

NC-
DCDT

The LIGHTHOUSE

Disseminating Information in the Service of Students with Disabilities
in North Carolina

Volume I, Issue I

Summer - Fall, 2011



TOUCH THE
FUTURE
LIGHT THE
WAY

Postsecondary Education, Transition Services and Supports for Students with Intellectual Disabilities

There is a real need to develop and expand transition services and supports for many students with intellectual disabilities in our high schools - especially those students who have the potential for, can benefit from and want to pursue post-secondary education and training in two- and four-year colleges or other community settings. Providing the needed transition services and supports during high school has the tremendous potential for allowing these students to develop and expand their independence through learning and applying self-advocacy and self-determination, employability and social and community integration skills.

Transition services that can increase students' access to post-secondary education, integrated employment, social activities and improve interagency collaboration include:

- taking courses of study relevant to their post-school vision and ambition and that include individualized instruction in such areas as self-determination, socialization or social competence, and life skills,
- involvement in community-based employment training,
- participation in a variety of student sponsored activities, sports activities and cultural events, and
- connecting with state and local adult service personnel.

Based on research and effective practices schools can provide the needed transition services and supports for students with intellectual disabilities through:

- understanding the local community and community resources by way of community analysis and community-based instruction;

- continually determining student needs, strengths, preferences and interests through person-centered planning;
- meaningful collaboration between persons and agencies outside the school system;
- teaching academic, social, and vocational skills that lead to competitive or supported employment; and balancing vocational training with inclusion in age-appropriate social and academic programs (Wehman, 1996, et. al.)

One of the drawbacks of providing real time transition services and supports for students with disabilities is the lack of a shared vision for services needed and an understanding of the activities that are essential to make them a reality. It is not enough to merely change the location of services and provider of services to bring about improvement in student outcomes. While this is necessary, it is not sufficient. School systems should approach the development and implementation of transition services and supports from the standpoint of change - by seeking to find out what students in reality need that they are not currently receiving in high school. Schools should then actively seek ways to collaborate with community agencies in improving post-school outcomes for students with intellectual disabilities.

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NCDCDT FALL MEETING

Friday, September 30, 2011

NC Coop. Extension Center

2420 Tranway, Rd. Sanford, NC

Time: 9:30 a.m.—1:00 p.m.

NC-DCDT Goals: 2011-12

The following are the NC-DCDT goals for 2011-2012

Goal #1: Increase membership in the organization.

Strategies:

- Update the list of transition coordinators in each school system;
- Use the list of transition coordinators to contact others working in transition;
- Encourage membership in CEC and NC-DCDT;
- Email people whose membership has expired and encourage them to renew their membership;
- Increase membership by 10% (approximately 9 new members) into NC-DCDT.

Goal #2: Increase the use of technology to reach more people in the state.

Strategies:

- Maintain contract with the webmaster, updating and keeping current with changes in the state;
- Open facebook for NC-DCDT;
- Support regional meetings using an agenda to demonstrate the website and/or facebook sites;
- Utilize Skype or other similar tools to allow distant meeting participation.

Goal #3: Disseminate information to professionals working with secondary students in preparing them for postsecondary options.

Strategies:

- Use the Fall Regional meeting to support the LEAs.
- Keep the website updated with DPI memos.
- Have individual sessions or strands at the Spring Conference designated to the new OCS initiatives.

**2012 NCDCT Spring
Conference
May 2 - 4, 2012
Embassy Suites,
High Point, N.C.**

NCVPS & OCS

The NCVPS OCS Blended Learning program is a collaborative effort between the NCVPS teacher and the face-to-face (f2f) OCS teacher to teach OCS courses. This is a true partnership in teaching!

This exciting and unique program is proving to be a tremendous success for students across North Carolina who are involved in the blended teaching of these courses. NCVPS is excited to offer five courses in the Fall 2011 to all OCS students and OCS teachers of North Carolina as part of the NCVPS OCS Blended Learning program.

The courses available are "OCS English I", "OCS English II", "OCS Algebra I", "OCS Biology", and our new course, "OCS Applied Science". There will be options available in registration for Block and Year-long.

