

# **CHALLENGE HANDBOOK**

## **INFORMATION FOR SPECIAL POPULATIONS COORDINATORS AND ADMINISTRATORS IN NORTH CAROLINA**

**August 2009**

## FOREWARD

This guide has been prepared to assist Career and Technical Education personnel in planning effective and comprehensive services as mandated under Perkins IV.

As a reference, this guide is useful in ensuring that each Local Education Agency (LEA) meets the mandates of the law relating to members of special populations. **Meeting the requirements of Perkins IV is a local responsibility; therefore every county will not choose the same methods of completing this task. This guide suggests ways that this may be accomplished.**

For more information concerning special populations contact:

NC Department of Public Instruction  
Bill Hatch, CTE Support  
Civil Rights/SP/Equity  
Career and Technical Education  
6353 Mail Service Center  
Raleigh, NC 27699-6353

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

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

Career and Technical Education programs planned for disabled students served under IDEA, will be consistent with and in conjunction with the Procedures Governing Programs and Services for Children with Disabilities Manual printed by Exceptional Children Consultant(s).

### **Provision of Information**

In order to insure that members of special populations have a fair and equal opportunity to learn about Career and Technical Education programs and services, Perkins IV specifies that local educational agencies provide information to students who are members of special populations and parents of such students at least 1 (one) year before the students enter or are of an appropriate age for the grade level in which Career and Technical Education programs are first generally available in the State, but in no event later than the beginning of the ninth grade. The information provided under this subsection shall, to the extent practicable, be in a language and form that the parents and students understand. Each eligible institution that receives assistance under Perkins IV shall provide the information described to each individual who requests information concerning or seeks admission to Career and Technical Education programs offered by the institution, and, when appropriate, assist in the preparation of applications relating to such admission.

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

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

### **Program Evaluation**

Program evaluation is a means for gathering systematic feedback about the program's effectiveness. The extent to which support services were provided should be evaluated to determine the improvement of services. This is an on-going process. The process should be set up, maintained, and evaluated along with the support services delivery system. The evaluation steps selected should help the coordinator effectively present information in a form that is usable and will eliminate and reduce the burdensome tasks of devising and completing many different forms and reports.

# CHALLENGE HANDBOOK

## INFORMATION FOR SPECIAL POPULATIONS COORDINATORS AND ADMINISTRATORS

### FORWARD

### GENERAL SUPERVISION

### TABLE OF CONTENTS

#### **PART 1 – GENERAL INFORMATION**

- Purpose
- Brief History of Legislation for Career and Technical Education
- Program Services
- Students Served
- Calendar of Work

#### **PART 2 – SPECIFIC INFORMATION**

- Accountability (Special Populations Coordinator's Role)
- Annual Planning Ideas
- Assessment and Prescription
- Career Development Plan (CDP) and Career Development Plan Plus (CDP+) Information
- Civil Rights and Technical Assistance
- Coding Students in NCWISE and SIMS for VEIS
- Coordination with others
- Core Indicators
- Funding
- Identification
- Individualized Education Plan (IEP)
- In Depth Description of Classifications
- Limited English Proficiency (LEP)
- Modifications
- Nontraditional Programs
- Outreach and Recruitment
- Program Areas
- Rights and Laws
- Section 504
- Teaching Strategies
- Tech Prep
- Testing Tips

#### **APPENDICES**

- Glossary
- IEP
- CDP AND CDP+ sample
- Job Description and Appraisal Instrument
- List of Resources

# **PART 1 – GENERAL INFORMATION**

## **PURPOSE**

The primary purpose of Special Populations Coordinators is to assure accountability for services to special populations, including students pursuing nontraditional occupations, in programs funded under the Carl D. Perkins Vocational and Technical Education Act and Workforce Investment Act.

The primary function of special populations coordination is to ensure that members of special populations receive services and job training.

Special services are provided for special populations to ensure equal access to recruitment, enrollment and placement activities. These supplementary services are essential to the successful participation of some disabled and disadvantaged students in Career and Technical Education programs. Students with the greatest needs have top priority for services. Coordination with other service providers reduces the number of direct service contacts and the duplication of efforts. Being non-instructional personnel, Special Populations Coordinators have the major responsibilities for ensuring such coordination.

Coordination services begin with the identification of each member of special populations enrolled in the local education agency's Career and Technical Education program. This approach allows the local education agency to meet the broad assurances of the law. One such assurance, helping a student to enter a Career and Technical Education program, enhances their chances of selecting an appropriate career pathway. Preparatory services are provided in the middle school or prior to a student's enrollment in a Career and Technical Education program at high school.

The major functions of the Special Populations Coordinator position include:

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

# BRIEF HISTORY OF LEGISLATION FOR CAREER AND TECHNICAL EDUCATION

The first major legislation for vocational education was the **Smith Hughes Act** of February 23, 1917. This act provided funds to states for the promotion of vocational education.

During the years of 1917 through 1963, there were numerous acts for funding of vocational education at the national level.

**The Vocational Education Act of 1963 and 1968** authorized federal grants to states to assist in developing new Vocational Education programs, and maintaining, extending, and improving those already in existence. In 1984, the **Carl D. Perkins Vocational Education Act** was passed and since that date to the current year, the federal government has passed extensions of the Carl D. Perkins Act. This act has provided special funding for handicapped and special populations students.

## PROGRAM SERVICES

### **Career and Technical Education and Preparatory Services Grades 6 through 8**

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

### **Career and Technical Education Program Grades 9 through 12**

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

## OUTCOMES

As a result of providing special services and activities, members of special populations should improve in the areas of access to, progress through, and success in comprehensive Career and Technical Education. Comprehensive Career and Technical Education is comprised of preparatory programs and services; instructional programs and services; and transitional services.

Preparatory programs and services are provided in the middle school or prior to a student's enrollment in a Career and Technical Education program at the secondary level. These

services include, but are not limited to, outreach and recruitment of potential Career and Technical Education students; career guidance; assessment of special needs; and, other appropriate services, programs or activities. Following the assessment process and guidance, appropriate plans are developed. Instructional programs and services should ensure that members of special populations have equal access to the full range of Career and Technical Education programs, make progress in basic and vocational skills through the use of supplementary services, and progress through their educational programs. Supplementary services must be documented on the Individual Education Plan for students enrolled in special education or on the Career Development Plan-Plus for special populations students not enrolled in special education.

Special Populations Coordinators also serve as liaison persons between other services to nurture progress and promote the success of identified students with special needs.

Career and Technical Education Technical Resource Assistants may be employed to assist the Special Populations Coordinators with assessment, clerical functions; i.e., inventories, typing, maintaining files and to provide services to students and teachers specified on the Special Populations Component to the Career Development Plan (CDP+) such as remediation, additional instruction, modifying materials, etc.

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

## **STUDENTS SERVED**

Some people assume that all members of special populations are classified as Exceptional Children (EC). EC students are included, but there are others who are classified as special populations. This section lists and explains all of the classifications.

Members of special populations are

1. Individuals with disabilities;
2. Individuals from economically disadvantaged families, including foster children;
3. Individuals preparing for nontraditional training and employment;
4. Single parents, including single pregnant women;
5. Displaced homemakers;
6. Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

## **EXPLANATION OF CLASSIFICATIONS**

**A more detailed description is found in Part 2 – Specific Information**

**(1) Individuals with disabilities** – individuals who have been certified under **Individual with Disabilities Education Act (IDEA) Amendments of 1997** as having:

- Autism, sometimes called autism spectrum disorder
- Deaf-blindness
- Deafness
- Developmental delay
- Serious emotional disability
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific Learning Disability
- Speech or language impairment
- Traumatic Brain Injury
- Visual impairment including blindness

**(2) Individuals from economically disadvantaged families** – individuals who are economically disadvantaged or from an economically disadvantaged family and qualify for any of the following:

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

**(3) Individuals preparing for nontraditional training and employment** – individuals who are enrolled in Career and Technical Education program areas, which are linked to nontraditional/underrepresented occupations.

