
<tr>
<td>(4 grade levels)</td>
<td></td>
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</tbody>
</table>

*Beware being over-optimistic* - especially in your first year!

*Be creative and transparent with your hires. You don’t want to have to let a teacher go in August.*
Know your community and audience.
Get professional help if possible. Someone who knows what they're doing is worth it.
Ensure the metadata of your website is set up effectively.
Billboards don’t cost as much as you think.
Very targeted print mailers are possible. Discovery has used CityMail USA in the past. (*If you use them, please tell Guy that Toni Shellady with Discovery sent you. :) )
Have a newsletter sign-up button on your website for people who may not use social media to opt-in to information about your school.
Digital marketing is (most likely) your best friend.
  - Affordable
  - Extremely targeted
    - Facebook/Instagram allow for pinpointed geographic locations and allow for targeting of parents with certain age children
● **People Matter**
  ○ Are the original visionaries involved?
  ○ How will the school stay true to its Education Plan over time, especially through staff changes?
  ○ How to retain staff?
    ■ Hire well, be transparent up front
    ■ Stay transparent; trust matters
    ■ Show appreciation
      ● Staff luncheons and tokens of appreciation
      ● Give staff what they need (supplies, PD, a listening ear)
      ● Hold office hours to listen and problem-solve
      ● Longevity bonuses
    ■ Create opportunities for staff input
Building School Culture

**Brand Everything**
- School colors wherever possible (paint, furniture, office supplies)
- Logo and tagline
- Uniforms in school colors with the school logo
- Newsletters
- Marketing materials
Building School Culture

- **Involve Parents and the Community**
  - Video Announcements
  - Volunteer Opportunities
  - PTO / PTA
- **Have Fun!**
  - Teambuilding Activities
  - Spirit Weeks
  - Athletic Events
  - Community Events
  - Tournaments
  - In-house Fun Competitions
  - “Random” Slack Channel
Big Time Savers
- Slack (staff communication)
- Remind 101 (parent and student communication)
- Weekly Newsletter (goes to all students, parents, and staff)
- Interactive video announcements
- Custom Planner

Build time into your schedule and your staff's schedule for specific tasks (meeting with parents, checking email, planning, etc.)

Prepare meeting agendas ahead of time and let staff comment and make suggestions ahead of time (we use Google Docs and let staff comment). This will drastically cut down on meeting times. Also, transparency builds trust, and trust leads to buy-in!
Big takeaways

- Personalized learning is effective and more achievable than it’s ever been before with the advancement of online instructional resources.
- Get out in your community and build relationships with potential education and business partners.
- Don’t operate in isolation! Connect with other charters and share!
- Overplan for a variety of scenarios - enrollment, hiring, facilities, etc.
- Think long term and prioritize. Rome wasn’t built in a day!
Most of all... HAVE FUN!

The beginning years of a charter school are by far the hardest, BUT they can also the BEST! Everyone is pulling together and helping make the vision a reality. Don’t forget to document your growth....you’ll never get these early years back. It’s important for those who come behind you to know about the history and beginnings of the school. Change comes fast as the school grows, so buckle up, hold on tight, have fun, and keep pushing forward! The work you’re doing is making lives better and is worth the challenges that lie ahead!
Thanks!

Any questions?

You can find me at tshellady@discoverycharterdurham.org and via cell at 919-810-6915.
McKinney Vento Act
Supporting Students Experiencing Homelessness
Savannah Gay
THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

New Charter School Leaders
Planning Year Session IV
December 14, 2022

Savannah Gay, Program Specialist
North Carolina Homeless Education Program
THE MCKINNEY-VENTO ACT: FEDERAL LAW

The Act supports students experiencing homelessness through:

- Enrollment
- Attendance
- Academic Success
DOES MCKINNEY-VENTO APPLY TO NC CHARTER SCHOOLS?

The McKinney-Vento Act applies to all public school units (PSUs) in the United States.

North Carolina defines all charter schools, lab schools, and virtual as public school units (PSUs).
On December 10, 2015, the Every Student Succeeds Act of 2015 (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA). Under the previous version of ESEA (the No Child Left Behind Act), the education of homeless children and youth was included in Title X, Part C. Under ESSA, homeless education is included in Title IX, Part A. The Education of Homeless Children and Youth Program entities children who are experiencing homelessness to a free, appropriate public education and requires schools to remove barriers to their enrollment, attendance, and success in school. This Act protects all students who do not have a fixed, regular and adequate residence, such as students living in the following situations:

- doubled-up or sharing the housing with others due to an economic hardship;
- runaway/homeless youth shelters (even if parents invite the youth home);
- hotels or motels;
McKinney-Vento 2023-2026 SY Subgrant Application Information Session

Tuesday Talks
9:00-10:00 a.m. weekly
Homeless liaisons in Public School Units (PSUs) are invited to Tuesday Talks weekly 9-10 a.m.