**Enrollment for Spring 2012
OCS Blended Learning
courses will open in
late October or
Early November.**

Comments from f2f classroom teachers and school contacts:

"I am actually very fond of the VPS program and look forward to participating in VPS again next year. Both my students and I look forward to the activities that are available through VPS. I've always thought I was providing my students what they needed to become life long learners, but realize now that I've missed the boat in the past. Through VPS I've been able to expose my students to many things that I never dreamed of before, due in part to my preference of teaching reading/decoding skills. I've been able to successfully juggle decoding alongside the activities provided by the online teachers. With their help my students have had a very productive semester. They've created videos which they are very proud of and love to show whenever anyone "important" comes in the classroom. This is just one example of how my students have increased their self-esteem and improved their self-worth."

"The kids like using a computer. They like the games and getting messages from their online teachers ... the Biology labs and Algebra I lessons are surprisingly captivating."

Read more comments from f2f classroom teachers at NCVPS OCS Blended Learning Success Stories, and the latest on NCVPS under the [OCS Information Update](#) link on the NCDCT website @ nccdt.org.

DPI Updates

Future-Ready Occupational Course of Study Proposed Change to Mathematics Graduation Requirement Approved

The Department of Public Instruction recommended to the State Board of Education that students participating in the FR-OCS be given the opportunity to substitute the mathematics course, Applied Mathematics II or the career / technical education course, Personal Finance (7066), for OCS Financial Management.

The Personal Finance course aligns very closely with the OCS Financial Management course, as both are developed from the same national financial literacy standards and were created using Revised Bloom's Taxonomy. The Applied Mathematics II course, while not created specifically for students with disabilities, was designed to meet the needs of students who require mathematics to be taught using practical applications. In addition, increased flexibility in the FR-OCS mathematics graduation requirements will make it much easier for students participating in the FR-OCS to complete their graduation requirements.

This recommendation was **approved** at the SBE Meeting of November, 2010. See Executive Summary at: http://www.ncpublicschools.org/docs/stateboard/meetings/2010/11/gcs11/gcs_01.pdf.

Poster Display for the 61st DPI Annual Conference on Exceptional Children Sponsor: DPI, EC Division

NCDPI has invited NC-DCDT to apply to have a poster display at the 61st Annual Conference on Exceptional Children, sponsored by the Exceptional Children Division. Displays will be considered that highlight innovative techniques and best practices related to teaching and learning of children with disabilities.

NC-DCDT has always had a presence at the EC conference over the years. It provides the opportunity to promote NC-DCDT and to gain much needed visibility. As one of the more vibrant organizations in the country, we need to utilize every mode of exposure so that NC-DCDT can be recognized for its contribution to special education students. Please contact your regional coordinator for details.

**61st DPI Conference
on Exceptional Children
10/31/2011 thru 11/1/2011
Koury Convention Center
Greensboro, North Carolina**

Mindful Reflection as a Process for Developing Culturally Responsive Practices

Teachers are not often aware of how diversity affects the way that they interpret students' actions and the ways that they interact with students on a daily basis.

In special education, scholars and educators have recognized the need for teachers to be sensitive to diversity in the classroom; this sensitivity requires that teachers look inward and reflect on their personal assumptions and biases. Kendall (1966) calls for teachers to take the "emotional risk" to examine their deeply held beliefs that can affect the way they treat students..... Ramsey (2004) states, "we need to know ourselves— to honestly see our reactions to other individuals and the larger world and to analyze our underlying assumptions." In each case there is the understanding that assumptions about various types of diversity in society are value-laden and potentially harmful, resulting in negative attitudes toward these students.

One example of negative attitudes toward some students and families is the "**deficit thinking model**." In the deficit thinking model, teachers believe that students fail in school because of their own deficiencies, not because of unfair school policies or differential treatment from teachers.

A deficit perspective situates school failure within the student and suggests that deficiencies exist within the student or his or her home life and that these deficiencies are the cause of academic failure. Another common deficit perspective attributes student failure to parents and families who do not value education. As a result, teachers' attributions that are rooted in a deficit perspective guide an often ill-informed understanding that a student's failures are attributable to the student's perceived lack of ability, linguistic inferiority, or family dysfunction (Garcia & Garcia, 2004; Valencia, 1997).

