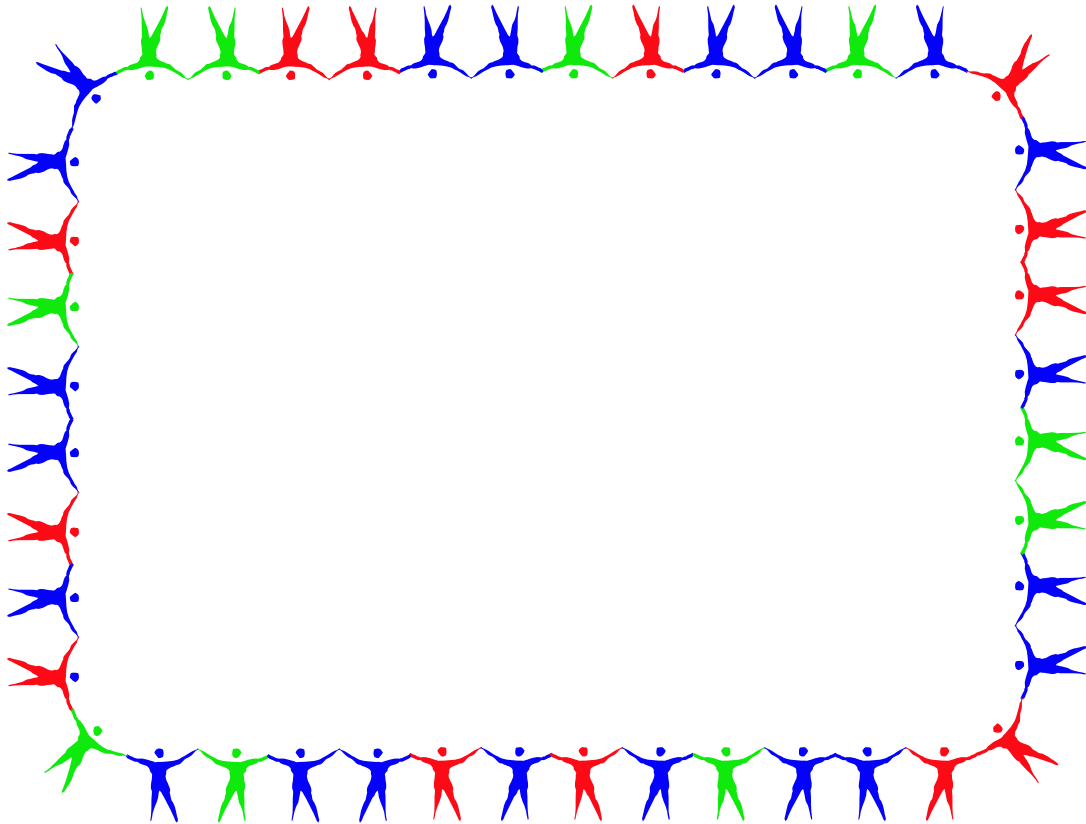




Student/Parent Handbook

Special Education Services Supplement PreK-12



*3600 Wake Forest Road * P.O. Box 28041*
* Raleigh, North Carolina 27611-8041 * Website: www.wcpss.net*

Last Updated: November 2009

MISSION STATEMENT

The Advisory Council for Students with Special Needs, established by the Wake County Board of Education, is a collection of parent and community groups/resources that offer information and support for students with disabilities, as well as senior members of Special Education Services for the Wake County Public School System. The Advisory Council meets monthly to exchange information about the services provided for, and the programs available to students with disabilities. The Advisory Council is a collaborative effort to forge a productive, beneficial and sustained link between those who offer services and those who receive them.

A Letter from Parent to Parent

As the parent of a child with a disability, I believe that you are your child's best advocate. Remember that as a parent, you know your child the best, and are the most constant factor throughout your child's school career. It is my hope that this handbook will offer you some of the information to enable you to be a part of the process that allows your child to get an education that will benefit him or her as an adult in our community.

As the chair of the "Advisory Council for Programs and Services for Children with Special Needs" I assure you that our goal is to enable you to be as confident and informed as possible. We want you to know that you have the right to ask questions and get more information if you don't understand something, if you don't understand the terms being used; you have the right to be a part of the team as your child makes his or her way through the school years. We hope that this handbook will offer you some of the tools to do that.

This handbook was written by advocates for children with disabilities including Special Education Services staff and the parent and community representatives of the Advisory Council. We are proud of our joint effort on this document and offer it as an important resource for parents who are searching for information to advocate effectively for their children. We encourage you to make use of it throughout the school year to:

- Guide you through the special education process,
- Make IDEA, and the laws and procedures that govern the education of children, more understandable and accessible,
- Understand the rights of all children with disabilities and their parents,
- Know what services and resources are available and how to obtain them,
- Become familiar with "the process": how special education services are funded, organized, and delivered.

Wishing you a great '09 – '10 school year!