No Kid Hungry
No Kid Hungry’s summer texting hotline has a new number.

Creating a Refuge for UHY in Moore County
NCHEP RESPONSIBILITIES

ACCESS

TECHNICAL ASSISTANCE

QUALITY REVIEW

COLLABORATIVE EFFORTS

DISPUTES

DISTRICT SUBGRANTS

MEETINGS & TRAININGS

COMPLIANCE
CAUSES OF HOMELESSNESS

- Lack of affordable housing
- Poverty
- Health problems
- Domestic violence
- Natural and other disasters
- Abuse/neglect/family dysfunction
- Other
IMPACT OF HOMELESSNESS

- Acute and chronic illness
- Depression & Anxiety
- Poor classroom engagement
- Poor social skills
- Achievement gaps
- Increased dropout rate
- Other
THE MCKINNEY-VENTO ACT

A federal law designed to increase the school enrollment, attendance, and academic success of children and youth who lack a fixed, regular, and adequate nighttime residence.

Federal law supersedes local and state policies and laws.
THE LAW: MAIN THEMES

- State Coordinator & Homeless Liaison
- Identification, Enrollment, Stability
- Academic Success & Credit Accrual
- Child Centered, Best Interest
- Collaboration
- Transportation
- Early Education
- Higher Education
## MCKINNEY-VENTO DEFINITION OF HOMELESS

Individuals who lack a fixed, regular, and adequate nighttime residence

<table>
<thead>
<tr>
<th>FIXED</th>
<th>REGULAR</th>
<th>ADEQUATE</th>
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</thead>
<tbody>
<tr>
<td>Stationary, permanent, not subject to change</td>
<td>Used on a routine basis</td>
<td>Home setting meets physical and psychological needs</td>
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POSSIBLE HOMELESS SITUATIONS

- Sharing a home due to loss of housing
- Sharing a home due to economic hardship
- Living in motels/hotels/trailer parks
- Living in a shelter, bus or train station
- Abandoned in hospitals
- Living in cars/parks/under bridges
- Living in campgrounds/abandoned buildings
- Unaccompanied homeless youth
- Other
UNACCOMPANIED HOMELESS YOUTH

A youth who lacks a fixed, regular, and adequate nighttime residence

AND

is not in the physical custody of parent or legal guardian.
RIGHTS OF STUDENTS EXPERIENCING HOMELESSNESS

• Receive a free, appropriate public education.

• Enroll in school immediately,
  • even if lacking documents required for enrollment, or
  • having missed application or enrollment deadlines

• Continue attending the school of origin or enroll in the school of residence

• Receive transportation to and from the school of origin, if requested by the parent or guardian

• Receive educational services comparable to those provided to other students, according to each student’s need.
HOMELESS LIAISON

- Appointed by PSU
- Over 325 NC Homeless Liaisons
- Director of Student Support Services, Assistant Superintendents, Title I Directors, School Social Workers, Counselors, etc.
- Percentage of time varies by:
  - Amount of Identifications
  - Size of District
  - Type of School
HOMELESS LIAISON RESPONSIBILITIES

- Identification
- Enrollment
- Access to Services
- Referrals
- Parent Information
- Disputes
- Transportation Services
- Professional Development
- Collaboration
- Policy and Procedure Development
- Other
APPOINTING & ONBOARDING HOMELESS LIAISON

• Determine who will serve as your homeless liaison.
• Notify NCHEP of the homeless liaison appointment.
• Develop local homeless education protocol with the liaison designee.
• Determine funding sources for McKinney-Vento services provided.
• Ensure that the homeless liaison receives McKinney-Vento training.
NCHEP STAFF

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rmcswain@serve.org
North Carolina Homeless Education Program (NCHEP)
https://hepnc.uncg.edu/

National Center for Homeless Education (NCHE)
https://nche.ed.gov/
QUESTIONS
School Mental Health Plans

NCDPI- Pachovia Lovett
Let’s Check In

The school mental health policy is still very new to PSUs and requires an organized approach for compliance.

Rate your familiarity with the SMH Policy.