The process of mindful reflection and communication can help teachers to: a) evaluate their own assumptions, biases and prejudices about race, culture and disability and consider how they affect the teacher's interactions with and expectations of their students; b) objectively describe behaviors; c) interpret behaviors to support rather than inhibit learning; d) consider the many different ways that children demonstrate engagement and attentiveness; and e) recognize that children are children first and that their behaviors do not define them...From *Teaching Exceptional Children*, September/October 2011, Vol 44, No1.

Emerging Legal Issues

Trends in court decisions have given rise to a closer look at developing compliant IEPs. There is the growing need to:

- a) review the reauthorization of IDEA ,
- b) have a sound understanding of the legal requirements for transition planning as detailed by IDEA 2004,
- c) learn how case law has been interpreted.

By keeping abreast of case law and their significant findings, educators can avoid making the same mistakes while learning what it takes to improve services to students as they transition from school to post-school adult life.

A University of Northern Iowa research study found that most case subjects were predominantly male, while the disability conditions involved included intellectual and learning disabilities for the most part, as well as a smaller number of subjects with emotional or multiple disabilities and autism spectrum disorder.

The findings were both procedural and substantive:

- Procedural: have the procedures laid out in IDEA been complied with?
- Substantive: Will the IEP reasonably enable the student to receive the educational benefits needed?

The findings fell into five categories: a) agency contacts, b) student involvement, c) individualization of the transition plan, d) district obligation and e) the appropriateness of the transition plan.

The study spotlights the dismal post school achievements of students with disabilities” and reminds us of the critical importance of initiating discussion at the IEP table as early as possible in the student’s secondary school experience.

Good transition practices that will most likely provide positive post-school results include:

- Strong interagency collaboration;
- IEP team members who are familiar with and engaged in identifying adult and post-school services and programs;
- Linkages with and active participation of VR personnel;
- Clear delineation of responsibilities of service agencies;
- Significant involvement and participation of students in developing their own transition goals and programs. Student participation is highly correlated with improved outcomes both in graduation rates and in employment. (Adapted from Transition Research Identifies Five Legal Issues “Themes” by Susan Rose, Focus Center Coordinator, Texas Transition Resource Center.)

Be There for Secondary Students with EBD

Every student brings his or her own challenges. With those differences and challenges, every student, with or without a disability, has his or her own set of dreams and goals. A teacher’s job is to give every student a fair opportunity at preparing for life and to accomplish all his or her goals and dreams. This is true for students with EBD. These students can be a difficult population to teach; however, they can learn many things from their teachers. Like all students, they want to learn and grow as much as the next, even if they verbally or silently defy your efforts. It is imperative that their teachers never give up on them.

“Teachers are a central and powerful force in the lives of young people” (Murray & Pianta, 2007). It is time to use that power to support students with EBD. By not giving up, but being consistent with them, they will excel for you. More important, they will remember you for the rest of their lives as one of the individuals who never gave up on them. From “Prove Them Wrong; Be There for Secondary Students with EBD” in *Teaching Exceptional Children*, Sept/Oct 2011.

Waiver Concerns

Many parents in Wake County, NC, are expressing great concern over the fact that while the paid employment waiver allows for the substitution of non-paid hours for paid hours, it has resulted in a literal cessation of attempts to search for and find paid employment for OCS students. The waiver is seen as a win-loss for OCS students.

Students gain the short-term benefit of receiving the NC Diploma but lose the long-term benefit of the experience and wages of paid employment. Another disadvantage is the lack of enthusiasm and motivation to find paid employment, more-so on the part of the students. The disadvantage is that many graduating students will remain unemployed for a significant period of time.

The goal of the OCS is paid employment, preferably starting during high school, and continuing after high school. For many students pre-graduation employment facilitates support during the survival period and beyond, as well as with building the repertoire of employability or “soft” skills that are vital for success on the job.

It is the strong recommendation that the collaborative job seeking effort by central services and school personnel, student and family members as well as supporting agencies continues. Given the state of the economy even paid employment that offers very limited weekly work hours should be accepted. Documentation should also be made of the efforts to obtain: 1) paid employment for students still seeking employment, and 2) additional or better paid employment hours for those with limited weekly paid hours.

Lesson Plan for Teaching Career Preparation

The following is a simple, suggested lesson plan for teaching interviewing skills to a class of juniors during an Occ. Prep. III session. The plan attempts to utilize the nine events of instruction as the format of delivery.