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

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

**(6) Individuals with other barriers to educational achievement, including individuals with limited English proficiency.**

**Barriers to educational achievement –**

- Academically Disadvantaged – individuals who score at or below the 25th percentile on a standardized achievement or aptitude test; or, has secondary school grades below 2.0 on a 4.0 (on which the grade “A” equals 4.0 scale); or below 2.5 (on which the grade “A” is weighted); or, fails to attain minimum academic competencies.
- Potential Dropouts – individuals who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school. Students in this category usually exhibit one or more of the following characteristics:
  - consistent low achievement,
  - high rate of absenteeism,
  - no motivation,
  - constant discipline problems,
  - delinquent behavior in school and in the community.
- Individuals with limited English proficiency –
  - were not born in the United States or whose native language is a language other than English;
  - come from environments where a language other than English is dominant;
  - are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language which denies those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

# CALENDAR OF WORK

Information in this calendar is subject to change at any time. Please do not rely on the information included here exclusively. Plan to attend Regional and State Special Populations Coordinator's meetings and monitor the spc-nc online group for updates, changes, and idea exchange. A month by month calendar is available on the CD for New SPCs. **Meeting the requirements of Perkins IV is a local responsibility; therefore every county will not choose the same methods of accomplishing this task. This list suggests ways that this may be completed.**

## SOME THINGS WILL BE DONE EACH SEMESTER

### \*\*STARRED ITEMS WILL BE AN ONGOING PROCESS

Go to <http://groups.yahoo.com/group/spc-nc/> and click on Join This Group! and follow the instructions to join and receive messages and participate in group functions.

Meet with teachers both new and experienced to review expectations and responsibilities concerning Special Populations students. A list of students may be given out at this time.

Assist in organizing in-service training for Special Educators and Career and Technical Education teachers.

Meet with the Special Education Teachers, the Vocational Rehabilitation Counselors, and the LEA 504 Coordinators to provide information about special populations services, Career and Technical Education programs, services, organizations, and projects available in the LEA.

In order to identify Special Populations students, request the following:

- Exceptional Children's lists and modifications (from EC Director)
- 8<sup>th</sup> grade EOG level I and II (from guidance)
- LEP lists or databases (from English as a Second Language (ESL) coordinator)
- Free and Reduced lunch lists (from Child Nutrition Director)
- Failure lists from Computer Skills (from guidance)
- Failure lists from Reading/Math Competency (from guidance)
- Lists of at risk students (from guidance)
- Lists of students with excessive absences (from data manager)
- Lists of students in foster children program
- Lists of 504 students (from 504 Coordinator)
- Lists of pregnant students or student parents (from Adolescent Parenting program or equivalent)

Have Data Manager do a VOCED.bld (SIMS) or get a VEIS report from the NCWISE Reporting Hub. These instructions are found on the New SPC CD and at <http://groups.yahoo.com/group/spc-nc/> in the files area.

Use the information you have collected to prepare for VEIS identification by setting up a spreadsheet or database for each school to use in identification for VEIS and information for CDPs and CDP+s

Check information on spreadsheet to be sure that all students have a Course of Study (COS), etc. Make corrections where needed.

Check to make sure that all Occupational COS students are coded correctly. Work with SIMS or NCWISE coordinators to make corrections.

Get VEIS information to person who will enter it into SIMS or NCWISE (or enter it yourself)

Plan Career and Technical Education-related field trips with the Special Educators for students with disabilities enrolled in Career and Technical Education programs.

Assist the Special Educator and the Vocational Rehabilitation Counselor in providing the transitional services written in the IEP.

Develop Career and Technical Education-related plans with the Vocational Rehabilitation Counselor, Career and Technical Education Teacher, and LEA 504 Coordinator for students with disabilities not receiving services through the Exceptional Children's Program.

Meet with the Special Educator and develop a yearly plan of Career and Technical Education-related activities.

Check to make sure that all teachers receive a list of modifications and other IEP information on handicapped students.

\*\*Attend all Individualized Education Program Team and accommodation planning meetings for students enrolled in Career and Technical Education programs.

\*\*Assist teachers with planning for and executing classroom modifications and testing modifications

\*\*Share pertinent information with teachers relating to meeting the needs of the students with disabilities.

\*\*Check with teachers to be sure that they are using required modifications. The IEP is the law and cannot be ignored.

\*\*Update CDP+s

\*\*Check with CTE teachers to get a list of students who are not succeeding so that intervention can be started. Students who are not succeeding could be added to the list of Special Populations students.

\*\*Request list of failures for each grading period and follow up with teachers to help students to succeed.

Meet with the Special Educator, the Vocational Rehabilitation Counselor, the Career and Technical Education Teacher(s) and other Individualized Education Program Team members to make modifications as necessary.

Attend Special Populations Coordinator's (SPC) regional meetings

Coordinate administration of Interest Inventories and Learning Styles (this could be done at another time, but it needs to be done)

Begin to make arrangements for post tests (accommodations and alternate assessments)

Check about using electronic read-alouds (CD or MP3)

Make sure that alternate assessments are ready and administered correctly.

Arrange for the administration of posttests for students who require accommodations.

Share the vocational assessment data with the Special Educator for use in registering and placing students with disabilities in the most appropriate and least restrictive Career and Technical Education program.

Coordinate Career and Technical Education recruitment activities such as a special career day or classroom activities suited for special populations students.

Update or create new brochures for parents of SP students (descriptions of courses and services)

Update or create new brochures for SP students (same information as for regular students, easier to read)

Work with the CTE Director to do the annual plan. (most SPCs do this)

Do final updating of CDP+s for the year

Attend CTE Summer Conference SPC Workshop

## PART 2 – SPECIFIC INFORMATION



### **ACCOUNTABILITY (SPC Role)**

Part of the functions of the SPC is to be sure that services are documented. This section suggests ways that this may be accomplished.

### **MONITORING ACCESS, PROGRESS AND SUCCESS**

The monitoring access, progress and success function includes the maintenance of records documenting access to, progress through and successful completion of Career and Technical Education for members of special populations. In monitoring access, progress and success services, the Special Populations Coordinator should:

- Maintain records documenting access to, progress through, and successful completion of Career and Technical Education programs for special populations students.
- Analyze Vocational Education Information System (VEIS) data to determine maintenance and improvement of access, progress and success of members of special populations in Career and Technical Education programs.
- Document the attainment of performance indicators for members of special populations.

### **ACCOUNTABILITY AND PLANNING**

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

- Identify programs that need improvement to assist special populations students in meeting the performance indicators.
- Describe strategies to improve supplementary services for members of special populations in meeting the performance indicators.
- Evaluate incentives and adjustments to determine if adequate services are being provided to members of special populations in meeting the performance indicators.
- Maintain relevant record keeping and inventory systems related to job responsibilities.

Coordinate with appropriate administrative personnel and service providers to develop a plan of work based on the evaluation and needs assessment results to ensure that members of special populations are receiving adequate supplementary services and career planning. If an audit takes place, the monitors will come directly to the SPC for information and documentation. There must be proof in writing of activities. The monitors will not accept just saying, "Yes, we do that". The information in this handout comes directly from a monitoring team.

**SET UP FILES TO HOLD DOCUMENTATION OF ALL AREAS.** *A plan book or calendar is sufficient documentation in some areas.*

## **RECRUITMENT**

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

## **ENROLLMENT**

- Enrollment Data (SIMS)
- Percentages

## **PLACEMENT**

- Registration practices & information

## **EQUAL ACCESS**

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

## **PARENT INFORMATION**

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

## **CDP+**

- Copies of CDP and CDP+

## **COORDINATION BETWEEN DEPARTMENTS**

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

## **USE OF I.E.P.** *These items will be in teacher's classrooms.*

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

## **MONITORING I.E.P.**

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

## **504 PLANS**

- Copies of plans for 504 students.

**OTHER SERVICES** *These may be documented by the teacher or the SPC.*

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

### **GUIDANCE/COUNSELING**

- Keep a record of all activities on your calendar.

