



Special Needs Advisory Council (SNAC) Meeting

Exceptional Children Department and System of Care Overview
September 4, 2018

Connections to CHCCS Strategic Plan

Student Success

Student Success addresses the academic, social and emotional capacities of students. The Student Success goals will assist students in exploring, defining and solving complex problems; pursuing their unique interests, passions and curiosities; and contributing to the community through dialogue, service and/or leadership all while supporting the child's well-being.

SS Goal 4: Develop a continuum of services to promote the social, emotional and academic development of all students.

SS Goal 5: Create a culture and system of support to empower, inspire and engage students that embraces and values diversity.

Family and Community Engagement

Schools are successful when parents, educators and communities lock arms and work together for the benefit of students. Chapel Hill-Carrboro community stakeholders are crucial partners in student success, and, as such, will be actively engaged in productive and equitable two-way communications.

FCE Goal 1: Engage families in the entire educational process.

FCE Goal 2 Create meaningful partnerships by building trust, collaboration, and engagement.

Agenda

- Welcome to 2018-2019 School Year
 - Collaboration
 - Communication
 - Capacity Building
- Lincoln Center [Organizational Structure](#) Update
- Website Updates- “Webmaster”
- Exceptional Children/Special Education Overview
- Chapel Hill Carrboro City Schools Exceptional Children Overview
- Requested Focus Area Updates:
 - Secondary Curriculum Coordinator Ellenita Blanton
 - Elementary Curriculum Coordinator Tim Gibson
 - Adapted Curriculum Specialist Alice Rivenbark
 - Secondary Transition Specialist Jennifer Michalenok

Exceptional Children = Special Education

Have you heard of IDEA?

- Congress passed Public Law 94-142 (Education for All Handicapped Children Act) in 1975, thereby setting federal guidelines for special education. PL-94-142 evolved into Individuals with Disabilities Education Act (IDEA).
 - Why? Children with disabilities were often excluded from schools
 - What? IDEA Zero Reject policy: public schools cannot reject students based on the nature or degree of their disability
 - How? Child Find, Individualized Education Program/Plan (IEP) reviews, Transition services, and Least Restrictive Environment (LRE) serve to keep students in schools

Exceptional Children = Special Education

Processes and Procedures?

- North Carolina Department of Public Instruction (NCDPI) Policies Governing Students with Disabilities -amended March 2018 [LINK](#)
 - Initial Referral Process- NC 1503-2.2 (page 61)
 - Determining Eligibility- NC 1503-2.7 (page 72)
 - *includes initial or re-evaluation process
 - Individual Education Program- NC 1503-4.1 (page 75)
 - Least Restrictive Environment- NC 1501-3.1 (page 26 and 134)

Cross-Collaborative/Inclusive Practices within LRE

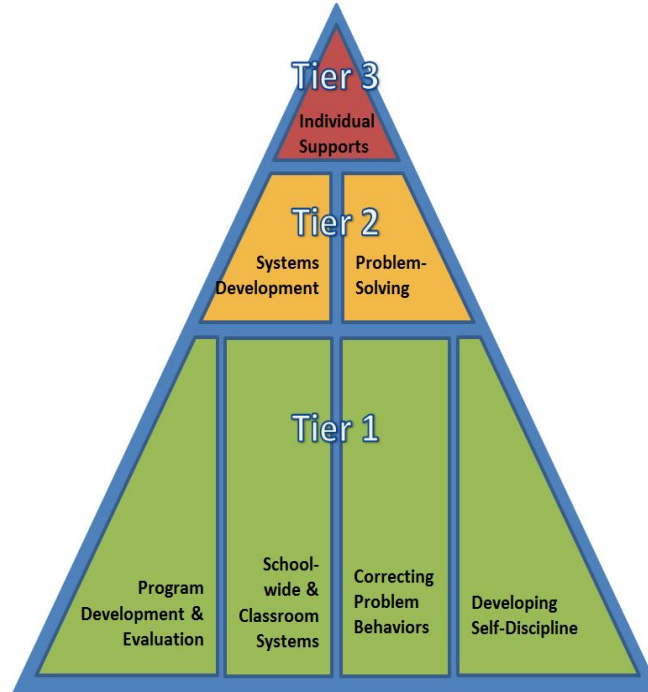
Exceptional Children

Intensive Skills – GC or AC
(Separate Level)

