



Public Schools of North Carolina

NC-DCDT Update

Greensboro, NC

11-1-2019

Continuum of Transitions 2017-2021

Cohort 1

- 2017 Bell Ringers
- 2018 Person Centered Thinking
- 2019 Student Led IEPs

Cohort 2

- 2019 Bell Ringers
- 2020 Person Centered Thinking
- 2021 Student Led IEPs



Litigation

Confirmed once again...

Common threads among lawsuits that found in favor of LEA in Secondary Transition litigation:

- LEA utilized a variety of transition assessments and gathered information from multiple responders
- LEA included and documented both parent and student input
- Evidence of review and progress monitoring
(Secondary Transition Plan was clearly individualized)



ECATS IEP Resources

- [Module 4a PLAAFP](#)
- [Module 4b Secondary Transition](#)



What is the OCS?

- The Future Ready Core Occupational Course of Study (FRC-OCS) is one of two courses of study a student with disabilities may complete to graduate with a high school diploma in North Carolina. The FRC-OCS is available for those students with disabilities who are specifically identified for this program. The requirements are listed in Section II of the current graduation policy, [GRAD-004](#), for students entering grade 9 for the first time in 2017-18 and Section III of the current graduation policy for students entering grade 9 for the first time in 2014-15.



What is the Purpose of the OCS?

- The FRC-OCS is intended to meet the educational and career development needs of a small group of students with disabilities who require a variety of substantive instructional supports and accommodations throughout the school day to access and make progress towards grade level standards. Most students with disabilities will participate in and complete the Future Ready Core Standard Course of Study (FRC-SCOS) with the use of accommodations and supplemental aids and services as identified in the student's IEP.



What are the Learner Characteristics?

Learner Characteristics

Include a history of requiring:

- Intensive, explicit instruction
- Multiple and varied strategies
- Direct instruction and repeated practice
- Multiple repetitions

OCS Considerations Document:

- Revised 8-2019
- Located in the [OCS LiveBinder](#)



Important Reminders, OCS is...

- intended for students who have had a history of needing support in content courses, communication, and adaptive skills throughout their entire educational experience
- not a modified curriculum; standards must be taught with fidelity; students participate in assessments, with or without accommodations, associated with content courses (EOC, NCFE, & CTE-IA)
- a course of study that results in a NC High School Diploma upon completion of all of the OCS requirements



Important Instructional Points:

- Students following the OCS are students who learn at a slower rate; pacing the courses accordingly will be necessary.
- Providing structure, repetition, and consistency are necessary instructional elements.
- Knowing these key points should impact planning and instruction.



OCS Guidance Document

Remember...

- Utilize the Guidance Document
- The OCS is not a modified course of study; make sure you are not messaging otherwise
- All states moved away from the modified assessment in 2014-2015 as required by federal mandate
- NC moved away from the modified assessment the year prior to the federal mandate requirement



Secondary Education Resources

- [OCS LiveBinder](#)
- [OCR-Relevant Federal Laws](#)
- Secondary Transition Student and Parent Toolkits now in OCS & Transition LiveBinders



Coming Soon

- Y-TAC webinar early 2020
- Face-to-Face Y-TAC sessions early 2020
- Transition Topic webinars begin early 2020
- CTE-IA sessions February & March 2020



Listservs

- [OCS Listserv](#)
- [Secondary Transition Listserv](#)



ECATS

- [ECATS](#)
- Reference the resources on the NCDPI designated ECATS page and Monday Messages
- Submit project related questions through ZenDesk





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