❖ 1- I know nothing
❖ 2- I have heard of it and know some
❖ 3- I am very familiar and understand the requirements
NC Session Law 2020-7

- Senate Bill 476 School-Based Mental Health
- Required the State Board of Education to adopt a school-based mental health policy requiring K-12 school units to adopt and implement a school-based mental health plan including
  - A school mental health plan
  - A mental health training program and
  - A suicide risk referral protocol.
General Information and Statutory Reference

Pursuant to the **SHLT-003: School-Based Mental Health Initiative Policy**, each K-12 PSU shall adopt and implement a plan for promoting student mental health and well-being. [This policy can be viewed here.](#)

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<td>SL 2019-245, SL 2020-7; SL 2021-132, G.S. 7B-302(a1), G.S. 115C-105.51</td>
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Local School Mental Health (SMH) Improvement Plan

Each K-12 public school unit (PSU) shall adopt and implement a plan for promoting student mental health and well-being and for assessing and improving upon the effectiveness of supports for the mental and social-emotional health and substance use needs of its students and staff by July 1, 2021.

PSUs are encouraged to conduct a mental and social-emotional health and substance use needs assessment and resource mapping to inform plan development.

The plan shall provide for stakeholder engagement to achieve a coordinated system of support in the school and community for students and their families.
Summary of SMH Improvement Plan Components

The plan must address a continuum of mental and social-emotional health supports and services that consists of the following elements:

1. universal promotion of mental and social-emotional wellness and prevention through core instruction, curriculum, and environment; this includes a mental health training program and a suicide risk referral protocol that:
   a. are consistent with the model program and risk referral program described below
   b. are provided at no cost to employees include at least six hours of content for initial training occurring within first six months of employment;
   c. PSUs may waive the initial training requirement for a new employee who completed such training at another PSU within the previous twelve months
   d. include annual subsequent training of at least two hours
Summary of SMH Improvement Plan Components

❖ early intervention for mental and social-emotional health as part of the PSU’s intervention system
❖ referral, treatment, and re-entry, as further described below
❖ a suicide risk referral protocol that is provided to school personnel who work directly with students (teachers, instructional support personnel, principals, and assistant principals; this term may also include, in the discretion of the PSU other school employees who work directly with students) in grades 6-12 (required) and K-5 (recommended) and provide both of the following:
  ■ Guidelines on the identification of students at risk of suicide
  ■ Procedures and referral sources that address actions that should be taken to address students identified in accordance with this subdivision
Details of SMH Improvement Plan Components

1. Universal Prevention through Core Instruction, Curriculum, and Environment
2. Early Intervention for Mental and Social-Emotional Health and Wellness as Part of the PSU’s Intervention System
3. Referral, Treatment, and Re-Entry
4. Memorandum of Understanding (MOU)
5. Suicide Risk Referral Protocol
6. Stakeholder Engagement
7. Liability
8. Reporting to DPI
9. Timeline
Details of SMH Improvement Plan

Components

1. Universal Prevention through Core Instruction, Curriculum, and Environment
2. Early Intervention for Mental and Social-Emotional Health and Wellness as Part of the PSU’s Intervention System
3. Referral, Treatment, and Re-Entry
4. Memorandum of Understanding (MOU)
5. Suicide Risk Referral Protocol
6. Stakeholder Engagement
7. Liability
8. Reporting to DPI
9. Timeline
Universal Prevention through Core Instruction, Curriculum, and Environment

The PSU plan must describe existing preventative initiatives, if any, and identify strategies as needed for improving upon current prevention efforts. PSUs are strongly encouraged to include the following core/universal strategies in their plans, in addition to other strategies:

❖ Integrating social and emotional learning strategies across the curriculum and within the entire school environment in alignment with the NC Standard Course of Study.

❖ Incorporating evaluation of understanding and use of social and emotional well-being learning strategies in classroom/school management into the annual performance appraisal of teachers and administrators.

❖ Improving staffing ratios for licensed specialized instructional support personnel such as school counselors, school nurses, school psychologists, school social workers, and school occupational therapists to improve student access to school health professionals.