Laurie Jaegers, Chair
Advisory Council 2009 - 2010

Acknowledgements: Advisory Council for Programs and Services for Children with Special Needs

Parent Representatives:

Laurie Jaegers (Chair) Wake County Special Education PTA
ljaegers@bellsouth.net

Joseph Dew Wake County Cerebral Palsy Support Group
Leslie Welch Wake County Autism Society
Paula Goldberg Triangle Down Syndrome Network
Tammy Dittmar Visually Impaired

Note: If you are a member of a disability-specific parent group not already represented above and are willing to represent your group on the Advisory Council, please contact, ljaegers@bellsouth.net.

School and Community Representatives:

Cynthia Daniels-Hall Parent
Sheila Knapp Parent
Leigh Menconi Parent
Christine Ryan Parent
Sabrina Crisp Children's Developmental Services Agency
Alice Farr Vocational Rehabilitation Services Agency

Wake County Public School System Representatives:

Marvin Connelly Assistant Superintendent, Student Support Services

Special Education Services Representatives:

Bob Sturey Senior Director
Pam Doak Director, Legal and Policy
Janet Godbold Director, Preschool Services
Jeff Larson Director, K-12 Program and Compliance Support
Joanne Medlin Director, K-12 Instructional Support
Cora Mitchell-Hayes Director, Administrative Services

Please Note:

Each year the parent representatives on the council present a Friend of an Exceptional Student Award and The Inclusive Program or Person Award to persons who have positively influenced programs for students with special needs and/or have helped deliver high-quality services to students in a variety of settings. The nomination form for these awards is included in the back of this supplement on pages 35 and 36.

A Message from Special Education Services Wake County Public School System

In order to assure that our children with disabilities receive an appropriate public education in the least restrictive environment, parents need information about the laws governing special education. You must know what services and safeguards are mandated for your child and be aware of what the Wake County Public School System provides. Above all, you must be part of the collaborative effort of the education system and the community that results in appropriate special services for your child.

This handbook has been developed jointly by staff and parents for all parents of children with disabilities. It is based on *Policies Governing Services for Children with Disabilities (2008)*, Department of Public Instruction, Division of Exceptional Children, developed to help local schools and administrative staff take actions that comply with the law. The *Student/Parent Handbook Special Education Supplement* was developed to supplement the *Procedural Safeguards: Handbook on Parent Rights (September 2008, Revised April 2009)* and contains additional information on laws and procedures pertaining to the delivery of special education services and provides a detailed explanation of the special education process. Parents using this handbook along with the *Procedural Safeguards: Handbook on Parent Rights (September 2008, Revised April 2009)* will gain a better understanding of their rights and responsibilities in each phase of the process.

Parents are critical members of the team that guides children with disabilities through every stage of the educational process. You, more than anyone else, are advocates with a lifelong commitment to the education and well-being of your children. Your concern begins long before your children enter the school system and continues after they have been transitioned into community life.

Special Education Services

The Individuals with Disabilities Education Act - IDEA

Mandates and Major Components of IDEA

The Individual with Disabilities Education Act (IDEA) of 2004 ensures that all eligible children with a disability who are in need of special education receive a free appropriate public education. IDEA mandates that eligible students receive individualized instruction specially designed to meet the unique needs of the learner. The law also requires related services, including occupational therapy, physical therapy and speech/language therapy to be provided to children, when needed, so that the child can access his/her special education. Federal and state procedures mandate that these services must be provided in the least restrictive environment. This means that a child must be placed in the regular educational setting where he/she would ordinarily attend classes if they did not have a disability (base school), unless the nature or the severity of the disability makes it impossible for the child to progress there even with the use of supplementary aids and services.

Disabilities Covered under the Act

The following defines each area of disability included in the *Policies Governing Services for Children with Disabilities* (2008 edition), Public Schools of North Carolina, State Board of Education, Department of Public Instruction: Exceptional Children Division, Section NC 1500-2.4 (b) (1-14) Definitions:

1. Autism (AU)

Autism (sometimes called autism spectrum disorder) is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.

2. Deaf-Blind (DB)

Deaf-blindness is a hearing and visual impairments that occur together, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

3. Deafness (Df)

Deafness is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the child's educational performance.

4. Developmentally Delayed (DD)

Developmentally delayed is when a child is aged three through seven, whose developmental and/or behavior is delayed or atypical, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who, by reason of the delay, needs special education and related services.

5. Serious Emotional Disability (ED) (also referred to as Emotional Disability)

Serious emotional disability is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- A. An inability to make educational progress that cannot be explained by intellectual, sensory or health factors.
- B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- C. Inappropriate types of behaviors or feelings under normal circumstances.
- D. A general pervasive mood of unhappiness or depression.
- E. A tendency to develop physical symptoms or fears associated with personal or school problems.

Serious emotional disability includes schizophrenia. The terms do not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance related to (5) (A-E) above.