Sustained Skills (Separate/Resource
Level)

Target Skills (Regular/Resource
Level)

General Skills
(Regular Level)



Mental Health Supports

Mental Illness

Mental Health Problems/
Concerns

Mental Health Wellness



CHCCS Exceptional Children Overview

Current Headcount (as of 8/21/18)	Current School Staffing	Current Vacancies															
<p>Total SWD: 1319</p> <hr/> <p>PreK: 10 Elementary: 579* (*PreK included) Middle: 337 High: 393</p>	<p>Total EC Teachers: 99* Total EC Teacher Assistants: 98.5*</p> <hr/> <table data-bbox="658 625 1228 849"> <thead> <tr> <th></th> <th>ECT</th> <th>ECTA</th> </tr> </thead> <tbody> <tr> <td>*PreK:</td> <td>12</td> <td>16</td> </tr> <tr> <td>Elementary:</td> <td>43</td> <td>41.5</td> </tr> <tr> <td>Middle:</td> <td>31</td> <td>27</td> </tr> <tr> <td>High:</td> <td>25</td> <td>30</td> </tr> </tbody> </table>		ECT	ECTA	*PreK:	12	16	Elementary:	43	41.5	Middle:	31	27	High:	25	30	<ul style="list-style-type: none"> ● (1) OT ● (1) HI Teacher ● (1) AU/Behavior Support Specialist ● (1) ECTA ● (2) Phillips- GC and AC position
	ECT	ECTA															
*PreK:	12	16															
Elementary:	43	41.5															
Middle:	31	27															
High:	25	30															

CHCCS Exceptional Children Overview

Classification	Total Number of Students <i>As of 9/3/18 (includes PreK)</i>
Autism/Autism Spectrum Disorder (AU)	219
Deaf/Blindness (DB)	-0-
Developmental Delay (DD)	109
Deafness (DF)	2
Serious Emotional Disability (SED/ED)	48
Hearing Impaired (HI)	8
Intellectual Disability - Mild (IDMI)	25
Intellectual Disability - Moderate (IDMO)	13

Exceptional Children Overview

Classification	Total Number of Students <i>As of 9/3/18 (includes PreK)</i>
Intellectual Disability- Severe (IDSE)	4
Multiple Disabilities (MU)	32
Orthopedic Impairments (OI)	4
Other Health Impairments (OHI)	243
Specific Learning Disability (SLD)	536
Speech or Language Impairment (SI)	80
Traumatic Brain Injury (TBI)	3
Visually Impairment includes Blindness (VI)	3

Focus Area Updates

Followed by

Questions?



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Link to Strategic Plan

I. Student Success will be the primary goal for SY 2018-2019

Goal 4: Develop a continuum of services of promote social, emotional and academic development of all students

Goal 5: Create a culture and system of support to empower, inspire and engage students that embrace and values diversity

Overview of Area

Secondary General Curriculum Coordinator

Credit Recovery - Summer School (Four weeks of intense studies)

Collaborated with Teachers and Assistant Principals from the High Schools to provide data driven personalized instruction to students ranging from General Education to Exceptional Needs. All accommodations were provided.

Collaboration with General Education Teacher

Two of the three Exceptional Needs Committee Members for Elementary Education Lesson Plan Review are Secondary Education (a Program Facilitator and Department Chair certified in K-12).

Understanding the EC Teacher role within the “Strategic Plan” and what it looks like in the classroom.