❖ Incorporating resources provided through staff mental health and wellness initiatives, such as adult social-emotional learning and Employee Assistance Programs (EAPs).
Early Intervention for Mental and Social-Emotional Health and Wellness as Part of the PSU’s Intervention System

Systems of early intervention focus on assisting students who are experiencing issues at school or who are otherwise identified as at risk for mental and social-emotional health or substance use issues. The PSU plan shall describe existing systems of early intervention, if any, and identify strategies as needed for improving upon those systems in order to improve outcomes for students. PSUs are encouraged to include all of the following strategies:

- Annual review of the PSU’s policies, procedures, and/or practices for crisis intervention.
- Identification of methods for strengthening the PSU’s response to mental and social-emotional health and substance use concerns in the school setting, including the role of crisis intervention teams.
- Annual review of the PSU’s discipline policies and practices.
- Identification of strategies to avoid over-reliance on suspension or expulsion in the discipline of students with identified mental and social-emotional health or substance use concerns.
- Inclusion of PSU in the local community emergency preparedness plan.
Referral, Treatment, and Re-Entry

To facilitate student access to, and transition within and between, school and community-based mental health and substance use services, PSUs are encouraged to include in their plans:

❖ Strategies to improve access to school and community-based services for students and their families, e.g., by establishing arrangements for students to have access to licensed mental health professionals at school.

❖ Strategies to improve transitions between and within school and community-based services, e.g., through the creation of multi-disciplinary teams to provide referral and follow-up services to individual students.

❖ Formalized protocols for transitioning students to school following acute/residential mental health treatment.

Nothing in this section shall be construed to impose an additional duty on a PSU to provide referral, treatment, follow-up, or other mental health and suicide prevention services to students of the PSU or otherwise impose duties outside of school personnel's scope of practice as school providers.
Memorandum of Understanding (MOU)

In addition, each PSU shall offer to enter into a memorandum of understanding (MOU) with the Local Management Entity/Managed Care Organization (LME/MCO), and/or, to the extent deemed appropriate by the PSU, with local mental health and substance use providers serving the geographic area in which the PSU is located. The MOU should address the parties’ respective roles and relationships and how the parties will coordinate referral, treatment, and follow-up to individual students. This requirement is not intended to impose on PSUs any obligation or responsibility to provide, or liability for failure to provide, referral, treatment, follow-up, or other services beyond those already required by state or federal law.
Suicide Risk Referral Protocol

To ensure timely and effective response to suicide threats, PSUs will adopt a suicide risk referral protocol that is provided to school personnel who work with students in grades 6-12 (required) and K-5 (recommended) and includes both of the following:


b. Procedures and referral sources that address actions that should be taken to address students identified in accordance with this subdivision.
Stakeholder Engagement

Each PSU plan shall provide for engagement of relevant stakeholders, including families, students, community providers, and cross-system partners (e.g., county agencies, faith-based organizations, professional associations, etc.), with the goal of building school, family, and community partnerships to create and sustain coordinated mental and social-emotional health and substance use supports and services for students.
Liability

No governing body of a PSU, nor its members, employees, designees, agents, or volunteers, shall be liable in civil damages to any party for any loss or damage caused by any act or omission relating to the provision of, participation in, or implementation of any component of a school-based mental health plan, mental health training program, or suicide risk referral protocol required by this policy, unless that act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing. Nothing in this section shall be construed to impose any specific duty of care or standard of care on a PSU.
Reporting to DPI

By September 15 of each year, each PSU will report to DPI on:

a. content of the school-based mental health plan adopted in the unit, including the mental health training program and suicide risk referral protocol, and

b. prior school year compliance with requirements of this policy

*The plan must be approved by the local governing board and reviewed at least every five years, starting August 1, 2025.
Monitoring and Compliance

DPI may audit PSUs at appropriate times to ensure compliance with the requirements of this policy. DPI will report the information it receives from annual PSU reports and audit findings to the Joint Legislative Education Oversight Committee and the Joint Legislative Oversight Committee on Health and Human Services by December 15 of each year.
Model Training Program

A. School Mental Health Training Program Contents
   1. Development of Training Program
   2. School Mental Health Training Program Implementation

A. School Mental Health Training Program Implementation
   1. Target Audience for School Mental Health Training
   2. Modes of Delivery for School Mental Health Training
   3. Annual PSU Reporting to DPI
   4. DPI Five-Year SMH Policy Review Cycle
   5. Monitoring and Compliance
School Mental Health Training Program Contents

Development of Training Program

In consultation with other relevant State departments and stakeholders (including, but not limited to, students, families, superintendents, principals, and PSU personnel), DPI will develop a model mental health training program for K-12 PSUs that is provided to school personnel who work with students in grades K-12 and address the following topics:

a. Youth mental health
b. Suicide prevention
c. Substance abuse
d. Teenage dating violence, and in accordance with SL 2019-245,
e. Child sexual abuse prevention
f. Sex trafficking prevention:

e. Child sexual abuse prevention
f. Sex trafficking prevention:

*This child sexual abuse and sex trafficking training may be provided by local nongovernmental organizations with expertise in these areas, local law enforcement officers, or other officers of the court. All school personnel who work with students in grades K-12 shall receive two hours of child sexual abuse and sex trafficking training in even-numbered years beginning in 2020.
School Mental Health Training Program Contents

e. Child sexual abuse prevention
f. Sex trafficking prevention:
   for (e) and (f), school personnel who work directly with students in grades K-12 must participate in education and awareness training related to, including, but not limited to:
i. best practices from the field of prevention
ii. the grooming process of sexual predators
iii. the warning signs of sexual abuse and sex trafficking
iv. how to intervene when sexual abuse or sex trafficking is suspected or disclosed,
v. legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance.