### **CAREER DEVELOPMENT**

- Keep a record of all activities on your calendar

### **SCHOOL TO WORK** *Documentation on calendar*

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



## **ANNUAL PLANNING**

### **LOCAL PLAN REQUIREMENTS**

- Using state performance measures, evaluate annually local Career and Technical Education programs.
- Develop an improvement plan if substantial progress is not achieved.
- Review Career and Technical Education program areas to identify and adopt strategies to overcome barriers that result in lowering the rates of access to or lowering success in programs for special populations.
- Provide programs designed to enable special populations to meet the State adjusted levels of performance.
- Describe how individual members of special populations will not be discriminated against because they are such members.
- Have representatives of special populations involved in the development, implementation and evaluation of Career and Technical Education.

### **IDEAS FOR ANNUAL PLANNING**

#### **Updated Curriculum**

- Checklist
- Random visits from IMC/CTE Director

#### **Blueprints**

- Post blueprints in classroom
- Visually post competency/objective for the day/week/month
- Give all students some form of blueprint
- Know how to figure weights for time needed to teach Competencies/Objectives

- Know how to figure weights for valid test construction
- Know how to teach/test at different cognitive levels
- Post Course/Unit pie charts in classroom
- Maintain an updated filing system using blueprint hierarchy

### **Pacing Guides**

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

### **Pretests**

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

### **Interim Tests**

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

### **Item Banks**

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

### **Improvement Plans**

- Chart competencies/objectives on graph
- Where Do I Stand? (Chart comparison to several other schools using PPMS)
- Compare year-to-year data (consistent highs/lows?)
- Use data to determine how to improve (PEP)
- Plan an attack on Vocabulary!
- Determine what reports, charts, and graphs best for effecting improvement.
- Visit from IMC/CTE Director
- Crystal Reports/Class Performance/Objective Summaries/Class Lists
- Program areas meetings (compare ideas on how to teach various objectives)

### **Special Populations**

- Required meeting with guidance, resource teachers, classroom teachers, SIMS
- Charting out special pop student's blueprint
- Understanding how to code student
- Alternative WDE EOC testing to student's individualized blueprint
- Modifications required
- Accommodations required
- Understanding the difference between modifications and accommodations
- Ideas for working with special populations
- Identification of special populations other than resource students

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

- Require proctors
- Testing Ethics (reading tests, listening to talk about items on test)
- Process for student complaints regarding post testing
- Posttest time not for doing grades, printing, etc.
- Incentives for meeting 65% or above on WDE EOCs
- Incentives/positive reinforcement for teachers meeting 65% or above per course

## **Miscellaneous**

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



## **ASSESSMENT AND PRESCRIPTION**

The assessment and prescription function includes the assessment of special needs of special populations students and the development of the Career Development Plan-Plus. In providing assessment and prescription services, the Special Populations Coordinator should:

- Identify members of special populations enrolled in Career and Technical Education programs.
- Assess the needs of special populations students enrolled in Career and Technical Education programs.
- Develop and implement the Special Populations Component to the Career Development Plan (Career Development Plan-Plus).
- Participate in the Individualized Education Program Team for the development and implementation of the Career and Technical Education and transition components of the Individual Education Plan (IEP).
- Coordinate special services for special populations students.
- Maintain a Career and Technical Education resource laboratory for members of special populations and Career and Technical Education teachers.
- Assist with transitional services for special populations students.
- Provide guidance and career development activities for special populations students.

## INTEREST CHARACTERISTICS

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

## LEARNING STYLE CHARACTERISTICS

### Auditory Learner

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

### Visual Learner

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

- **General Appearance** - neat, meticulous, likes order, may choose not to vary appearance.

### **Kinesthetic Learner**

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

(Barbe, Swassing and Milone)



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

Part of meeting the Perkins IV requirements is the development and use of a Career Development Plan for all high school students and an extra (PLUS) section to be used with Special Populations students. This plan must include information about the student, their courses and their progress toward graduation. The PLUS section will include information about classifications, services, assessments and modifications for all special populations students. There is an electronic CDP+ for those who wish to use it. A copy of the electronic CDP+ is on the New SPC CD. Local CTE administration may choose to use another CDP+ as long as all of the requirements are met. The CDP and CDP+ must be revised and updated as changes are made in state and local graduation requirements. There are samples of a CDP and CDP+ in the APPENDICES.



## CIVIL RIGHTS AND TECHNICAL ASSISTANCE

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

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

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

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

The MOA requires that DPI:

- Conduct comprehensive onsite compliance reviews of 2.5% of the districts in the desk audit pool each year, identify findings of non-compliance and work with Local Education Agency (LEA) officials to obtain a compliance plan to remedy findings;
- Monitor LEAs for completion of their compliance plans;
- Respond to and help resolve civil rights complaints; and
- Provide technical assistance to help LEAs develop compliance plan activities.

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

There are five major federal civil rights laws, which are used as part of the compliance review process. These laws and their implementing regulations are:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color and national origin.
- Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender.

- Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.
- Section 303 of the Age Discrimination of 1975, which prohibits discrimination on the basis of age.
- Americans with Disability Act of 1990, which prohibits discrimination on the basis of disability.
- 

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

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

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

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

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

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

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

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

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



## **CODING SPECIAL POPULATIONS IN NCWISE**

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



## **COORDINATION WITH OTHERS**

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

- Collaborate with Career and Technical Education teachers and other relevant service providers in providing services to special populations students.
- Coordinate with special education, vocational rehabilitation, community agencies, businesses/industry and significant others to provide appropriate supplementary services to members of special populations.
- Facilitate in-service training for individuals working with members of special populations to improve their abilities and techniques in meeting the special needs of these students.
- Monitor the Career and Technical Education component of the IEP and Career Development Plan-Plus to ensure that appropriate supplementary services are provided and performance indicators are met.
- Coordinate work experiences and field trips for special populations students.



## **CORE INDICATORS**

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

**Performance Indicator One – Academic Attainment – Reading/Language Arts.** By 2008-2009, 35.20 percent of CTE Concentrators who left secondary education in the reporting year will have met the proficient or advanced level on the statewide high school reading/language arts assessment.

**Performance Indicator Two – Academic Attainment - Mathematics.** By 2008-2009, 71.20 percent of CTE Concentrators who left secondary education in the reporting year will have met the proficient or advanced level on the statewide high school mathematics assessment.

**Performance Indicator Three – Technical Skill Attainment.** Proposed. By 2008-2009, (68.25) percent of CTE participants will have met the proficient or advanced level on statewide postassessments in the reporting year.

**Performance Indicator Four – Secondary School Completion.** Proposed. By 2008-2009, (86.10) percent of CTE Concentrators leaving secondary education in the reporting year will have earned a diploma.

**Performance Indicator Five – Student Graduation Rates.** By 2008-2009, 68.20 percent of CTE Concentrators will count as graduated in the state's computation of its cohort graduation rate for NCLB.

**Performance Indicator Six – Secondary Placement.** By 2008-2009, (94.15) percent of CTE Concentrators who left secondary education in the previous school year will be in postsecondary education or advanced training, in military service, or in employment.

**Performance Indicator Seven - Nontraditional Participation.** Proposed. By 2008-2009, (25.58) percent of participants in a course that leads to nontraditional employment are of the nontraditional gender.

**Performance Indicator Eight - Nontraditional Completion.** Proposed. By 2008-2009, (19.45) percent of the students who completed a program that leads to employment in nontraditional fields are of the nontraditional gender.



## ENROLLMENT

Enrollment in each Career and Technical Education program should be of a size that would ensure effective instruction as prescribed in the individual course description in the *Standard Course of Study*.

The recommended maximum class size is established to maintain proper instruction management and to assure a safe and healthful teaching and learning environment. The maximum figures for each course of instruction are based on the degree to which student safety is involved in the learning process; the desired number of learning outcomes; the types, quantity and size of instructional equipment, material and supplies; and, the amount of space needed by students and teachers in the instructional process.

To ensure that members of special populations receive adequate services and job training, local education agencies are encouraged to lower the maximum class size. One of the best practices of exemplary programs is to limit the number of disabled students to five per regular Career and Technical Education course.

