

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1995

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SENATE BILL 369

Short Title: Educ. Resource Teams/Standards.

(Public)

Sponsors: Senators Lucas, Allran, Dannelly, Sherron, Warren, Davis, Martin of Guilford, Hobbs, and Plexico.

Referred to: Children and Human Resources

March 14, 1995

A BILL TO BE ENTITLED

AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE COMMISSION ON CHILDREN WITH SPECIAL NEEDS TO DIRECT THE STATE BOARD OF EDUCATION TO ADOPT GUIDELINES TO ESTABLISH RESOURCE TEAMS IN EACH SCHOOL, AND TO DIRECT THE STATE BOARD OF EDUCATION TO REVIEW AND REVISE CERTAIN RULES GOVERNING PROGRAMS AND SERVICES FOR CHILDREN WITH SPECIAL NEEDS SO THAT MEASURABLE, HIGH EXPECTATIONS ARE ESTABLISHED FOR THESE CHILDREN AND THEIR PROGRAMS.

The General Assembly of North Carolina enacts:

Section 1. The State Board of Education shall, by October 1, 1995, adopt guidelines for the establishment in each school of a resource team designed to provide problem-solving assistance to classroom teachers of students who are at risk of school failure because of learning, behavioral, or both learning and behavioral problems. The guidelines shall:

- (1) Require these teams to focus on prevention and intervention strategies and to be an integral part of the general education program in each school.
- (2) Ensure that appropriate referrals to special education continue.

- 1 (3) Emphasize a team structure whereby resources and expertise are shared
2 at the school building level and communication between educators and
3 parents is improved.
- 4 (4) Identify technical assistance and staff development that will be provided
5 by the Department of Public Instruction.
- 6 (5) Provide models to demonstrate who should be on a team. These models
7 should take into consideration other already established building-level
8 teams.

9 Sec. 2. The State Board of Education shall encourage high educational
10 expectations for children with special needs and shall develop high expectations for the
11 programs and services provided to these children. In establishing these expectations, the
12 Board shall, by October 1, 1995:

- 13 (1) Review and revise its current process of monitoring programs for
14 children with special needs to emphasize qualitative indicators and
15 outcomes of special education programs and services for exceptional
16 children. Appropriate quantitative indicators should be continued.
- 17 (2) Evaluate and revise its current rules governing individualized education
18 programs (IEPs) and group educational programs (GEPs) to ensure that
19 they include anticipated performance levels so that it is possible to
20 measure learning achieved and effectiveness of programs,
21 modifications, or services provided. Where appropriate, IEPs and GEPs
22 shall be linked to standards, goals, and assessments established for the
23 general student population.

24 Sec. 3. The State Board of Education shall report to the Commission on
25 Children with Special Needs by November 1, 1995, on the implementation of this act.

26 Sec. 4. This act is effective upon ratification.