Lesson Topic: Skills and behaviors necessary for an impressive job interview.

Duration: 90 minutes

Materials and Equipment:

- Television with DVD Player
- DVD of Job Interview
- Whiteboard and markers
- Checklist of interview skills and behaviors
- 3 x 5 index cards and pencils

Instructional Delivery/Presentation of Lesson

Introduction (Gain Attention)

Questions asked with response by show of hands.

- How many of you would like to have a job and earn your own money?
- How many of you really need money right now for very important reasons? Give some reasons.
- How many of you have been on any kind of interview?
- How did you feel during the interview? Discussion.

Students are told that the lesson planned on job interviewing skills and behaviors is critical for them, now and in the future. Doing it right can make the difference between earning an income or depending on others.

Primary Learning Outcome (Stimulate Motivation):

Students are told that at the end of the session they will demonstrate skills and behaviors necessary for an impressive and possibly successful job interview.

Prior Knowledge (Stimulate Recall)

- Review: Why employers interview selected applicants.
- Review: Some skills and behaviors employers look for.

Procedures (Present Material):

Activity: Teacher-Led Presentation and Discussion

- Viewing of video that highlights interviewing skills and behaviors.
- Specific skills and behaviors are listed and discussed, noting the impact of appropriateness of each skill and/or behavior.

Guided Practice (Provide Learning Guidance):

Activity: Demonstration using Reversed Role Play

- Teacher models a specific skill or behavior (teacher as interviewee and teacher assistant as interviewer).

- Student performs specific skill or behavior (student as interviewee and teacher as interviewer).
- Reversed role play practiced with different students.

Student Practice (Elicit the Desired Performance):

Activity: Observed Independent Practice

- Paired students perform specific skills and behaviors utilizing reversed role play.
- Teacher observes and gives feedback on correctness of performance, modeling where necessary.
- Students give input on independent performance.
- Specific skill or behavior is reviewed using the video to re-emphasize "how" and "when" the specific skill or behavior is performed.
- Points of emphasis are made during/after the video.

Independent Practice (Provide Feedback):

Activity: Extended Independent Performance

- Volunteering student performs the whole interviewing sequence with a staff member as the interviewer.
- Classmates observe and, using a checklist, check off performance/non-performance of interview skills and behaviors.
- Volunteering student asked to share what was done well and what was not.
- General class discussion of observations.

Evaluation (Assess the Performance):

- Students continue to practice interviewing process.
- Students will be assessed as they practice mock interview sessions paired with staff members or peers.
- Teacher uses checklist to rate observed skills and behaviors of students.
- Strengths and deficits noted and discussed with input from individual students.

Closure (Promote Retention and Transfer)

- Student are asked to independently review the checklist of skills and behaviors, and note the areas of personal strengths and deficits on 3 x 5 cards.
- Students are told that they will be practicing the skills and behaviors with the job coach who will then assess their readiness for a real job interview.
- Students are asked to note on the 3 x 5 card one deficit area on which to focus for strengthening in preparation for the interview with the job coach.
- Students are encouraged to continue practicing the job interview skills/behaviors learned with focus on deficits.
- Students are told that their skills and behaviors are **always** being assessed, wherever they may be, by "unseen" individuals.
- **Closing statement:** It always pays to maintain a good impression. You never know who is observing you. Always try to make the first impression a lasting one.

Maintaining a Sharp Edge in Job Coaching

Here are some key factors that can help to build a strong, cutting edge job coaching program.

Phase I: Planning - Setting Performance Objectives

- Clarify expected training outcomes with management.
- Set jobsite objectives - what students are expected to accomplish.
- Establish behaviors necessary to perform and achieve set goals and objectives - expressed in specific, observable, job-related behavioral terms.
- Define the performance dimensions - include interpersonal skills, effective communication, acceptance of diversity, analysis and problem-solving, result-oriented decision-making, fostering a safe/secure environment.
- Define job mastery skills that indicate successful job performance.