Special programs for disadvantaged and disabled students should adhere to the following best practice student-teacher ratio:

- Disadvantaged – up to 16 students per class period.
- Mentally Disabled – up to 12 students per class period with one assistant.
- Specific Learning Disabled – up to 10 students per class period no assistant and 16 with one assistant.
- Orthopedically Impaired – up to 12 students per class period with one assistant.
- Behaviorally-Emotionally Disabled – up to 8 per class period with one assistant.
- Multi-Categorical – up to 8 per class period with no assistant and 12 with one assistant (maximum of 4 Behaviorally-Emotionally Disabled in this setting).



## FUNDING

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

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

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

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



## INDIVIDUAL EDUCATION PLAN AND CAREER AND TECHNICAL EDUCATION

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

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

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

The IEP must include:

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

## **IEP Team**

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

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

## **Transition Services**

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

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

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

Transfer of rights at age of majority.

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

## **Transition Team**

LEA must invite:

- The child with a disability to attend the IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals,
- If the child does not attend the IEP Team meeting, the LEA must take other steps to ensure that the child's preferences and interests are considered,
- To the extent appropriate, with the consent of the parent(s) or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Determination of Knowledge and Special Expertise.

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

## **IEP/Transition Team Attendance**

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

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

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

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

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

The first pages of the IEP are in the APPENDICES and a complete copy is on the CD for Special Populations Coordinators.



## IN DEPTH DESCRIPTION OF CATEGORIES

### DEFINITIONS OF DISABLING CONDITIONS

- (1) **Autism**, sometimes called autism spectrum disorder,
  - (i) means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
  - (ii) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.
  - (iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (i) of this section are satisfied.
  
- (2) **Deaf-blindness** means hearing and visual impairments that occur together, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
  
- (3) **Deafness** means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the child's educational performance.
  
- (4) **Developmental delay** means a child aged three through seven, whose development and/or behavior is delayed or atypical, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who, by reason of the delay, needs special education and related services.
  
- (5) **Serious emotional disability** (hereafter referred to as emotional disability)
  - (i) means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
    - (A) An inability to make educational progress that cannot be explained by intellectual, sensory, or health factors.
    - (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
    - (C) Inappropriate types of behavior or feelings under normal circumstances.
    - (D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) Serious emotional disability includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

(6) **Hearing impairment** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

(7) **Intellectual disability** means significantly sub-average general intellectual functioning that adversely affects a child's educational performance existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

(8) **Multiple disabilities** means two or more disabilities occurring together (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

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

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

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

*(ii) Adversely affects a child's educational performance.*

(11) **Specific learning disability.**

(i) General. Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of serious emotional disturbance, or of environmental, cultural, or economic disadvantage.

(12) **Speech or language impairment** means-

(i) A communication disorder, such as an impairment in fluency, articulation, language, or voice/resonance, that adversely affects a child's educational performance.

(ii) Language may include function of language (pragmatic), the content of language

(semantic), and the form of language (phonologic, morphologic, and syntactic systems).

(iii) A speech or language impairment may result in a primary disability or it may be secondary to other disabilities.

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

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

**Educational Setting.** Laws require that students with disabilities be educated along with regular students to the maximum extent appropriate to the needs of the disabled students. This means that disabled students must be assigned to regular courses or classes if the student's needs can be met there. Decisions on academic placement must be based on an individual student's needs. Students with disabilities may be placed in a separate class or facility only if they cannot be educated satisfactorily in the regular educational setting with the use of supplementary aids or services.

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



## **LEP (LIMITED ENGLISH PROFICIENCY)**

### **INDIVIDUALS WITH LIMITED ENGLISH PROFICIENCY (LEPs):**

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

### **IDENTIFICATION AND PLACEMENT OF LEPs**

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

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

**Public Law 94-142** of the Educational for All Handicapped Act of 1975 raised several concerns about LEAs legal requirements concerning identification, placement, and services for this population. Two stipulations in place to eliminate misplacement of national origin minority students into Exceptional Education Programs solely on the basis of language are:

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



## **MODIFICATIONS AND ACCOMMODATIONS**

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

### **CLASSROOM MODIFICATIONS**

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

Some appropriate classroom modifications may include the following:

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

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

Some appropriate equipment modifications may include the following:

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

### **CURRICULUM MODIFICATION**

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

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

The following is a list of some modifications that have been successful:

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

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

## **TESTING ACCOMMODATIONS**

Be sure to get a list of modifications from your Exceptional Children's staff early in the year so that teachers can begin modifications as soon as students are enrolled.

Stress to your teachers that modifications should apply to all tests, not just end of course.

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

Rules change yearly. See your Testing Coordinator for the latest updates. They don't always send updates to Special Populations Coordinators.

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

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

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

## **TESTING ACCOMODATIONS**

### **Test Format**

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

### **Assistive Technology Devices and Special Test Arrangements**

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

### **Test Environment**

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

### **Alternate Testing**

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

*Approved Accommodations for students with disabilities must be consistent with instructional practices routinely used during instruction and must be documented on the student's IEP or Written Accommodation Plan. (This means if a student has an accommodation; it must be followed the whole semester, not just at the end of course test time.)*

A sample modification form is on the next page. This should be adjusted to fit LEA requirements.

## Special Populations Teacher Modification Form

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

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

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

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

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

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

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

### Modifications and Accommodations

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

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

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

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

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

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

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

Other Modifications: \_\_\_\_\_



## NONTRADITIONAL PROGRAMS

**Individuals preparing for nontraditional training and employment** – individuals who are enrolled in Career and Technical Education program areas linked to nontraditional or underrepresented occupations. Nontraditional employment is defined as occupations or fields of work for which individuals from one gender comprise less than 25% of those employed in the occupational or field of work.

### **Agricultural Education**

- Agricultural Production I for **females**
- Agricultural Production II for **females**
- Agricultural Mechanics I for **females**
- Agricultural Mechanics II for **females**
- Horticulture I for **females**
- Horticulture II – Turf Grass for **females**
- Environmental/Natural Resources Studies I for **females**
- Environmental/Natural Resources Studies II for **females**

### **Business Education**

- Computerized Accounting I for **females**
- Computerized Applications I for **males**
- Business Management & Applications for **males**
- Business & Electronics Communications for **males**

### **Family and Consumer Sciences Education**

- Culinary Arts/Hospitality I for **males**
- Culinary Arts/Hospitality II for **males**
- Early Childhood Education I for **males**
- Early Childhood Education II for **males**
- Interior Design Services I for **females**
- Interior Design Services II for **females**

### **Health Occupations Education**

- Allied Health Sciences I for **males**
- Allied Health Sciences II for **males**
- Medical Sciences I for **males**
- Medical Sciences II for **males**

### **Technology Education**

- Principles of Technology I for **females**
- Principles of Technology II for **females**
- Fundamental of Technology for **females**
- Communication Systems for **females**
- Manufacturing Systems for **females**
- Structural Systems for **females**

- Transportation Systems for **females**
- Technology Advanced Studies for **females**

### **Trade and Industry Education**

- Automotive Service Technology I for **females**
- Automotive Service Technology II for **females**
- Automotive Service Technology III for **females**
- Collision Repair Technology I for **females**
- Collision Repair Technology II for **females**
- Electronics I for **females**
- Electronics II for **females**
- Electronics III for **females**
- Metal Manufacturing I for **females**
- Metal Manufacturing II for **females**
- Welding Technology I for **females**
- Welding Technology II for **females**
- Welding technology III for **females**
- Masonry I for **females**
- Masonry II for **females**
- Masonry III for **females**
- Construction Technology I for **females**
- Construction Technology II for **females**
- Construction Technology III for **females**
- Electrical Trades I for **females**
- Electrical Trades II for **females**
- Electrical Trades III for **females**



## **OUTREACH AND RECRUITMENT**

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

- Promote recruitment, enrollment and placement activities for special populations students.
- Provide information about Career and Technical Education opportunities to special populations students and their parents.
- Coordinate/develop a career development plan for identified special populations students enrolled in Career and Technical Education programs.