*This child sexual abuse and sex trafficking training may be provided by local nongovernmental organizations with expertise in these areas, local law enforcement officers, or other officers of the court. All school personnel who work with students in grades K-12 shall receive two hours of child sexual abuse and sex trafficking training in even-numbered years beginning in 2020.
Target Audience for School Mental Health Training

The mental and social-emotional health and substance use training plan will target teachers, instructional support personnel, principals, and assistant principals; it may also include, in the discretion of the PSU, other school employees who work directly with students in grades K-12.

A recommended package of professional learning specific to specialized instructional support personnel will also be offered. These training requirements shall not apply to employees who are anticipated to have minimal or no direct student contact.
Modes of Delivery for School Mental Health Training

DPI will ensure training programs/materials are accessible via: electronic delivery of instruction, videoconferencing, group, in-person training, and/or self-study platforms. Training may be provided by local nongovernmental organizations with expertise in these areas, LME-MCOs, institutes of higher education, licensed providers, professional learning vendors, local law enforcement officers, or other officers of the court. Low- or no-cost options and training programs/materials that align with the National School Mental Health Curriculum will be prioritized.
Child Abuse & Neglect Resources

Beginning in the 2021-2022 school year, each public school unit (PSU), including traditional PSU schools, charter schools, regional schools, laboratory schools, and high schools under the control of The University of North Carolina, shall provide to students in grades 6 - 12 information on child abuse and neglect, including age-appropriate information on sexual abuse.
Child abuse and neglect information shall be provided in the form of:

1. a document provided to all students in grades 6 - 12 at the beginning of each school year and
2. a display posted in visible, high-traffic areas throughout each public secondary school.

Samples from NCDPI (and general info):
• Final Signs of Abuse Student Handout
• Final Signs of Abuse Poster Display
The child abuse and neglect document and display shall include, at a minimum, the following information:

1. Likely warning signs indicating that a child may be a victim of abuse or neglect, including age-appropriate information on sexual abuse.

2. The telephone number used for reporting abuse and neglect to the department of social services in the county in which the school is located, in accordance with G.S. 7B-301 which details the requirements regarding any person or institution with knowledge of abuse, neglect, dependency, or death due to maltreatment to report such.

3. A statement that information reported pursuant to item B. 2. of this section shall be held in the strictest confidence, to the extent permitted by law, pursuant to G.S. 7B-302(a1) which details the requirement that all information received by the department of social services, including the identity of the reporter, shall be held in strictest confidence by the department, except under specified circumstances.

4. Available resources developed pursuant to G.S. 115C-105.51, including the anonymous safety tip line application.
DPI Website: NChealthyschools.org
Available on the **SHLT-003 Guiding Document**

**Policy SHLT-003: School-Based Mental Health Initiative**

**Status:** ADOPTED  
**Original Adopted Date:** 11/05/2020 | **Last Revised Date:** 11/04/2021 | **Last Reviewed Date:** 11/04/2021  

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

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**Definitions:**

**1. Local School Mental Health (SMH) Improvement Plan**

Each K-12 public school unit (PSU) shall adopt and implement a plan for promoting student mental health and well-being and for assessing and improving upon the effectiveness of supports for the mental and social-emotional health and substance use needs of its students and staff by July 1, 2021. PSUs are encouraged to conduct a mental and social-emotional health and substance use needs assessment and resource mapping to inform plan development. The plan shall provide for stakeholder engagement to achieve a coordinated system of support in the school and community for students and their families.