Phase II: Effective Coaching

Student-Involved factors that can improve job coaching:

Pertaining to the Job Coach:

- Knowledge of the job/task to be performed.
- Ability to perform the job/task.
- Personal motivation in performing the task

Pertaining to the Student Trainee:

- Closely observe the student's work quality and performance efficiency.
- Provide solid feedback on work quality and performance efficiency.
- Explain why performance is successful or needs improvement
- Advise student of any issues to be discussed.
- Establish and maintain mutual trust.
- Focus on the nature of the deficiency and not the individual.
- Involve the student in addressing and/or identifying problem areas and solutions.
- Consider elements needed for student success - elements as time, resources, management support, student interest/ability/motivation, etc.
- Consider supports for improved performance and continuous positive results,
- Discuss alternative solutions to problems.
- Agree with student on action to be taken.
- Be systematic and consistent in observing job performance and provision of feedback.

- Determine/establish consequences for unsatisfactory performance.
- Recognize successes and improvements.
- Document key elements of coaching strategies that (can) lead to success.
- Provide follow-up meetings to discuss issues observed.

Effective coaching helps students realize their vision, their potential and their value as unique individuals.

Job Search Strategies in Today's Job Market

- Utilize targeted or student specific job search - have a specific student in mind when you search.
- Know the student - strengths, weaknesses, future goals, etc; sell or communicate the unique qualities of the student to the potential employer.
- Aim at the right target - select responsive businesses; match skills, interests, abilities, values and work ethic with right career/job choice; ensure "fit" of student's personality and motivation with management needs.
- Be assertive and proactive - "cold call" potential employers; get there before the competition.
- Identify "hidden job markets" - many job openings exist but are not yet publicized; be persistent in the search.
- Do strong networking - should be central to the job search strategy; utilize friends, colleagues, relatives, parents, organizations in addition to publicized means.
- Utilize professional sources - collaborate with employment agencies, vocational rehabilitation, etc.
- Utilize job carving - observe business operations for "selected portions" of job tasks that can be "carved out" as job opportunities for students.
- Market your program and your product quality - inform employees of program strengths, quality of students produced, the level of ready support when needed.
- Train students to present and market themselves well - address dress, grooming, speech and personality, as highlighting their strength, value and availability.
- Inform employers of the Work Opportunity Tax Credit - a benefit available to those who hire students with disabilities.

NC-DCDT AWARDS WINNERS

NCDCDT is proud to announce these 2011 award winners:

**The Lighthouse Award: Linda Little,
Union County**

The Employer of the Year: AJ's Family Steakhouse.

Coastal Region Grant Winners

\$1500 Myra Chandler, Hyde County

\$ 500 Sandra Werling, New Hanover County

Piedmont East Grant Winners

\$1500 Karen Abourjilie, Guilford County

\$ 500 Phyllis Watson, Hoke County

Piedmont West Grant Winners

\$1500 Linda Little/Chloe Thompson, Union Co.

\$ 500 Angie Stump, Lincoln County

Mountain Region grant Winners:

\$ 500 Peggy Starnes, Caldwell County

!!!!!!! CONGRATULATIONS TO ALL !!!!!!!

REGIONAL COORDINATORS

The following are the NC-DCDT regional coordinators for 2011-2012:

Coastal Region:

Teresa Smith, Wayne County Public Schools

Michelle Clark, Elizabeth City/Pasquotank County Schools

Debra Keenan, Dare County Schools

Piedmont East:

Teresa Bruner, Lee County Schools

Linda Cook, Randolph County Schools

Patti Spruill, Orange County Schools

Piedmont West:

Linda Little, Union County Schools

Lisa Ewers, Cabarrus County Schools

Hollie Rene, Davidson County Schools

Mountain Region:

Libby Carter, Caldwell County Schools

Patty Hughes, Yancey County Schools

..... THANKS FOR SERVING

Regional Highlight**Piedmont East****Report on Community-Based Vocational Training in Wake County at one major job training site.**

Location: SAS Inc. – Buildings (F), (R) and (T).
SAS Campus Drive, Cary, North Carolina.

Building (F): 37 students (29 OCS and 8 ID Mods & AU)

Training opportunities for the OCS students are provided in the following training modules:

- 1 (a) Front End Service: Cleaning of Tables/Chairs
(b) Back End Service: Dish-room and Trash
- 2 Entrée Preparation
- 3 Salad Bar
- 4 Serving Line
- 5 Catering

The OCS Students are assigned to employees who act as mentors to the students in the training modules.