**The sample on the following page is a very simple example. Be creative when creating information that will publicize your program.**

## **SAMPLE INFORMATION FOR PARENTS**

At NC High School, the Career Technical Services office is available to help students to be better prepared for getting and keeping a job that suits their interests and abilities. The office is able to do several things with your child to prepare for working in the future. We can do testing of interests and aptitudes. After the testing, individual conferences will be held. The testing and conferences will be used to help guide your child as he/she plans for classes to be taken at NC High School and beyond. If you would like copies of testing information and the recommendations for your child, please contact us at the phone number listed on the back of this brochure. Our office is at the high school, but we will also be working with both junior high schools. If your child is having problems with a Career Technical class, please contact us and we will attempt to help him/her to succeed.

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

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

Contact numbers and email addresses will go here.

NC School System provides Career and Technical Education programs to all persons without regard to sex, socioeconomic status, ethnic origin, race, color religion or disabling condition.

Title IX Coordinator and 504 Coordinator contact information will go here.

## **CAREER AND TECHNICAL EDUCATION IN NC COUNTY SCHOOLS IS FOR EVERYONE!**

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

### **SAMPLE COURSE OFFERINGS**

#### **BUSINESS TECHNOLOGIES**

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



## PROGRAM AREAS

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

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

***This requirement will change beginning with the freshman class of 2009-2010.***

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

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

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

For approved courses that are not supported in the 2002 NC CTE Standard Course of Study, students may design a customized program that combines directly related pilot courses, local option courses, and community college and university courses. Department of Labor Registered Apprenticeship courses available in each program area can count as a completer course the second year the student participates. Manual override is required.

Courses that can be taught in more than one program area are listed in the area that has primary responsibility for that content. Students are encouraged to take additional technical

credits beyond the four-credit requirement to qualify as a concentrator. Students should work with their Career Development Coordinator or school counselor to determine which additional courses are most appropriate based on their career interests and postsecondary goals.

### **THE 16 CAREER CLUSTERS**

Agriculture, Food & Natural Resources  
Architecture & Construction  
Arts, A/V Technology & Communications  
Business Management & Administration  
Education & Training  
Finance  
Government & Public Administration  
Health Science  
Human Services  
Information Technology  
Law, Public Safety, Corrections & Security  
Manufacturing  
Marketing  
Science, Technology, Engineering & Mathematics  
Transportation, Distribution & Logistics



## **RIGHTS AND LAWS**

### **Harassment**

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

- The conduct is sufficiently severe or pervasive to create a “hostile environment” that interferes with the employee’s/student’s ability to function normally without intimidation, fear, anxiety and the like;  
or
  - The conduct includes sexual bribery. Commonly referred to as “quid pro quo harassment” (“this for that”).
- Examples of actions that may create hostile environment harassment include:
- Leering, i.e., staring in a sexually suggestive manner
  - Making offensive remarks about looks, clothing, body parts
  - Touching in a way that may make a person feel uncomfortable, such as patting, pinching or intentional brushing against another’s body
  - Telling sexual or lewd jokes, hanging sexual posters, making sexual gestures, etc.
  - Sending, forwarding or soliciting sexually suggestive letters, notes, emails, or images
  - Use of racially derogatory words, phrases, epithets
  - Demonstrations of a racial or ethnic nature such as a use of gestures, pictures or drawings which would offend a particular racial or ethnic group
  - Comments about an individual’s skin color or other racial/ethnic characteristics

- Making disparaging remarks about an individual's gender that are not sexual in nature
- Negative comments about a person's religious beliefs (or lack of religious beliefs)
- Expressing negative stereotypes regarding a person's birthplace or ancestry
- Negative comments regarding an individual's age when referring to employees 40 and over
- Derogatory or intimidating references to a person's mental or physical impairment

## **Bullying--**

A broad definition of bullying is when a student is repeatedly exposed to negative actions on the part of one or more other students. At this time, bullying is not state or federally protected

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

Talk to your students about Harassment and Bullying:

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

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



## SECTION 504

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

- has a physical or mental impairment, which substantially limits one or more major life activities,
- has a record of such impairment, or
- is regarded as having such impairment.

The regulation further defines a physical or mental impairment as:

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



## TEACHING STRATEGIES (information for teachers)

*Remember that all of these things won't work for you. Pick what will and use it.*

Use your course blueprint as a guide. If it's not there, don't do it.

Many of the course blueprints have more objectives than can easily be taught. If this is the case in your course, select approximately 70 – 90 percent of the competencies and teach them thoroughly. This will be much more effective than trying to teach 100 percent and not covering anything thoroughly. Don't spread yourself and your students too thin. This will be improving as we complete converting courses to the RBT.

Make use of your test item bank. Not just for testing. It's a good way to be sure you are covering what will be tested. Make notes for overhead. Create vocabulary lists, highlight areas in textbook, etc. Don't test what you haven't taught.

Use an IMS generated test at least once a six-weeks so that students will be more familiar with the format. It is preferable to use these tests at the end of each competency or objective. When you test make use of the reports that can be generated in Classroom Manager. (samples attached)

Use pre-assessments on each unit to be sure you aren't wasting time by covering things they already know.

Create a filing system that keeps materials together according to the competencies that will be taught. Make a notebook, file system, or use a computer to help you organize your materials. That way you will be sure to have everything you need when you need it. CURRICULUM ALIGNMENT GUIDE may help you keep things organized. That way if you have things stored in another place, you won't forget about them. This way you won't be the way I was after Christmas when I found decorations I had forgotten about because they were too large to store with the rest of my Christmas things.

Don't get so bogged down in other things that you ignore teaching the competencies. No matter how much fun it is, the competencies must come first.

Make a calendar to help you stay on track.

When testing, make sure that modifications are used for students who need them.

Look at reports from post-tests last semester or last year. Use these to help you see where you need to concentrate. Pay close attention to your unit test scores. Are some scores higher or lower than others? Why? What can you do to improve?

Do you need other resources to help students meet competencies? If so request them now and often. Remember that the squeaky wheel gets the grease.

Add items to the test bank if you like.

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

When post-testing/final exam time comes, use a serious test atmosphere or your students will not do their best. It is a proven fact that teachers who do this have students trying harder on the post-test. We can't tell what they have learned if they do random bubbling on the post-test.

It is teacher attitude at most times that determines how seriously students take any activity and how hard they try.

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

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

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

### **Intellectually Disabled Students:**

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

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

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

**Hearing Impaired Students:**

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

**Academically Disadvantaged Students:**

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

**LEP Students:**

The LEP student in the regular classroom presents a challenge to the classroom teacher.

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

# CLASSROOM MANAGEMENT

## Analyze Teaching Style

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

In analyzing teaching style:

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

## Classroom Management Guidelines

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

# INSTRUCTIONAL MODIFICATION

## Tips for Rewriting Materials

- Read what needs to be rewritten and jot down the main ideas, concepts.
- Check your list of main ideas, concepts and select the ones you want the students to get from reading the article.
- Make a list of special vocabulary words and essential concepts that are difficult.

- Make a study guide of the special vocabulary words and essential concepts and give to students before revising the reading material.
- In revising written material:
  - use simple words, as much as possible,
  - use common nouns,
  - underline proper names, main concepts,
  - use sentence construction in the present tense as much as possible, and
  - make short paragraphs.
  - type the rewritten material in a large font and leave space on the paper for students to take notes.

### **Tips for Adapting Materials**

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

### **To Modify Readability Level**

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

### **To Modify Vocabulary**

- Write terms and definitions in margin
- Underline/highlight key terms
- Locate boldface/italicized/new concepts words from text
- Record essential terms with meanings on cassette
- Provide essential terms with simplified definitions and use in sentences

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

- Present concepts one at a time
- Supplement print material with good concept teaching procedures, i.e., showing example of what is essential
- Provide visual aids
- Use modeling and demonstration for clarification

- Use manipulatives, hands-on activities for reinforcement
- Use students' cultural backgrounds and experiences to relate concepts for meaning

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

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

### **To Clarify Written Directions**

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

### **To Provide Sufficient Practice**

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

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

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

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

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

### **To Increase Options for Student Responses**

- Allow responses to be taped on cassettes
- Allow group work to respond to printed materials
- Allow oral testing
- Allow dictated responses
- Provide role-playing and discussions

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

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

### **To Modify Manner of Content Delivery**

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

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

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

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

- Ask fewer questions
- Re-word into simpler terms
- Increase response time
- Indicate answers/page numbers on which answer are found
- Have students match answers to questions
- Write page number where answer can be found next to each question or next to answer in text, write number of question

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

### **Interaction with Underachieving Students**

- Hold high expectations for all students, especially for minority students and underrepresented genders. (Research shows that positive expectations increase student achievement).
- Learn as much about minority students as other students in the classroom.
- Respond as fully to the comments of minority students as other students.
- Encourage all students. (Research shows that minority students receive less encouragement.)
- Lead a classroom discussion on race and gender stereotyping and its consequences for course achievement.
- Involve students who are not participating in classroom discussions. (This may include a significant number of minority students and underrepresented genders.)
- Do not assume that assertive male students are more capable than female students.