**A. Summary of SMH Improvement Plan Components**

The plan must address a continuum of mental and social-emotional health supports and services that consists of the following elements:

1. universal promotion of mental and social-emotional wellness and prevention through core instruction, curriculum, and environment; this includes a mental health training program and a suicide risk referral protocol that:
   - a. are consistent with the model program and risk referral program described below
   - b. are provided at no cost to employees include at least six hours of content for initial training occurring within first six months of employment
   - c. PSUs may waive the initial training requirement for a new employee who completed such training at another PSU within the previous twelve months
   - d. include annual subsequent training of at least two hours

2. early intervention for mental and social-emotional health as part of the PSU’s intervention system
3. referral, treatment, and re-entry, as further described below
4. a suicide risk referral protocol that is provided to school personnel who work directly with students (teachers, instructional support personnel, principals, and assistant principals; this term may also include, in the discretion of the PSU other school employees who work directly with students) in grades 6-12 (required) and K-5 (recommended) and provide both of the following:
   a. Guidelines on the identification of students at risk of suicide
   b. Procedures and referral sources that address actions that should be taken to address students identified in accordance with this subdivision

**B. Details of SMH Improvement Plan Components**

1. **Universal Prevention through Core Instruction, Curriculum, and Environment**

   Universal prevention efforts focus on promoting a socially and emotionally healthy school environment for all students and staff. The PSU plan must describe existing preventative initiatives, if any, and identify strategies as needed for improving upon current prevention efforts. These efforts may be accomplished through use of existing resources such as the Multi-Tiered System of Support (MTSS), School Health Advisory Council, or other teams designated by the PSU for this purpose.

   PSUs are strongly encouraged to include the following core/universal strategies in their plans, in addition to other strategies:

   a. Integrating social and emotional learning strategies across the curriculum and within the entire school environment in alignment with the NC Standard Course of Study
   b. Incorporating evaluation of understanding and use of social and emotional well-being learning strategies in classroom/school management into the annual performance appraisal of teachers and administrators
   c. Improving staffing ratios for licensed specialized instructional support personnel such as school counselors, school nurses, school psychologists, school social workers, and school occupational therapists to improve student access to school health professionals
   d. Incorporating resources provided through staff mental health and wellness initiatives such as adult social-emotional learning and Employee Assistance Programs (EAPs)

2. **Early Intervention for Mental and Social-Emotional Health and Wellness as Part of the PSU’s Intervention System**

   Systems of early intervention focus on assisting students who are experiencing issues at school or who are otherwise identified as at risk for mental and social-emotional health or substance use issues. The PSU plan shall describe existing systems of early intervention, if any, and identify strategies as needed for improving upon those systems in order to improve outcomes for students. PSUs are encouraged to include all of the following strategies:

   a. Annual review of the PSU’s policies, procedures, and/or practices for crisis intervention
   b. Identification of methods for strengthening the PSU’s response to mental and social-emotional health and substance use concerns in the school setting, including the role of crisis intervention teams
   c. Annual review of the PSU’s discipline policies and practices
   d. Identification of strategies to avoid over-reliance on suspension or expulsion in the discipline of students with identified mental and social-emotional health or substance use concerns
3. Referral, Treatment, and Re-Entry

To facilitate student access to, and transition within and between, school and community-based mental health and substance use services, PSUs are encouraged to include in their plans:

a. Strategies to improve access to school and community-based services for students and their families, e.g., by establishing arrangements for students to have access to licensed mental health professionals at school.

b. Strategies to improve transitions between and within school and community-based services, e.g., through the creation of multi-disciplinary teams to provide referral and follow-up services to individual students.

c. Formalized protocols for transitioning students to school following acute/residential mental health treatment.

Nothing in this section shall be construed to impose an additional duty on a PSU to provide referral, treatment, follow-up, or other mental health and suicide prevention services to students of the PSU or otherwise impose duties outside of school personnel's scope of practice as school providers.

4. Memorandum of Understanding (MOU)

In addition, each PSU shall offer to enter into a memorandum of understanding (MOU) with the Local Management Entity/Managed Care Organization (LME/MCO), and/OR, to the extent desired by the PSU, with local mental health and substance use providers serving the geographic area in which the PSU is located. The MOU should address the parties' respective roles and relationships and how the parties will coordinate referral, treatment, and follow-up to individual students. This requirement is not intended to impose on PSUs any obligation or responsibility to provide, or liability for failure to provide, referral, treatment, follow-up, or other services beyond those already required by state or federal law.

5. Suicide Risk Referral Protocol

To ensure timely and effective response to suicide threats, PSUs will adopt a suicide risk referral protocol that is provided to school personnel who work with students in grades 6-12 (required) and K-5 (recommended) and includes both of the following:


b. Procedures and referral resources that address actions that should be taken to address students identified in accordance with this subdivision.