Support for Summer School at McDougle, Parent’s Concern, and Instruction Division, Culbreth Middle School - SAIL Service Delivery

Overview of Area

- Elementary General Curriculum Coordinator
 - Supported work associated with the Enrichment Camp at McDougle
 - Assist PLCs, Administrators and individual teachers with creating or reviewing schedules for delivery of student services
 - Data analysis and problem-solving conversations
 - Collaborative planning sessions with Instructional Services Division
 - mCLASS
 - Read to Achieve
 - District initiatives, expectations, support documents, etc.
 - Connecting EC Teachers to general curriculum requirements, resources and supports
 - FUNdations training to support K-2 phonics instruction
 - Reading Research to Classroom Practice to support literacy instruction
 - Lead session on progress monitoring and goal writing at Support Services kick-off
 - Coordinate work associated with NC State Improvement Project (NCSIP) Grant
 - Focus on building District capacity to support instruction for students with disabilities
 - Funds Reading Research to Classroom Practices and Math Foundations
 - Assist parents with questions, resources and concerns

Questions?



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As Adapted Curriculum Specialist I strive to achieve Student Success by providing direct professional development, assisting in classrooms to support teachers in helping students achieve goals, and ensure diversity is valued in each school with staff and students.

Goal 4: Develop a continuum of services to promote social, emotional and academic development of all students

Goal 5: Create a culture and system of support to empower, inspire and engage students that embrace and values diversity

Overview of Adapted Curriculum

- CHCCS currently serves 109 students in 17 Adapted Curriculum classrooms.
- AC classrooms are cross-categorical and serve students with areas of eligibility including: ASD, ID, MU, TBI, OHI, and/or DD.
- Students in AC classes are on an alternate curriculum and receive instruction on the NC Extended Content Standards.
- Daily instruction includes a focus on both academics and activities of daily living.
- AC students are on a certificate track versus a diploma track.

Overview of Adapted Curriculum

- Adapted Curriculum Specialist
 - Provides support to AC classroom teachers and assistants through modeling and coaching
 - Supports teams with the creation and implementation of IEPs
 - Helps create structured learning environments for students
 - Helps guide teams through the curriculum consideration process
 - Coordinates PD opportunities for teachers and staff throughout the year
 - Trains AC teachers and staff in CPI
 - Helps support student transitions from PreK-Elem, Elem-Mid, Mid-High

Overview of AC Classrooms

CHCCS has 17 AC classrooms

- 7 Elementary School Classes
 - 3 classes at Rashkis
 - 2 classes at Morris Grove
 - 2 classes at Northside
- 4 Middle School Classes
 - 2 classes at McDougale
 - 1 class at Phillips
 - 1 class at Smith
- 6 High School Classes
 - 1 class at Carrboro
 - 3 classes at Chapel Hill
 - 2 classes at East

Overview of Staffing in AC Classrooms

- 17 AC teachers
- One current teacher vacancy at Phillips Middle
- 35 teacher assistants, 1 CNA/TA, 1 personal nurse, and 2 language interpreters
- 3 career coaches to assist with transition services for high school students
- One current teacher assistant vacancy (newly created position)

Support for AC Teachers & Staff

- PODD training provided by Debbie Reinhartsen on August 16th and 17th
 - There were 32 participants (10 TAs, 22 professional staff)
- AAC Part 2 Training provided by Kara VanHooser
 - August 22nd for AC teachers and August 24th for AC TAs
 - 89 total participants over the 2 days
- AC Back to School training was provided to teachers on August 22nd
- All AC teachers and TAs participate in the EC professional development day on August 24th at East Chapel Hill High. AC teachers attended sessions on progress monitoring, compliance, and transition service.

Student Supports for Adapted Curriculum

- Classrooms receive music therapy and art therapy
- Classrooms participate in community bowling, swimming, and community based instruction outings
- High school students participate in school based and community based vocational training
- 39 high school students participating in the TRAC milestones as part of their transition services

Other relevant information

- On-going CPI training throughout the year
- Monthly AC teacher PLC meetings
- Upcoming training on ASD and ABA