- Make an effort to check classroom work of all students. (Some studies report that teachers give more attention to classroom work of male students.)
- Encourage national origin minority students to participate. Recognize that cultural backgrounds may discourage some students from active participation. (In some ethnic groups, volunteering a response or comment is a sign of disrespect of authority).
- Monitor achievement of students, especially minority students on a daily basis. This includes participation in classroom discussion, experiments, and projects.
- Communicate belief in the potential of minority students and underrepresented genders in math, science, and Career and Technical Education programs. (Research indicated these students underestimate their potentials).
- Follow up on students expressing intent to enroll in advanced level classes. In particular, minority students often do not follow through because of anxiety.

### **Alternative Teaching Techniques**

- Make sure instructional strategies are appropriate for all students.
- Accept differences that minority students and underrepresented genders may bring to the classroom. Define the differences, if any, and use them in maximizing student achievement.
- Provide precise and communication for limited-English-proficient students. This may require examining how explanations are provided and reviewing technical terms used in assignments.
- Encourage students with language difficulties to verbalize or reword course procedures before undertaking an assignment. (This may help determine whether students understand directions).
- Try different methods of instruction. For example, some research suggests that minority students learn principles of science easier through discussion and exploration rather than by traditional lecture mode.

### **Make It Relevant**

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

### **Cooperation and Encouragement**

- Provide opportunities for students to work cooperatively. For example, consider small-group assignments and projects. (Research findings suggest that cooperative learning strategies improve motivation and achievement, especially by minority students).
- Remember that “nothing succeeds like success”. Devise exercises and activities that foster success on the part of all students.

- Try “peer teaching”. This may include the use of average performing students to lead a group activity.
- Institute some activities without grade assessment. This may help students overcome initial anxiety. Consider alternative testing methods.
- Consider alternative testing methods. These may include, where suitable, untimed, open book, and take-home tests.
- Consider activities which stress thought processes rather than exclusive reliance on single answer responses.
- Recognize effort as well as accomplishment. For example, student certificates can be awarded for class participation, extra credit work, and course/grade achievement.

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

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

### **Curricular Materials Review**

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

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

- Aim for “hands-on” science, math and Career and Technical Education courses. The manipulation of physical objects has been shown to increase student learning.
- Focus on activities designed to integrate math, science and Career and Technical Education skills into everyday experiences of students, especially minority students and underrepresented genders.
- Consider adding probability and statistics to the curriculum.
- Take field trips in the local community. For example, visit businesses, which use microcomputers. This will allow students to observe applications of technical skills in a work setting.

## **Career Day**

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



## **TECH PREP**

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

A Tech Prep program consists of a program of study that

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

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

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

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

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



## TESTING TIPS

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

### FOUR TYPES OF ESSAY TESTS

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

When answering questions on an essay test students should:

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

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

### TEACH THE CODE WORDS

Words in test directions mean specific things. Here's a list but add more!

#### Define or summarize

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

#### Compare

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

#### Contrast

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

#### Analyze

- Go deeper and explain how things are related.

#### Illustrate

- Give examples.

#### Discuss

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

#### List

- No details, just make a list.

## **Explain**

- Give the reasons for something.

## **Describe**

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

## **Identify**

- List and make associations, name and give details.

## **TIPS FOR TEACHERS**

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

## **TEST ANXIETY**

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

Many exceptional students associate taking a test with failure and become full of anxiety even at the thought. These students show anxiety by avoiding the test all together, become extremely hesitant at the beginning of the test, stop midway through because they have encountered difficult questions, or guess.

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

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

### **REDUCING TEST ANXIETY**

Make these suggestions to the student:

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

### **TIPS FOR STUDENTS**

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

# APPENDICES

## GLOSSARY

### ADD or ADHD

#### **Attention Deficit Disorder**

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

### AG

#### **Academically Gifted**

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

### AU

#### **Autism Spectrum Disorder**

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

### CDP

#### **Career Development Plan**

### CDP+

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

### COS

#### **Course of Study**

### CTE

#### **Career Technical Educations**

### DB

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

### DD

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

## **DISCLAIMER**

A statement concerning policies regarding all students should be on all printed material or material on a website.

In compliance with federal law, NC Public Schools administers all state-operated educational programs, employment activities and admission without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

## **English Language Proficiency Level Descriptions –**

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

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

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

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

**HI** **Hearing Impaired**  
Some type of hearing disability

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

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

## **Language Minority**

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

**LEA** **Local Education Agency**

- LEP**      **Limited English Proficiency**  
Students who have sufficient difficulty speaking, reading, writing, or understanding the English language that it denies those individuals the opportunity to learn successfully. (More details in LEP section)
- LRE**      **Least Restrictive Environment**  
Each child has the right to be educated with peers to the greatest extent appropriate for individual needs.
- MU**      **Multiple Disabilities**  
Students having several disabilities that, when combined, significantly limit their ability to acquire, understand and utilize information
- National Origin Minority**  
**Language minority/national origin minority** students must have their English proficiency assessed before they can be identified as being limited English proficient.
- NCWISE**      **Data Management System**  
System used to manage student information. Most counties are using this system. The school data manager will have information about the use of the system.
- OHI**      **Other Health Impaired**  
Variety of other medical conditions that result in a need for special education services (examples—sickle-cell anemia, diabetes, AIDS/HIV, etc.).
- OI**      **Orthopedically Impaired**  
Students with orthopedic problems (examples—cerebral palsy, spina bifida, muscular dystrophy, arthritis, etc.).
- SED**      **Serious Emotional Disability**  
These students usually display either externalizing or internalizing behavior. They may lash out against others, be openly disruptive, participate in delinquent acts, or engage in other visibly inappropriate behaviors. Or they may be lethargic, depressed, and anxious or seem very withdrawn.
- SIMS**      **Student Information Management System**  
System used to manage student information. A few counties are still using this system. The school data manager will have information about the use of the system.
- SLD**      **Specific Learning Disability**  
Difficulty processing information. Difficulty in reading, writing, spelling, listening, thinking, speaking, and/or doing math. Usually have average or above average intelligence, but actual ability is below that which would be expected.

- SI**            **Speech-Language Impaired**  
Difficulty in producing speech or understanding language; may have problems producing sounds; difficulty expressing themselves through language or understanding written or spoken language.
- S-PH**        **Severely/Profoundly Handicapped**  
Students with intellectual and behavioral functioning so far below average that they have difficulty performing basic self-care tasks including toileting and feeding themselves.
- SPC**        **Special Populations Coordinator**
- TMD**        **Trainable Mentally Disabled**  
Students with significantly below average intellectual functioning; fail to display appropriate behavioral skills for their age; inappropriate or inadequate interpersonal skills, maturity.
- VI**            **Visually Impaired**  
Students who are visually impaired can have any of a wide range of vision problems.