6. Stakeholder Engagement

Each PSU plan shall provide for engagement of relevant stakeholders, including families, students, community providers, and cross-system partners (e.g., county agencies, faith-based organizations, professional associations, etc.), with the goal of building school, family, and community partnerships to create and sustain coordinated mental and social-emotional health and substance use supports and services for students.

7. Liability

No governing body of a PSU, nor its members, employees, designees, agents, or volunteers, shall be liable in civil damages to any party for any loss or damage caused by any act or omission relating to the participation in, or implementation of any component of a school-based mental health plan, mental health training program, or suicide risk referral protocol required by this policy, unless that act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing. Nothing in this section shall be construed to impose any specific duty of care or standard of care on a PSU.

8. Reporting to DPI

By September 15 of each year, each PSU will report to DPI on:

a. Content of the school-based mental health plan adopted in the unit, including the mental health training program and suicide risk referral protocol, and

b. Prior school year compliance with requirements of this policy

9. Timeline

Development of the PSU plan for assessing and improving upon the effectiveness of supports for the mental and social-emotional health or substance use needs of its student population, including plans for staff training, will occur during the 2020-21 school year. By July 1, 2021, each PSU shall:

a. Adopt the plan for preeminent student mental health and well-being

b. Begin implementation of said plan

c. Commence school mental and social-emotional health and substance use training program within the framework of externally-sourced professional development and technical assistance and as part of required professional development offered by the PSU.

The plans must be approved by the local governing board and reviewed at least every five years, starting August 1, 2025.

II. DPI Provision of Model School Mental Health Training Program

A. School Mental Health Training Program Contents

1. Development of Training Program

In consultation with other relevant State departments and stakeholders (including, but not limited to, students, families, superintendents, principals, and PSU personnel), DPI will develop a model mental health training program for K-12 PSUs that is provided to school personnel who work with students in grades K-12 and address the following topics:

a. Youth mental health

b. Suicide prevention

c. Substance abuse

d. Teenage dating violence, and in accordance with 5L.105-245

e. Child sexual abuse prevention

f. Sex trafficking prevention

for (d) and (e), school counselors who work directly with students in grades K-12 must participate in education and awareness training related to, including, but not limited to:

i. Best practices from the field of prevention

ii. The grooming process of sexual predators

iii. The warning signs of sexual abuse and sex trafficking

iv. How to intervene when sexual abuse or sex trafficking is suspected or disclosed.

v. Legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance.

This child sexual abuse and sex trafficking training program will be provided by local non-governmental organizations with expertise in these areas, local law enforcement officers, and other officers of the court. All school personnel who work with students in grades K-12 shall receive two hours of child sexual abuse and sex trafficking training in even-numbered years beginning in 2021.
B. School Mental Health Training Program Implementation

DPI will support all PSUs by creating and helping implement a state-wide training and monitoring plan. Tools, resources, technical assistance, and professional learning materials will be made available to support local implementation of this policy.

1. Target Audience for School Mental Health Training

The mental and social-emotional health and substance use training plan will target teachers, instructional support personnel, principals, and assistant principals. It may also include, in the discretion of the PSU, other school employees who work directly with students in grades K-12. A recommended package of professional learning specific to specialized instructional support personnel will also be offered. These training requirements shall not apply to employees who are anticipated to have minimal or no direct student contact.

2. Modes of Delivery for School Mental Health Training

DPI will ensure training programs/materials are accessible via electronic delivery of instruction, videoconferencing, group, in-person training, and/or self-study platforms. Training may be provided by local nongovernmental organizations with expertise in these areas, LEAs, MCOs, institutions of higher education, licensed providers, professional learning vendors, local law enforcement officers, or other officers of the court. Low- or no-cost options and training programs/materials that align with the National School Mental Health Curriculum will be prioritized.

3. Accountability to DPI

DPI will develop a submission, review, and response protocol for the PSU reports due each September 15. Efforts will be made to embed this reporting requirement with other related submissions.

4. DPI Five-Year SHM Policy Review Cycle

Beginning August 1, 2025, and every five years thereafter, the Superintendent of Public Instruction shall review the State Board of Education’s minimum requirements for a school-based mental health plan, model mental health training program, and model suicide risk referral protocol and recommend any data-informed and evidence-based changes to the State Board of Education. The State Board shall update its policies to reflect those recommendations and publish the updates to K-12 PSUs. PSUs shall update their adopted school-based mental health plan in accordance with any updates provided by the State Board.

5. Monitoring and Compliance

DPI may audit PSUs at appropriate times to ensure compliance with the requirements of this policy. DPI will report the information it receives from annual PSU reports and audit findings to the Joint Legislative Education Oversight Committee and the Joint Legislative Oversight Committee on Health and Human Services by December 15 of each year.