6. Hearing Impairment (HI)

Hearing impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

7. Intellectual Disability (ID)

Intellectual disability is a significant sub average general intellectual functioning that adversely affects a child's educational performance existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

8. Multiple Disabilities (MU)

Multiple disabilities means two or more disabilities occurring together (such as intellectual disability and blindness, intellectual disability and orthopedic impairment, etc.) the combination of which is so severe, complex and interwoven that identification in a category of disability cannot be determined. Multiple disabilities does not include deaf-blindness.

9. Orthopedic Impairment (OI)

Orthopedic Impairment is a severe physical impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures, etc.)

10. Other Health Impaired (OHI)

Other health impairment is having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that-

- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette's Syndrome, etc.; and
- (ii) Adversely affects a child's educational performance.

11. Specific Learning Disability (SLD)

Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of serious emotional disturbance, or of environmental, cultural, or economic disadvantage.

12. Speech or Language Impairment (SI)

Speech language impairment is -

- (i) A communication disorder, such as an impairment in fluency, articulation, language, or voice/resonance that adversely affects a child's educational performance.
- (ii) Language may include function of language (pragmatic), the content of the language (semantic), and the form of the language (phonological, morphologic and syntactic systems).
- (iii) A speech or language impairment may result in a primary disability or I may be secondary to other disabilities.

13. Traumatic Brain Injury (TBI)

Traumatic brain injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment;

problem-solving; sensory; perceptual; and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

14. Visual Impairment (VI)

Visual impairment is an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. A visual impairment is the result of a diagnosed ocular or cortical pathology.

Other Definitions Included in IDEA

Below are other definitions included in *Policies Governing Services for Children with Disabilities* (2008 edition), Section NC 1500-2 Definitions:

Adapted Physical Education

1. Physical education is the development of:
 - (a) Physical and motor fitness;
 - (b) Fundamental motor skills and patterns; and
 - (c) Skills in individual and group games, sports, and activities (including intramural and life-time sports).
2. If a child with a disability cannot participate in the regular physical education program, individualized instruction in physical education designed to meet the unique needs of the child shall be provided. Physical education may include:
 - (a) Modified physical education,
 - (b) Adapted/special physical education,
 - (c) Movement education,
 - (d) Motor development
3. Modified physical education is appropriate for a child who can participate in the general physical education program with accommodations or modifications. These modifications can include changing rules, equipment, time limits, etc. It may also include supports such as a sign language interpreter.
4. Adapted physical education (also called specially designed or special physical education) is instruction in physical education that is designed on an individualized basis specifically to meet the needs of a child with a disability.

Assistive Technology

Assistive technology is any service that directly assists a child with a disability in the selections, acquisition, or use of an assistive technology device. The term includes-

- (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for use by children with disabilities;
- (c) Selecting designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

- (d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- (e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
- (f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

Assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

Section 504: An Overview of Procedures in WCPSS

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits the discrimination in access to programs and activities on the basis of disability. All individuals determined to have a disability are protected by this law.

For additional information regarding Section 504 of the Rehabilitation Act of 1973 contact the WCPSS 504 Intervention Coordinator, Counseling and Student Services, (919) 858 – 1653.

Interventions Prior to Special Education

All students who experience academic and/or behavior difficulties at school may not have a disability or require special education services. In many cases, change to general core instruction and assessment can be implemented to help the child progress in the general education setting. Types of changes that may be helpful to students may include providing researched based interventions to support the area of academic and/or behavioral needs, providing varied activities that reinforce learning and providing varied outputs for a student to demonstrate competence in a particular area. If a student continues to have difficulties and is not meeting expectations or benchmarks after the teacher or grade level team have made changes to the general core instruction and/or assessment, the team then determines which targeted/strategic interventions are appropriate (including high quality, research based, systematic instruction). Targeted/strategic interventions are implemented with fidelity (i.e., interventions are implemented consistently, over a period of time, etc.) and according to district standards with frequent monitoring of student progress. If a student continues to experience difficulty the team may then consult with the school's Student Support Team (SST). A SST Case Manager will be assigned to assist the team in determining additional intensive interventions, collecting and analyzing progress data and determining the next course of action. If the child does not progress after the intensive targeted/strategic intervention and a disability is suspected, the child is referred for evaluation to determine if he/she needs special education services.