The other students (ID Moderates and AU) receive training in service type activities as: cleaning tables and chairs, folding napkins, sorting silverware, etc.

Student training is supervised by a Transition Training Facilitator (job coach) provided by WCPSS.

Building (R): 18 students (15 OCS, 3 ID Moderates);

Building (T): 12 students (12 OCS)

In these buildings students enrolled in the Occupational Course of Study receive training mainly in a variety of food service preparation activities primarily food preparation. The other students (ID Moderates) perform such service activities as cleaning tables and chairs, stocking sandwich dispensers and maintaining a clean salad bar.

Benefits of the Training Program to Students

- Students with disabilities are exposed to a stimulating, therapeutic, nurturing and caring environment where they receive training in social skills, enjoy social interaction and are equipped with job related skills.
- The employees exhibit an acceptance, respect and quiet emotional support for students. That support encourages all students to be themselves, discover a new sense of self worth and purpose, as well as to adopt a positive attitude to learning new skills.
- Students not only gain knowledge, skills and behaviors needed for successful paid employment, but they also gain a valuable experience that comes from being part of a culture where workers in each module exhibit professionalism, a positive work ethic, timeliness in task completion, productivity, quality of work, as well as community when they come together for meals.

NORTH CAROLINA DIVISION ON CAREER DEVELOPMENT AND TRANSITION

The LIGHTHOUSE, the newsletter of the North Carolina Division on Career Development and Transition, is published three times per year - Fall, Winter and Spring. The aim is to inform and educate special educators of North Carolina. We welcome information about what is HOT in your school or region. We believe that QUALITY Transition Education & Services can only occur through an informed and educated people.

Please submit contributions to wdennis@wcpss.net



NCDCDT - MAIN EMPHASIS

Empowering students with disabilities through self-determination, self-advocacy and student involvement in the IEP process for a better Quality of Life

*We're on the web:
www.ncdcdt.org*

Report on community based vocational training (cont'd)

- Students improve their interpersonal and social skills through working directly with a mentor, where they can build a positive relationship that can foster personal growth and maturity.

Benefits to the Organization

- The structure and quality of the training provided by SAS for students with disabilities can be an exemplary model for other corporate entities to follow. SAS has been in the vanguard of such training for over 15 years, training for over 325 students.
- SAS can become the primary source of preparing and providing access to a pool of screened, motivated entry-level employees for business with viable food-service operations like hospitals, restaurants, college campuses, etc.
- A very promising thought is the establishment of a viable internship program with Wake County Public School System where senior OCS students sign on to a specially designed pre-employment aspect of Food and Service Training, following which they can move directly into paid employment with another partnering operation. In this way SAS will be providing an opportunity to prepare and evaluate potential career employees without obligation or commitment to employment with SAS, as well as providing a proven cost-effective method of meeting immediate and possibly long-term human resource needs.
- SAS continues to make a significant community contribution through providing students with disabilities invaluable training.

NSTTAC Resources

NSTTAC is a valued resource that is frequently updated. It provides the opportunity for special education personnel to build their information base or upgrade their presentation material in several of areas. The **Products and Resources link** opens up a plethora of presentations from the Presenter Guides and several Mid-Year Institutes, e.g.

- NSTTAC Presenter Guides for a) Indicator 13; b) Self-Determination; and c) Transition Assessment.
- Presentations from Mid-Year Institute, 2007 include: a) A Four-Part Transition Assessment by Jim Martin, University of Oklahoma; b) Interagency collaboration at the state and local levels by Sharon De-Fur and Jeanne Repetto.
- Presentations from Mid-Year Institute, 2009 include: a) Linking Employment, Abilities and Potential (LEAP) by Sandra Carlston; and b) Improving Post-Secondary Education Outcomes for Youth with Severe Cognitive Disabilities by Meg Grigal, Debra Hart, et. al.
- Presentations from Mid-Year Institute, 2010 include: a) Interventions that Support Positive Outcomes for Students with, and At-Risk for Emotional and Behavioral Disorders by Tim Lewis and Tom Barkley. Explore these and other informative resources at nstattac.org.

NC-DCDT EXECUTIVE BOARD: 2011-2012

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!!! Thanks for Serving !!!

Enjoy the new look of our website at

www.ncdcdt.org