Presenters

• Val Morgan: High School Program Specialist
  Programs for Exceptional Children
  Charlotte-Mecklenburg Schools
  Charlotte, North Carolina
  – Valerie.Morgan@cms.k12.nc.us

• Stacie Levi: Middle School Program Specialist
  Programs for Exceptional Children
  Charlotte-Mecklenburg Schools
  Charlotte, North Carolina
  – Stacie.Levi@cms.k12.nc.us
Setting the Stage

With the colleagues at your table, please discuss the following:

• How do students with disabilities earn a diploma in your district?
Charlotte-Mecklenburg Schools
Programs for Exceptional Children
Framework for Academic Content Delivery

<table>
<thead>
<tr>
<th>Post High School</th>
<th>High School Diploma Pathways</th>
<th>Curriculum</th>
<th>Location of Instruction</th>
<th>Continuum of Service</th>
<th>Special Education Services Delivered by:</th>
<th>State Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military Services College/University</td>
<td>College/University Prep</td>
<td>General Education Classroom: Consultative and/or</td>
<td>Regular (80% or more of the day with non-disabled peers)</td>
<td>General Educator</td>
<td>EOG/EXTEND2* (Elementary/Middle)</td>
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<tr>
<td>Community College</td>
<td>Community College Prep</td>
<td>Co-Taught Classroom and/or</td>
<td>or Resource (40% - 79% of the day with non-disabled peers)</td>
<td>General Ed/Special Ed</td>
<td>EOC (High)</td>
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<td>Competitive Employment</td>
<td>Competitive Employment</td>
<td>Direct Special Education Services: EC Classroom (Modified Instructional Delivery)</td>
<td>or Separate (39% or less of the day with non-disabled peers)</td>
<td>Special Educator HQ EC HQ Content (Middle/High)</td>
<td>EXTEND2*</td>
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<tr>
<td>Military Services College/University</td>
<td>College/University Prep</td>
<td>EC Specialized Class (Modified Instructional Delivery, as needed)</td>
<td>Separate or Public Separate</td>
<td>Special Educator HQ EC HQ Content (Middle/High)</td>
<td>EOG/EOC or EXTEND2*</td>
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<tr>
<td>Community College</td>
<td>Community College Prep</td>
<td>North Carolina Standard Course of Study</td>
<td>Separate or Public Separate</td>
<td>Special Educator HQ Adapted Curriculum</td>
<td>EXTEND1**</td>
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<tr>
<td>Competitive/Supported Employment</td>
<td>Graduation Certificate</td>
<td>North Carolina Extended Content Standards</td>
<td>EC Specialized Class (Significant Cognitive Deficits)</td>
<td>Special Educator HQ Adapted Curriculum</td>
<td>EXTEND1**</td>
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</table>

* Up to 2 percent of students with persistent academic disabilities can take assessments based on alternate achievement standards and be considered proficient
** Up to 1 percent of students with the most significant cognitive disabilities can be assessed based on alternate achievement standards and be considered proficient

- All placements are IEP team decisions. This framework is simply a guide.
- IEP teams should use documentation and curriculum needs to make appropriate placement decisions.
- The full continuum of service is always available.
- For a comprehensive list of post high school considerations, please consult Easy IEP.

EC = Exceptional Children
HQ = Highly Qualified
EOG/EOC = End-of-Grade/End-of-Course

8-15-07
Session Agenda

• Description of the NC Occupational Course of Study
• Graduation Requirements
  – Course Credits
  – State Assessment
  – Career Portfolio
  – School-Based Training
  – Community-Based Training
  – Paid Employment
• Positive Outcomes of Occupational Course of Study
  – Business/Industry Involvement
  – Student Employability Skills
  – Mutual Benefits
• Occupational Course of Study (OCS) in Charlotte-Mecklenburg Schools
Description of the North Carolina Occupational Course of Study
Occupation Course of Study is…..