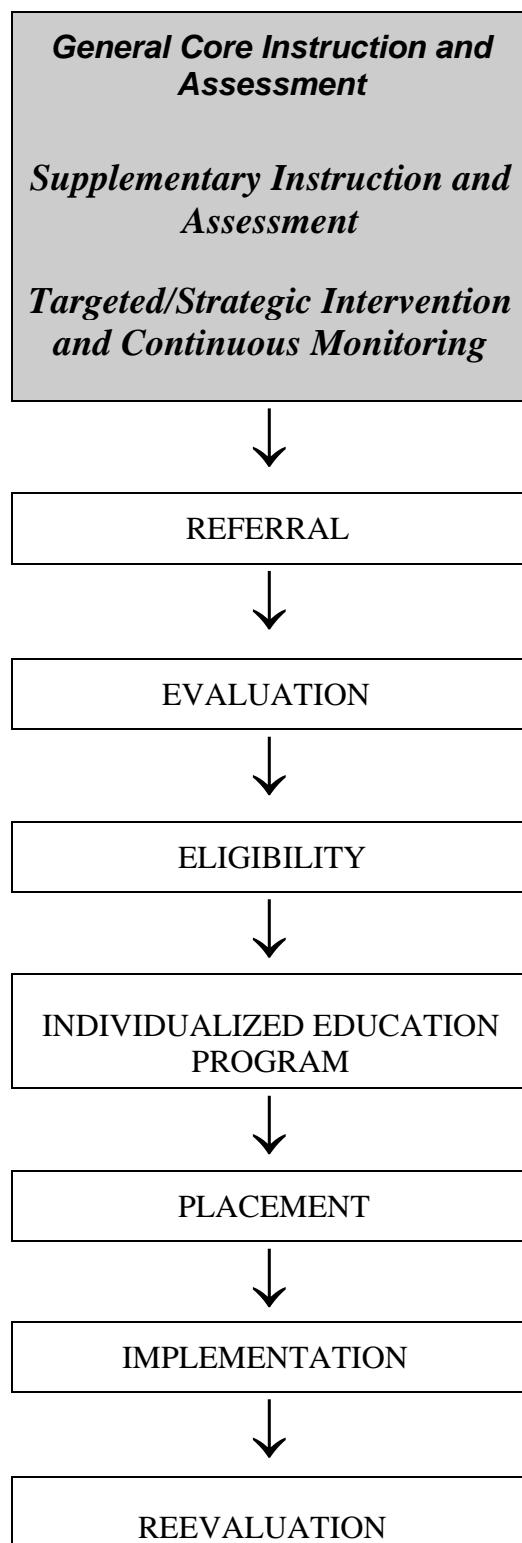
Protection During the Evaluation Process

A child who violates any education agency rule or code of conduct may have protections under the Individuals with Disabilities Act (IDEA) if the school system had prior knowledge that the child is a child with a disability. The school system could have prior knowledge if, before the child violated the education agency rule or code of conduct, the:

- Parent expressed concerns in writing to an administrator or teacher;
- Parent requested an evaluation of the child in writing or a teacher or other school system personnel expressed to an administrator specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of WCPSS or to other supervisory personnel of WCPSS.

Further information regarding discipline of students with disabilities can be found in "Due Process Procedures for Student Suspension" published by the WCPSS Office of Student Due Process.

The Identification and Placement Process: Flowchart



The Identification and Placement Process: Description

Referral

A student is generally referred for evaluation by school personnel or by the child's parent/guardian. The referral should be made in writing, addressing the specific presenting concerns and the child's current strengths and needs. The referral is presented to the person at the school site to whom the principal has assigned responsibility for managing the referral process. (If parents make a referral for evaluation, it is important that they know who is designated to receive the referral, who will manage the referral process and who will be contacting the parent during the referral process.) For preschool age children, the referral may be given to the person designated as the person in charge of services for preschool children with disabilities.

Evaluation

Informed, signed, parental consent must be received in order for the school to proceed with the evaluation. It is important for the parent to understand the components of the evaluation and how the results of the evaluation will be used to determine eligibility for special education services. A child must be assessed in all areas of need regardless of the suspected area of disability, including, as needed: assessments of health, vision, hearing, social and emotional skills, general intelligence, academic performance, communication skills and motor skills. The specific kind of evaluations a child needs is decided on an individual basis and will include professionals trained to assess specific areas. Persons from varying disciplines including a school psychologist, speech and language therapist, physical therapist, audiologist and/or occupational therapist may conduct evaluations. Persons trained in the area of hearing or visual impairment may also provide assessment services, if needed. At this step of the process, parents should receive the *Procedural Safeguards: Handbook on Parents' Rights*, Public Schools of North Carolina, State Board of Education, Department of Instruction: Exceptional Children Division.

Evaluations to decide whether a child has a disability that requires special education and related services must consist of more than one test, and those tests must be given in the language that the child normally uses. This includes (a) hearing impaired children who use a way to communicate that is different than the spoken word, such as cued speech or signing; (b) visually impaired children who may use Braille; and (c) children for whom English is a second language. You, as a parent, can provide the school with information about your child that you want them to use in deciding if your child has a disability that requires special education and related services. In the event that a parent does not give permission for the school to evaluate his/her child and the school personnel believe that the child is in need of special education, the school system may, but is not required to, pursue the initial evaluation of the child by utilizing due process procedures. If the school system declines to pursue the evaluation it does not violate its obligation to evaluate as described in *Policies Governing Services for Students with Disabilities*.