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

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

Student: Student Name

DOB: 00 / 00 / 2000

School: School Name

Grade:

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

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

**Student Profile**

Student's overall strengths:

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

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

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

**Consideration of Transitions**

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

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

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

**Student: Student Name**

**DOB: 00 / 00 / 2000**

**School: School Name**

**Grade:**

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

Does the student have behavior(s) that impede his/her learning or that of others? <input type="checkbox"/> Yes <input type="checkbox"/> No
Does the student have Limited English Proficiency? <input type="checkbox"/> Yes <input type="checkbox"/> No
If the student is blind or partially sighted, will the instruction in or use of Braille be needed? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Does the student have any special communication needs? <input type="checkbox"/> Yes <input type="checkbox"/> No
Is the student deaf or hard of hearing? <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> The child's language and communication needs;
<input type="checkbox"/> Opportunities for direct communications with peers and professional personnel in the child's language and communication mode;
<input type="checkbox"/> Academic level;
<input type="checkbox"/> Full range of needs, including opportunities for direct instruction in the child's language; and
<input type="checkbox"/> Communication mode.
(Communication Plan Worksheet available at <a href="#">www.doe.mass.edu/iep/iepwkshet.html</a> )
Does the student require specially designed physical education? <input type="checkbox"/> Yes <input type="checkbox"/> No

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

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

**Student: Student Name**

**DOB: 00 / 00 / 2000**

**School: School Name**

**Grade:**

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

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

**Annual Goal**

Academic Goal     Functional Goal

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

If yes, describe needs:

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

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

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

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

**Student: Student Name**

**DOB: 00 / 00 / 2000**

**School: School Name**

**Grade:**

**Competency Goal**

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

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

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

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

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

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

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

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

# CAREER DEVELOPMENT PLAN

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

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

## TESTING INFORMATION

Reading P F

Computer (MC) P F

Math P F

Computer (Perf) P F

## COLLEGE/UNIV PREP

## COLLEGE TECH PREP

English 9 \_\_\_\_\_

English 9 \_\_\_\_\_

English 10 \_\_\_\_\_

English 10 \_\_\_\_\_

English 11 \_\_\_\_\_

English 11 \_\_\_\_\_

English 12 \_\_\_\_\_

English 12 \_\_\_\_\_

Algebra 1 \_\_\_\_\_

Algebra 1 \_\_\_\_\_

Geometry \_\_\_\_\_

Geom/Tech Math 1 \_\_\_\_\_

Algebra 2 \_\_\_\_\_

Algebra2/Tech Math 2 \_\_\_\_\_

Advanced Math \_\_\_\_\_

Math \_\_\_\_\_

Earth/Env Science \_\_\_\_\_

Earth/Env. Science \_\_\_\_\_

Biology \_\_\_\_\_

Biology \_\_\_\_\_

Science \_\_\_\_\_

Science \_\_\_\_\_

Gov't/Econ \_\_\_\_\_

Gov't/Econ \_\_\_\_\_

World \_\_\_\_\_

World \_\_\_\_\_

U. S. History \_\_\_\_\_

U.S. History \_\_\_\_\_

Health/P.E. \_\_\_\_\_

Health & P.E. \_\_\_\_\_

Foreign 1 \_\_\_\_\_

Career 1 \_\_\_\_\_

Foreign 2 \_\_\_\_\_

Career 2 \_\_\_\_\_

Elective \_\_\_\_\_

Career 3 \_\_\_\_\_

Elective \_\_\_\_\_

Career 4 \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

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

Initial and date at each registration

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

## CAREER PATHWAY INFORMATION

**Students must take at least four courses in their career major and one course must be from the starred courses listed under the chosen pathway.**

### **BUSINESS/MARKETING TECHNOLOGIES**

Principles of Business	Computer Applications I & II*	Marketing
Keyboarding	Computerized Accounting I & II*	E-Commerce*
Fashion Merchandising	Small Business Entrepreneurship *	Advanced Business Studies*

### **CONSTRUCTION TECHNOLOGIES**

Intro/Trades & Industries	Keyboarding	Construction/Carpentry I & II *
Computer Applications I	Masonry I & II*	Small Business Entrepreneurship
Drafting I & II*	Marketing	Electrical Trades I & II *

### **PUBLIC SERVICES TECHNOLOGIES**

Teen Living	Computer Applications I	Culinary Arts I & II*
Intro/Trades & Industries	Apparel Design	Early Childhood Education I & II*
Food & Nutrition	Interior Design	Keyboarding
Cosmetology I & II*	Marketing	Small Business Entrepreneurship

### **INDUSTRIAL TECHNOLOGIES**

Intro/Trades & Industries	Keyboarding	Small Business Entrepreneurship
Computer Applications I	Metals I & II*	Marketing
Drafting I & II*	Welding I & II*	

### **INDUSTRIAL TECHNOLOGIES**

Intro/Trades & Industries	Keyboarding	Marketing
Computer Applications I	Auto Technology I & II	Small Business Entrepreneurship
Drafting I & II*	Collision Repair II & III	

### **COMMERCIAL & ARTISTIC PRODUCTIONS TECHNOLOGIES**

Keyboarding	Computer Applications I	Fashion Merchandising
Interior Design/Housing	Intro/Trades & Industries	Printing Graphics I & II *
Drafting I & II*	Marketing	Small Business Entrepreneurship

### **Notes**

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- This student needs no assistance to successfully complete CTE courses.
- This student has a Career Development Plan + on file in the SPC's office.

**NC County School System provides educational programs to all persons without regard to sex, socioeconomic status, ethnic origin, race, color, religion or disabling condition.**

## CAREER DEVELOPMENT PLAN PLUS

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

ADDRESS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

PARENT'S NAME: \_\_\_\_\_

EMAIL ADDRESS: \_\_\_\_\_

STUDENT ID#: \_\_\_\_\_

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

WEIGHTED GPA: \_\_\_\_\_

INTEREST INVENTORY: \_\_\_\_\_

LEARNING STYLES: \_\_\_\_\_

EXCEPTION CHILDREN'S INDICATOR: \_\_\_\_\_

ECONOMICALLY DISADVANTAGED: \_\_\_\_\_

LIMITED ENGLISH: \_\_\_\_\_

ACADEMICALLY DISADVANTAGED: \_\_\_\_\_

NONTRADITIONAL: \_\_\_\_\_

MODIFICATIONS: \_\_\_\_\_

RECORD OF SERVICES:

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

NC County School System provides educational programs to all persons without regard to sex, socioeconomic status, ethnic origin, race, color, religion or disabling condition.

## **Special Populations Job Description and Appraisal System**

The major functions of providing special populations coordination services have been incorporated into a job description, which is aligned with an appraisal system. It is recommended that LEAs use these instruments to evaluate and plan special populations services. The *Career and Technical Education Special Populations Coordinator Job Description* is page 48 and the *Career and Technical Education Special Populations Coordinator Appraisal System* are pages 40-53.

# **Career and Technical Education Special Populations Coordinator Job Description**

- 1. Major Function Outreach/Recruitment:** Special Populations Coordinator should -
  - Promote recruitment, enrollment and placement activities for special populations students.
  - Provide information about Career and Technical Education opportunities to special populations students and their parents.
  - Coordinate a Career Development Plan for students enrolled in Career and Technical Education programs.
  
- 2. Major Function Assessment and Prescription:** Special Populations Coordinator should -
  - Identify members of special populations enrolled in Career and Technical Education programs.
  - Assess the special needs (career interests and learning styles are required) of special populations students enrolled in Career and Technical Education programs.
  - Develop and implement the Special Populations Component to the Career Development Plan (Career Development Plan-Plus).
  - Participate in the Individualized Education Program Team for the development and implementation of the Career and Technical Education and Transition components of the Individual Education Plan (IEP).
  - Coordinate special services for special populations students.
  - Maintain, if possible, a Career and Technical Education Resource Laboratory for members of special populations and Career and Technical Education Teachers.
  - Assist with fulfilling transitional services for special populations students.
  - Provide guidance and career development activities for special populations students.
  
- 3. Major Function Coordination with Other Service Providers:** Special Populations Coordinator should -
  - Collaborate with Career and Technical Education Teachers and other relevant service providers in providing services to special populations students.
  - Coordinate with WIA, Special Education, Vocational Rehabilitation, community agencies, businesses and industry in providing the appropriate supplementary services to members of special populations.
  - Facilitate in-service training for individuals working with members of special populations to improve their abilities and techniques in meeting the special needs of these students.
  - Assist with the development/monitoring of the Career Development Plan- Plus to ensure that appropriate supplementary services are provided and performance indicators are met.
  - Coordinate work experiences and field trips for special populations students.
  