- One of four courses of study a student with disabilities may complete to graduate with a diploma in North Carolina (Approved in 1999 by the North Carolina Board of Education)

- A modified curriculum designed to meet the needs of a small group of students with disabilities

- Preparation for post-school employment and independent living

- An IEP team recommendation with final selection being a student and parent choice
<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Career Prep</th>
<th>College Tech Prep</th>
<th>College/University Prep</th>
<th>DUAL College/University-College Tech Prep</th>
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<td><strong>Content Area</strong></td>
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<td></td>
<td>Alg I, Technical Math I &amp; II, or</td>
<td>Alg I, Technical Math I &amp; II, or</td>
<td>Alg I, Technical Math I &amp; II, or</td>
<td>Alg I, Technical Math I &amp; II, or</td>
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<td>Additional Science or Social</td>
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<td>Studies</td>
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<td>1 Credit</td>
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<td><strong>Second Language</strong></td>
<td>0 Credits</td>
<td>0 Credits</td>
<td>2 Credits (3 recommended);</td>
<td>2 Credits (3 recommended);</td>
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<td></td>
<td>Courses must be in the same second language and 2 credits in high school.</td>
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<td>Courses must be in the same second language and 2 credits in high school.</td>
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<td><strong>Health &amp; Physical</strong></td>
<td>Physical Education</td>
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<td>1 Credit</td>
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<tr>
<td><strong>Career/Technical</strong></td>
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<td>0 Credits</td>
<td>4 Credits</td>
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<td>4 Credit in courses appropriate for a career pathway, must include a second level (advanced) course or OR</td>
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<td>4 Credit in courses appropriate for a career pathway, must include a second level (advanced) course or OR</td>
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<td>Occupational</td>
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<td>0 Credits</td>
<td>0 Credits</td>
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<td>Occupational</td>
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<td></td>
<td>0 Credits</td>
<td>0 Credits</td>
<td>0 Credits</td>
<td>0 Credits</td>
<td>4 Credits</td>
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<tr>
<td><strong>Electives</strong></td>
<td>8 Credits</td>
<td>8 Credits</td>
<td>10 Credits</td>
<td>6 Credits</td>
<td>2 Credits</td>
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<tr>
<td><strong>Totals</strong></td>
<td>28 credits</td>
<td>28 credits</td>
<td>28 credits</td>
<td>28 credits</td>
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<tr>
<td><strong>Other Requirements</strong></td>
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<td></td>
<td>Show proficiency on the NC Test of Computer Skills and Pass the NC Competency Test</td>
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<tr>
<td></td>
<td>Must complete a Senior Exit project and score at Level III or IV on the NC End of Course (EOC) tests in English I, US History, Biology, Civics and Economics, and Algebra I</td>
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<td></td>
<td>The required number of credits in each content area must be earned in grades 9-12, although courses taken in middle school may satisfy specific course requirements.</td>
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</tbody>
</table>

* Details for Second Language requirements are set forth in Regulation IKF-B, Sec. V, D.

Adopted: 4/11/00   Revised: 11/27/01, 7/9/02, 11/11/03

Charlotte Mecklenburg Schools
Occupational Course of Study
Graduation Requirements
Course Credits

- OCS English 4 credits
- OCS Math 3 credits
- OCS Science 2 credits
- OCS Social Studies 2 credits
- Occupational Preparation 4 credits
- Occupational Preparation Labs 6 credits
  - 300 School-Based Hours 2 credits
  - 240 Community-Based Hours 2 credits
  - 360 Paid Employment Hours 2 credits
- Career and Technical 4 credits
- Health/PE 1 credit
- Career Portfolio
Occupational English I-IV

- Functional Reading
- Written Language
- Expressive and Receptive Communication
- Media and Technology
Occupational Math I-III

- Computation
- Financial Management
- Time and Measurement
- Independent Living
- Maps, Charts, and Graphs
- Technology
Occupational Science I-II

- Healthful Living
- Safety
- First Aid
- Human Reproduction
- Earth, Environmental, and Physical Science
Occupational Social Studies I-II

- Basic Economics
- Government
- Citizenship
- Geography
- Self-Determination
Occupational Preparation I-IV