Independent Educational Evaluation (IEE)

As described above, before receiving special education services, your child must receive an evaluation to determine if a disability exists. If you disagree with the school's evaluation results, you can request an independent educational evaluation. This service is provided at the school system's expense and the testing is done by a licensed professional not employed by WCPSS. The results of the independent evaluation must be considered by the IEP team.

Eligibility

After the required evaluations are completed and summary reports are written, the Individualized Education Program team (IEP Team) conference is held to determine if a child has a disability and needs special education and/or related services. The IEP Team includes the child's parents and professionals who are knowledgeable about the child's learning and behavior in the school environment. The team should discuss every area of physical, behavioral and academic functioning that affects the child's educational performance. The team must decide if the student (a) meets the eligibility criteria for a disability area as outlined in the *Policies Governing Services for Children with Disabilities*, (b) if the disability adversely affects educational performance and (c) is in need of specially-designed instruction and related services.

IEP Team Attendance

According to Individuals with Disabilities Education Act (IDEA), the Individualized Education Program team or IEP Team must include the following persons:

- the parents of the child;
- at least one regular education teacher of the child;
- at least one special education teacher or, where appropriate, at least one special education provider of the child;
- a representative of the local education agency (LEA) who (a) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, (b) is knowledgeable about general curriculum, and (c) is knowledgeable about the availability of resources of the local educational agency;
- an individual who can interpret the instructional implications of evaluation results. This person may be a team member described above;
- at the discretion of the parent or the school system, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate; and
- the child, when appropriate.

Parents should receive a written invitation to attend prior to the eligibility conference. Giving notice 7 to 10 days before the meeting date is suggested, unless parents agree to meet sooner.

Excusals

1. A required member of the IEP team (regular education teacher of the child and special education teacher) may be excused from attending an IEP meeting, in whole or in part, if the parent(s) of the child with a disability and the LEA agree, in writing, that the attendance of the member is not necessary because the member's curriculum area is not being discussed at the meeting.

2. A required member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves modifications to or discussion of the member's area if—
 - a. The parent(s), in writing, and the public agency consent to the excusal and;
 - b. The member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

The Individualized Education Program (IEP)

After the IEP Team determines a child is eligible and in need of special education services, the team develops an Individual Education Program (IEP) to determine the goals and objectives and supplementary aids and services the child needs as indicated by the evaluation, and the place or educational environment where these services will be delivered. The team then determines the time needed in special education to accomplish these goals. The Individualized Education Program must be reviewed at least annually.

In general, in developing the child's Individualized Education Program, the IEP Team shall consider the effects of the disability on the child's educational performance, strengths and needs of the child based on results of formal and informal evaluations, parent concerns and any other information that applies to the child. Specifically the required components are as follows:

Statements of Performance

- The IEP must have a statement of the present level of academic achievement and functional performance in all areas in which the child is not performing well. The statement should include how the child's disability affects the child's involvement and progress in the general education curriculum. These areas may include academic, reasoning, problem solving skills, memory, attention span, motor skills and the ability to participate in Physical Education, independent functioning, social emotional behaviors, speech and language skills and prevocational/vocational skills.
- In the case of a child whose behavior impedes his/her learning or the learning of others, consider strategies including positive interventions and support for changing the inappropriate behavior.
- In the case of a child with limited English proficiency, there must be consideration of the language needs of the child as such needs relate to the child's IEP.
- In the case of a child who is blind or visually impaired, there must be a provision for instruction in Braille and in the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
- The IEP Team must consider the communication needs of the child. In the case of a child who is deaf or hard of hearing, there must be consideration of (a) the child's language and communication needs, (b) opportunities for direct communication with peers and professionals in the child's language and communication mode, (c) the

child's academic level, and (d) the full range of needs of the child (including opportunities for direct instruction in the child's language and communication mode).

- The IEP Team must consider whether the child requires assistive technology devices and services in order to access special education.

Statements of Measurable Goals

- The IEP must include statements of measurable annual goals including academic and functional goals designed to:
 1. meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 2. meet each of the child's other educational needs that result from the child's disability.

For children with disabilities who take alternative assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives are included as part of the IEP.

Statement of Informing Parents of Progress

- There must be a statement of how the child's parents will be regularly informed of their child's progress. Parents of students with disabilities will be informed of their child's progress with the issuance of report cards unless otherwise specified on the child's IEP. Parents will be informed of their child's progress toward the annual goals stated in the IEP and of the extent to which that progress is sufficient to enable the child to achieve the goals by the time of the annual review.

Statements of Transition Service Needs

- Transition services are required for special education students beginning at the age of fourteen. Starting at age 14 the transition services should include the child's needs, preferences, and interests, and course of study. Beginning at age 16 the transition services should also include appropriate postsecondary goals and transition services/activities needed to assist the child in reaching the postsecondary goals. Transition services are a coordinated set of activities for a special education student, designed with an outcome-oriented process, which promote movement from school to post school activities taking into account the student's needs and interests. Transition services should be updated annually.