III. Providing Students Information and Resources on Child Abuse and Neglect

Beginning in the 2021-2022 school year, each public school unit (PSU), including traditional PSU schools, charter schools, regional schools, laboratory schools, and high schools under the control of The University of North Carolina, shall provide to students in grades 6-12 information on child abuse and neglect, including age-appropriate information on sexual abuse.

A. Child abuse and neglect information shall be provided in the form of

1. a document provided to all students in grades 6-12 at the beginning of each school year and;
2. a display posted in visible, high-traffic areas throughout each public secondary school.

With checkboxes!
More Resources

- **This document** serves as a guide for school level teams through teaming, continuous improvement cycles, and the development of systems of support.
- NCDPI offers additional information regarding the [School Mental Health Policy (SMHP)](https://ncdpi.org) here.
- The [Integrated Academic & Behavior Systems (IABS)](https://iabs.ncdpi.org) teams provides many excellent resources.
- Implementation strategies for [Integrating District SEL/MH Supports](https://ncdpi.org/selmh).
- [School Health Assessment and Performance Evaluation System](https://ncdpi.org/shaps)
- [NC School Mental Health Initiative](https://ncdpi.org/smhi)
Ready, Set, Go!

What are you walking away with today that you feel better about regarding the SMH Policy?
Questions?

Pachovia Lovett
State School Social Work Consultant
NC Department of Public Instruction
(984) 236-2821
Pachovia.Lovett@dpi.nc.gov
Planning Year 4 Wrap-Up

Natasha Norins
January 25th, 2023

RTO Planning Year V: In-Person
301 No. Wilmington Street, Raleigh
DPI Room #150
Thank you for your timely submissions. Our RTO Workflow team will be reviewing your documents with feedback returned to you by January 29th. Please reach out for questions.

https://my.epicenternow.org/Submissions/Types/Collections/836
## Guidelines for CSAB RTO Decision Making

<table>
<thead>
<tr>
<th>Issue</th>
<th>Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>75% of Projected Enrollment by June 1st</td>
</tr>
</tbody>
</table>
| Facility                  | - Substantial progress toward attaining an Educational Certificate of Occupancy 30 Days before opening day  
                              - Valid comprehensive contingency plan in place 60 days before opening day |
<p>| Budget                    | Valid budget reflecting break-even number by June 1st                              |
| RTO Progress Report       | All evidence checklist categories rated as emerging or quality (no insufficient ratings) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
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<tbody>
<tr>
<td>September 28, 2022</td>
<td>8:15 – 4:00</td>
<td>NC DPI</td>
<td>Charter School Governance</td>
</tr>
<tr>
<td>October 26, 2022</td>
<td>8:15 – 4:00</td>
<td>NC DPI</td>
<td>Charter School Finance</td>
</tr>
<tr>
<td>November 16, 2022</td>
<td>8:15 – 4:00</td>
<td>Virtual</td>
<td>Charter School Operations &amp; Accountability</td>
</tr>
<tr>
<td>December 14, 2022</td>
<td>8:15 – 4:00</td>
<td>Virtual</td>
<td>Meeting the Needs of All Students</td>
</tr>
<tr>
<td>January 25, 2023</td>
<td>8:15 – 4:00</td>
<td>NC DPI</td>
<td>Our School Opens in 7 Months! Now What?</td>
</tr>
</tbody>
</table>

Note: Dates and topics are subject to change. If needed, other trainings may be scheduled in February, March, and April. Site visits and/or board meeting observations may be scheduled during these months, as well. We reserve the right to pivot these meetings online should we need to due to changing health metrics. Please note this schedule is tentative and subject to change.

Other Important Dates:
- December 2, 2022 – Ready to Open Progress Report Part 1 Due
- March, 2023 - RTO1 resubmissions due; this will be assigned in Epicenter
- Application and facility updates will be provided to the OCS starting in late February and continue through September of the opening year.
- May 19, 2023 – Ready to Open Progress Report Part 2 Due (includes Enrollment Report #3) OCS will follow up according to the level of quality demonstrated in the report.
- June 7-8, 2023 - New Charter School Leaders Institute (Both the school leader and at least one board member are required to be in attendance full time both days. This will be held at NC DPI)
- July 1, 2023 - Charter Agreement Begins
- July, 2023 – Enrollment Report #4 Due (includes facility update)
Planning Year
Session 4
Feedback

https://forms.office.com/r/hc4FzFmaY9