- 4. Major Function Monitoring Access, Progress and Success:** Special Populations Coordinator should -
  - Maintain records documenting access to, progress through, and successful completion of Career and Technical Education Programs for special populations students.
  - Analyze VEIS data to determine maintenance and improvement of access, progress and success of members of special populations in Career and Technical Education Programs.
  - Document the attainment of performance indicators for members of special populations.
  
- 5. Major Function Annual Accountability and Planning:** Special Populations Coordinator should -
  - Identify programs that need improvement to assist special populations students in meeting the performance indicators.
  - Describe strategies to improve supplementary services for members of special populations in meeting the performance indicators.
  - Evaluate incentives and adjustments to determine if adequate services are being provided to members of special populations in meeting the performance indicators.
  - Maintain relevant record keeping and inventory systems related to job responsibilities.
  - Coordinate with appropriate administrative personnel and service providers to develop a Plan of Work based on the evaluation and needs assessment results to ensure that members of special populations are receiving adequate supplementary services and career planning.

# Career and Technical Education Special Populations Coordinator Appraisal System

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

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

## Instructions:

- Based on the evidence from observations and discussion and other forms of data collection, the Evaluator is to rate the Special Populations Coordinator's performance with respect to the seven major functions.
- The Evaluator is encouraged to add pertinent comments at the end of each major function.
- The Special Populations Coordinator is provided an opportunity to react to the Evaluator's ratings and comments.
- The Evaluator and the Special Populations Coordinator must discuss the results of the appraisal and any recommended action pertinent to it.
- The Special Populations Coordinator and the Evaluator must sign the instrument in the assigned spaces.
- The instrument must be filed in the Special Populations Coordinator's personnel folder.

The rating scale will be as follows:

### Level of Performance

#### **6. Superior**

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

#### **5. Well Above Standard**

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

#### **4. Above Standard**

Performance within this function area is frequently high. Some coordination and teaching practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. The Special Populations Coordinator sometimes seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

#### **3. At Standard**

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

#### **2. Below Standard**

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

#### **1. Unsatisfactory**

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

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

**Check appropriate area:**

**1. Major Function: Outreach/Recruitment**

\_\_\_\_\_ Superior                      \_\_\_\_\_ Well Above Standard                      \_\_\_\_\_ Above Standard  
\_\_\_\_\_ At Standard                      \_\_\_\_\_ Below Standard                      \_\_\_\_\_ Unsatisfactory

- Promote recruitment, enrollment and placement activities for special populations students.
- Provide information about Career and Technical Education opportunities to special populations students and their parents.
- Coordinate a Career Development Plan for students enrolled in Career and Technical Education programs.

**Comments:**

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

\_\_\_\_\_ Superior                      \_\_\_\_\_ Well Above Standard                      \_\_\_\_\_ Above Standard  
\_\_\_\_\_ At Standard                      \_\_\_\_\_ Below Standard                      \_\_\_\_\_ Unsatisfactory

- Identify members of special populations enrolled in Career and Technical Education programs.
- Assess the special needs of special populations students enrolled in Career and Technical Education programs.
- Develop and implement the Special Populations Component to the Career Development Plan (Career Development Plan-Plus).
- Participate in the Individualized Education Program Team for the development and implementation of the Career and Technical Education and Transition components of the Individual Education Plan (IEP).
- Coordinate special services for special populations students.
- Maintain, if possible, a Career and Technical Education Resource Laboratory for members of special populations and Career and Technical Education Teachers.
- Assist with fulfilling transitional services for special populations students.
- Provide guidance and career development activities for special populations students.

**Comments:**

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

<input type="checkbox"/> Superior	<input type="checkbox"/> Well Above Standard	<input type="checkbox"/> Above Standard
<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard	<input type="checkbox"/> Unsatisfactory

- Collaborate with Career and Technical Education Teachers and other relevant service providers in providing services to special populations students.
- Coordinate with WIA, Special Education, Vocational Rehabilitation, community agencies, businesses and industry in providing the appropriate supplementary services to members of special populations.
- Facilitate in-service training for individuals working with members of special populations to improve their abilities and techniques in meeting the special needs of these students.
- Assist with the development and monitor the Career and Technical Education component of the IEP and Career Development Plan- Plus to ensure that appropriate supplementary services are provided and performance indicators are met.
- Coordinate work experiences and field trips for special populations students.

**Comments:**

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

<input type="checkbox"/> Superior	<input type="checkbox"/> Well Above Standard	<input type="checkbox"/> Above Standard
<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard	<input type="checkbox"/> Unsatisfactory

- Maintain records documenting access to, progress through, and successful completion of Career-Technical Education Programs for special populations students.
- Analyze VEIS data to determine maintenance and improvement of access, progress and success of members of special populations in Career and Technical Education Programs.
- Document the attainment of performance indicators for members of special populations.

**Comments:**

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**5. Major Function:**

**Annual Accountability and Planning**

\_\_\_\_\_ **Superior**  
\_\_\_\_\_ **At Standard**

\_\_\_\_\_ **Well Above Standard**  
\_\_\_\_\_ **Below Standard**

\_\_\_\_\_ **Above Standard**  
\_\_\_\_\_ **Unsatisfactory**

- Identify programs that need improvement to assist special populations students in meeting the performance indicators.
- Describe strategies to improve supplementary services for members of special populations in meeting the performance indicators.
- Evaluate incentives and adjustments to determine if adequate services are being provided to members of special populations in meeting the performance indicators.
- Maintain relevant record keeping and inventory systems related to job responsibilities.
- Coordinate with appropriate administrative personnel and service providers to develop a Plan of Work based on the evaluation and needs assessment results to ensure that members of special populations are receiving adequate supplementary services and career planning.

**Comments:**

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**6. Major Function:**

**Interacting Within the Educational Environment**

\_\_\_\_\_ **Superior**  
\_\_\_\_\_ **At Standard**

\_\_\_\_\_ **Well Above Standard**  
\_\_\_\_\_ **Below Standard**

\_\_\_\_\_ **Above Standard**  
\_\_\_\_\_ **Unsatisfactory**

- Treats all students in a fair and equitable manner.
- Interacts effectively with students, co-workers, parents and the community.
- Participates in, upon request, LEA committees designed to plan for various aspects of the total Career and Technical Education program.

**Comments:**

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**7. Major Function: Performing Non-Instructional Duties**

\_\_\_\_\_ **Superior**  
\_\_\_\_\_ **At Standard**

\_\_\_\_\_ **Well Above Standard**  
\_\_\_\_\_ **Below Standard**

\_\_\_\_\_ **Above Standard**  
\_\_\_\_\_ **Unsatisfactory**

- Carries out appropriate non-instructional duties as assigned and/or as need are perceived.
- Adheres to established laws, policies, rules and regulations.
- Follows a plan for professional development and demonstrates evidence of growth.

**Comments:**

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**Evaluator's Comments:**

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**Coordinator's Reaction to Evaluation:**

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\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Coordinator's Signature**

\_\_\_\_\_  
**Date**

(Signature indicates that the written evaluation has been seen and discussed.)

**Copy Distribution: Personnel Department, Observer/Evaluator/Principal, and Special Populations Coordinator**

**In accordance with Stature G.S. 115C-325 a copy of this evaluation will be placed in the Special Populations Coordinator's Personnel file five days from date of signing by evaluator and/or Special Populations Coordinator.**

# LIST OF RESOURCES

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

## **NCDPI web pages**

Handbook on Parent's Rights

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

NCDPI website

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

NCDPI Career and Technical Education page

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

NCDPI Exceptional Children's page

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

North Carolina Special Education Reference link

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

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

## **Other relevant websites**

College Foundation of North Carolina

<http://www.cfnc.org>

North Carolina Career Resource Network

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

Website for American College Testing Program (ACT)

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

Stress Management Tips

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

Teaching Resources Network, Motivating Students

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

Tools for Teaching, Motivating Students

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

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

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

## **BOOKS**

**The Pre Referral Intervention Manual** by Stephen B. McCarney

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

**Tools for Teaching** by Barbara Gross Davis

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