Description of Related Services to be Provided

Delivery of a related service is based on student need as determined by the IEP team. Services may be direct or indirect.

- The term 'related services' means transportation, and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education. Related services include but are not limited to: speech and language pathology, audiology services, psychological services, physical therapy, occupational therapy, social work services, and orientation and mobility

services. Key elements of the IEP include the projected date for the beginning of the services and the anticipated frequency, location, and duration of those services.

- Related services do not include a medical device that is surgically implanted, the optimization of device functioning, maintenance of the device or the replacement of that device.

Statements of Any Individual Modifications in the Administration of Assessments of Student Achievement

- The state must ensure that all children with disabilities are included in all general state and district wide assessment programs. The IEP team must determine accommodations based on student needs that do not invalidate state assessments. For children who cannot participate in regular assessments, even with accommodations, an alternative assessment justification statement must be addressed.

Consideration of Need for Extended School Year (ESY)

- Extended School Year services are those services provided to a special education student beyond the number of school days required for all students in the school system, currently 180 days. The IEP Team must make an informed decision about the child's need for ESY services. The decision of the team must reflect consideration of multiple factors and must be indicated in writing on the IEP. Multiple factors to consider include if the:
 - student regresses or may regress during extended breaks;
 - emerging skills will be lost; and
 - gains made during the school year are jeopardized.

ESY must be provided only if the child's IEP team determines, on an individual basis, the services are necessary for the provision of FAPE to the child.

Continuum of Alternative Educational Placement

Placement refers to the amount of time the child will receive special education and related services. Depending on the nature and severity of the disability, a child will be placed on a continuum of services ranging from regular to a special school. This is determined based on the child's IEP and reviewed annually.

To the maximum extent appropriate, children with disabilities, including children in institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily, even with the use of supplementary aids and services.

The IEP must include an explanation of the extent, if any, to which the child will not participate with non-disabled students in the regular class and in extracurricular and non-academic school activities.

Implementation

The implementation of the child's individual education program should be within a reasonable time of the IEP Team's completion of the plan. Times may vary, for example, if a child is assigned to another school for services and transportation must be arranged, if supplemental aids must be acquired and/or staff must receive specialized training in order to fully implement the IEP. The IEP document should state the projected date for the beginning of the services and modifications described in the plan and the frequency, educational placement and duration for each service.

Reevaluation

Reevaluation is the process of holding an IEP meeting to examine existing data, and if necessary, gathering additional data in order to determine if (a) the child continues to meet eligibility criteria; (b) the disability adversely impacts educational performance and (c) the child is in need of specially designed instruction and related services. Reevaluations must be completed at least every three years, but can be conducted more frequently, if requested by school personnel or the child's parent. The IEP Team, including the child's parents, must review existing data on the child's educational performance. If additional information is needed, the methods used to gather the data will be determined by the IEP Team. Informed written consent should be secured prior to individualized testing; however, consent is not necessary if the school can demonstrate that reasonable measures were taken to obtain consent and a parent failed to respond.

If the IEP team determines that no additional data is needed to determine whether the child continues to have a disability which requires special education services, the team must document why no additional data is needed and refer to eligibility determination to complete the reevaluation process. If the parent disagrees with the team's decision for no additional data they can request additional evaluation data.

Procedural Safeguards: Handbook on Parents' Rights

As stated in the *Procedural Safeguards: Handbook on Parents' Rights, Public Schools of North Carolina, Exceptional Children Division*, "The IDEA requires schools to provide parents of a child with a disability a notice containing a full explanation of the procedural safeguards (legal rights) available under the IDEA and the federal regulations." The following is the information contained in the Procedural Safeguards document and when you will receive the Procedural Safeguards. You should be fully informed about your rights and the rights of your child. Please read this document carefully and contact your child's school or the Wake County Public School System's Department of Special Education Services, Legal and Policy (858 – 3151) if you have any questions or need further assistance. Additional information can be found at the US Department of Education's searchable website at <http://idea.ed.gov/>.

Information in the Procedural Safeguards Document

The procedural safeguards apply to 13 rights of children with disabilities and their parents.

1. Parental Consent
2. Prior Written Notice
3. Independent Educational Evaluation
4. Confidentiality and Access to Records
5. Unilateral Placement of Children with Disabilities by Parents in Private Schools at Public Expense
6. Availability of Mediation
7. State Complaint Procedures
8. Filing a Due Process Petition
9. Hearings on Due Process Petitions
10. State-Level Appeals
11. Civil Actions
12. Attorney's Fees
13. Disciplinary Procedures

When You Will Receive the Procedural Safeguards

The procedural safeguards must be given to you one time each school year and at the following times:

- a. When your child is first referred for evaluation or when you request an evaluation;
- b. When you request a copy of the procedural safeguards;
- c. When your child is removed for disciplinary reasons and the removal results in a change in placement;
- d. Upon receipt of the first State complaint and/or the first due process petition in a school year, if you should file a State complaint or request a due process hearing; and
- e. Upon revision to the procedural safeguards.

