



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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October 24, 2014

To: Directors, Exceptional Children Programs
Directors, Career and Technical Education

From: William J. Hussey, Director *WJH*
Exceptional Children Division

JoAnne Honeycutt, Director *JAH*
Career and Technical Education Division

Re: Guidelines for Occupational Course of Study Students Enrolled in Career and Technical Education Courses

Following are guidelines for students on the Occupational Course of Study (OCS) pathway enrolled in Career and Technical Education (CTE) courses.

CTE Credit Received for Students on the OCS Pathway

State practices allow students on the OCS pathway to enroll in a CTE course more than one time if this practice allows students to master all course objectives. However, Local Education Agencies (LEA) may have local policies that impact the ability of the student to repeat the same CTE course for credit (GCS-M-001 7.2 Local boards of education may develop policies that define specific circumstances when students other than those who fail a course may repeat a course). Powerschool will allow the student to enroll in a course more than once for credit. If there are any questions regarding course coding for students on the OCS pathway, see the Memorandum titled "Guidance for Course Code FAQs" from the Exceptional Children Division dated August 12, 2014.

General Modifications for Students on the OCS Pathway

When working with students on the OCS pathway, look for indications that modifications to and accommodations for CTE course content and assessments are required for student success. Schools and teachers must adhere to the student's IEP at all times. The IEP Team should determine the number of and depth of instruction in CTE standards. This may mean that students on the OCS pathway need additional time to complete course standards (i.e. enroll in a course more than one time). Teachers should provide modified instruction and accommodations for assessments as determined and documented by the IEP Team. It is recommended that CTE stakeholders work with IEP Teams to determine the best delivery of instruction in their respective courses.

Enrollment in CTE Courses

Students on the OCS pathway should not be denied enrollment in CTE courses. Students may progress to level two courses when they have received instruction on all standards in prerequisite courses. Generally, it is not in the students best interest to enroll in a level two course until after receiving instruction related to all standards in the level one course (as modified). Modified

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blueprints may be developed (recommended) by the IEP Team for all levels of CTE courses and accommodations in the IEP should reflect those necessary for success in the CTE course/pathway. For example, a student on the OCS pathway who is interested in culinary training may enroll in Foods I. The IEP Team may determine that the student could master standards 1.01, 1.02, 2.01, 2.02, 2.03, 3.0, 4.01, 5.01 and 6.02 during the first course enrollment and the remainder of the standards the second time the student is enrolled before proceeding to Foods II.

Schools should be aware that students on the OCS pathway will be considered CTE concentrators if they complete four units of technical credit in a cluster, following the same rules for determining concentrators as their peers on the standard graduation track. Qualifications of a CTE concentrator require that students earn four credits in the cluster with at least one level 2 CTE course credit and at least three foundational credits in a career cluster. To access the CTE Cluster Document, go to <http://dpi.state.nc.us/cte/curriculum>.

If you have any questions, please contact Shannon Baker (919 807-3872 / Shannon.baker@dpi.nc.gov) or Beverly Colwell (919 807-3930 / Beverly.colwell@dpi.nc.gov)

WJH/JH/SB/tb