• Self-Determination
• Personal Management
• Interpersonal Relationship Skills
• Career Development
• Job Seeking Skills
• Job Performance
Occupational Course of Study Curriculum

http://www.ncpublicschools.org/docs/ec/development/mental/07ocsfull.pdf
North Carolina Assessments

• No Child Left Behind (NCLB) mandates assessment for all students
• Alternate assessment option is available for Occupational Course of Study
• Required alternate assessments
  – Math I
  – English I
  – English II writing
  – Science II (cumulative)
Career Portfolio

• Students begin their portfolio in ninth grade

• Sections
  – Personal Information Section
  – High School Information
  – Career Preparation
  – Work Evaluation Summaries

• Presentation to Committee
School-Based Training

• Skill Development
  – Responsibility
  – Organization
  – Social/Interpersonal

• School-Based Businesses
  – School store
  – Making and selling merchandise
  – Selling a service (car wash, photography, etc.)

• School Services
  – Recycling
  – Clerical
  – Assisting school staff (athletics, testing coordinator and department chairs)
Community-Based Training

- Places students in community businesses for non-paid job experiences
- Encourages development of vocational skills and interests
- Evaluates student aptitude and performance in a variety of work settings
- Includes the following businesses ….
Community-Based Training
CiCi’s Pizza
Community-Based Training
Pizza Hut

Charlotte-Mecklenburg Schools
Community-Based Training
Food Lion
Community-Based Training
Garden Ridge
Paid Employment

• Prior to 12th grade, students should be gainfully employed

• Students must complete 360 hours of paid employment

• Pay stubs are required for course credit hours

• Students can continue to earn paid employment hours post graduation
Positive Outcomes
Business/Industry Involvement
CBT Sites in Charlotte and Mecklenburg County

Bi-Lo - Stonecrest Vet Clinic - Office Depot
Food Lion - Lowe’s Foods - Good Ol’ Days
Garden Ridge - CVS - McDonalds - Walmart
K-Mart - Harris Teeter - Country Inn & Suites
NC Employment Security Commission Office -
Mecklenburg Parks and Recreation - Fashion Cents
Stein Mart - Sav-a-Lot - Goodwill
Public Library - Fairyland Daycare - Advance Auto
Aldersgate - The Little Flower - TJ Maxx - Food Lion
BiLo - Huntersville Oaks - Comfort Inn
Family Dollar - New Friends Adult Day Care
Charlotte-Meck. Parks and Rec - YMCA
United House of Prayer - CMS elementary schools
Employability Skills

• Communications
• Promptness
• Good Attendance
• Working With Others
• Task Completion
• Appropriate Social Skills
• Teamwork
• Accountability
• Following Directions
• Good Work Ethics
Mutual Benefits

• Business community makes a contribution to the education of students with disabilities

• Businesses expose students to new career opportunities

• Classroom curriculum and business experience is integrated

• Transition from school to work is promoted

• Preparation for a more competent work-force is initiated and implemented
Occupational Course of Study in Charlotte-Mecklenburg
Demographics

• 17 high schools
• 67 OCS teachers
• 15 Job Coaches
• 702 students currently enrolled
District Support

• Occupational Course of Study Support Teacher
  – North Carolina Division of Career Development and Transition board member
  – North Carolina Department of Public Instruction advisory committee member
  – Provides professional development
  – Provide parent and community support

• Quarterly OCS teacher support meetings
• Monthly OCS Job Coach support meetings
• Organize Transition Fair
Occupational Course of Study

Required Documents

• Statement of Understanding
• Parental
  – Proof of insurance
  – Parental Permission Form for CBT
• Vocational Training Agreement for business partnerships
## Graduation Data

### High School Completion with diplomas:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Participants</th>
<th>% of Diplomas Earned</th>
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</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>71 students</td>
<td>52%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>105 students</td>
<td>69+%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>106 students</td>
<td>64+%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>108 students</td>
<td>40+%</td>
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<tr>
<td>2007-2008</td>
<td>139 students</td>
<td>TBD</td>
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</table>

+ Students are continually completing paid employment hours post graduation
Transitioning to Independent Living

Graduation

OCS

Adult Living/Competitive Employment