Continuum of Programs and Services – Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or other educational facilities, are to be educated with children who are not disabled. In addition, to the maximum extent appropriate, children with disabilities are to participate with non-disabled peers in both non-academic and extra curricular activities. Unless the individualized education program for the child with disabilities requires some other arrangement, the child is to be educated in the school that they would attend if they were not disabled. Special class, separate schools or removal of children requiring special education from the regular educational environment shall occur only when the needs of a child are such that education in the regular classes cannot be accomplished satisfactorily.

Students with disabilities receive special education in one of the following educational settings:

- a) Regular Setting (general skills): Students with disabilities who receive the majority of their education program, 80% or more of the day, with non-disabled peers.
- b) Resource Setting (targeted skills): Students with disabilities who receive general education 40% - 79% of the day with non-disabled peers.
- c) Separate Setting (sustained or intensive skills): Students with disabilities who receive general education 39% or less of the day with non-disabled peers. This does not include students who receive their education at public or private separate day centers or residential facilities.

Program Descriptions

PROGRAM	CLASS SIZES AND STAFFING	DESCRIPTION OF SERVICES
Preschool Services	A preschool teacher who provides home services or child care facility services may have a caseload of up to 15 children per week. A school-based program provides one adult for every 6 preschool children with disabilities.	Preschool Special Education Services are based on the Individualized Education Program that is written for each child. Goals and objectives are written according to an educational model. Any related services that the child receives are designed to support the educational goals. Preschool children with disabilities are served in a variety of settings and natural environments which may include home, child care centers, private child care homes, Head Start, mental health operated programs, private preschool programs, and public school classrooms. Children who are identified with the eligibility of Speech/Language Impairment are served by a Preschool Speech Pathologist at one of the preschool speech therapy sites located in various Wake County Elementary Schools. Children are often paired with another child or in a small group to facilitate communication among peers. Itinerant services are usually recommended for children who have mild delays across one or more developmental domains (physical development, cognitive development, communication development, social/emotional development or adaptive development). Itinerant services are provided by

		<p>a Birth-Kindergarten (B-K) teacher in the natural environment of the child's preschool, childcare or home setting. Instruction should incorporate the routines and activities within the natural environment. Children receiving related services (Speech/Language, Occupational Therapy, and Physical Therapy) will be scheduled by the therapist with input from the family. Part-day classes generally serve children who have mild to moderate delays in one or more developmental domains. Most children are eligible based on developmental delay, but some have other eligibility areas on the IEP. Part-day classes meet 4 days for 2 hours 45 minutes. Each classroom has both a morning and afternoon session. Related services are delivered during the school day. Most children served in full-day classes have moderate developmental delays across multiple domains. Some of these classes include children who have more severe disabilities and sensory impairments that require the addition of related services and a lower adult to child ratio. Other classes are designed for children who have been identified with autism or have significant autistic-like behaviors, and are in need of a classroom that provides structure and strategies to meet their needs. Related services are delivered during the school day. The classroom teacher and related service staff required by the IEP use an integrated approach to meet the goals and objectives for the child. Developmental Day programs are contract providers for full-day service delivery. Each program has a different focus and way to provide services. The school system cannot assign a child to one of these programs without prior approval from the agency involved.</p>
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PROGRAM	CLASS SIZES AND STAFFING	DESCRIPTION OF SERVICES
Autistic (AU) Elementary and Secondary	Self-contained special education classes for children with autism are staffed with 1 teacher and 1 teacher assistant to 6 students or 1 teacher and 2 teacher assistants to 8 students.	Students identified as autistic (AU) receive services in programs located on school campuses with same age peers. Instruction is provided in the areas of academics, language and communication, daily living, adaptive behavior, and pre-vocational skills. Teachers use a variety of methodologies and techniques to meet the needs of students with autism. These may include applied behavior analysis, discreet trial and structured teaching techniques. Many of the students are served in self-contained classes. For students with autism who receive services in other settings, support is available to teachers from the low incidence support teacher. Through a contractual arrangement with UNC-CH Division TEACCH (Treatment and Education of Autistic and related Communications Handicapped Children), Wake County Public School System staff receives training and on-site consultation in setting up a classroom environment and developing daily schedules to meet the individual needs of children with autism. Division TEACCH also provides families with diagnostic and evaluation services and parent education.
Serious Emotional Disability also referred as Emotional Disability (ED) - Elementary	Self-contained classes for students who are behaviorally/emotionally disabled are staffed with 1 teacher and 1 teacher assistant to 8 students.	Most behaviorally/emotionally disabled students can be served in their base school in general education classes or special education class with some support from a special educator or in a special education class (CCR/CC). Some students require a more structured and intensive intervention to meet their behavioral/emotional needs. These students may be served in a more structured regional program designed to meet their needs (ED). For those students who need more intensive, full-time services, a separate school facility that serves as a diagnostic/stabilization program, BRIDGES, may be the most appropriate option. The BRIDGES staff is trained in helping students succeed in integrated learning environments, which is a key factor as they facilitate students' return to a less restrictive service delivery option. An additional component of the ED program is consultation with school staff provided by behavior specialists.

PROGRAM	CLASS SIZES AND STAFFING	DESCRIPTION OF SERVICES
Cross-categorical Regular/Resource/Separate (CC/CCR) – Elementary (all areas of disability)	Class size in the cross-categorical program is 1 teacher to 12 students for regular continuum (general skills) and 1 teacher and 1 teacher assistant to 12 students for resource (targeted skills) and separate (sustained/intensive skills).	Cross-categorical (CC/CCR) classes are designed to serve special needs students on the Standard Course of Study in their base/designated school. A special education teacher provides services on a regular basis to special education students. The educational focus is on the acquisition of reading, writing, and math skills and on providing behavior supporting order for the student to be successful in general education classes. Each school offers the full continuum (regular/resource/separate) of services for student on the Standard Course of Study.
Cross-categorical Kindergarten (CCK) (all areas of disability)	Cross-categorical K classes are staffed with 1 teacher and 1 teacher assistant for 12 students.	Cross-categorical Kindergarten is a specialized diagnostic and intervention program for students identified with a disability and in need of special education. These student need additional assessments before a decision is made about appropriateness of the Standard Course of Study or the Adapted Curriculum. Clear information is not available and the student may have conflicting diagnostic information or have not had the opportunity for intervention.
In-Class Resource (ICR)	Elementary: 1 teacher to 12 students. Secondary: 1 teacher to 14 students.	Collaborative teaching is designed to assist special education students and others within the regular classroom setting to be successful academically, emotionally and socially through the cooperative team efforts of special and general education teachers.
Intellectual Disability - Mild (ID) Separate – Elementary	Class size in the ID Mild classroom is 1 teacher to 10 students or 1 teacher and 1 teacher assistant to 12 students.	The intellectual disabilities/mild (ID/mild) curriculum in elementary is a program that offers standard course of study (SCOS) with slower pace and frequent repetition to aide in maintance of acquired skills.
Intellectual Disability – Moderate (ID)	Class size in the ID Moderate classroom range from: Elementary-1 teacher to 8 students or 1 teacher and 1 teacher assistant to 10 students. Secondary- 1 teacher to 10 students and 1 teacher or 1 teacher assistant to 12 students.	Services for students who are ID/Moderate are provided on school campuses where students can participate in activities with same-age peers. The ID/Moderate program concentrates on the development of communication/language, skills of daily living, social skills, and competencies leading to community living and employment.

PROGRAM	CLASS SIZES AND STAFFING	DESCRIPTION OF SERVICES
Intellectual Disability - Severe (ID) /Multiple Disabilities Elementary and Secondary	ID severe classes are staffed with 1 teacher and 1 teacher assistant for 6 students or 1 teacher and 2 teacher assistants for 8 students.	Separate services for students with severe intellectual disabilities (ID/severe) are located in developmental day or school-based programs. A multi-disciplinary team of educators, parents, related service personnel and community service providers work together to address individual student needs. Areas of need most commonly addressed include self-help skills, communication, functional academics, social and behavioral skills, vocational, motor, leisure, and physical education. Students develop daily living skills that prepare them to live and work independently in their community.
Cross-categorical Resource (CCR) – Middle	Class size for this class ranges from 1 teacher to 14 students (general skills), 1 teacher to 12 students (targeted skills), 1 teacher and 1 teacher assistant to 14 students (targeted), or 1 teacher and 1 teacher assistant to 12 students (sustained skills).	All middle schools in Wake County offer special education programming for students in an academic curriculum. This support includes reading, writing, and math direct instruction classes, individualized behavior support systems and academic assistance for those students enrolled in regular education classes. Students who need remediation in reading, writing or math will be grouped with other students who have similar needs into academically diagnostically leveled classes. Students who have behavioral needs will work with teachers trained to support them in the school environment. Special education teachers will support students enrolled in regular classes. Students on a functional curriculum will continue to be served in regional programs.
Behavior Support (Middle and High)		Students identified as having an emotional disability in middle schools or high schools are served in their base or magnet school through an inclusive/consultative model. The students are assigned to classes based on academic needs. A Behavior Support Teacher works closely with other special education teachers and general education teachers in order to ensure success for the students. Behavior Support Teachers may also provide services through Curriculum Assistance or through a Social Skills class. The Behavior Support Teacher also provides assistance with collaboration between the school system and outside community agencies. Longview School provides services for middle and high school students who need a separate school to be successful.

PROGRAM	CLASS SIZES AND STAFFING	DESCRIPTION OF SERVICES
Curriculum Assistance (CA) (all areas of disability)	Suggested staffing for curriculum assistance is 1 teacher to 14 students (general skills), 1 teacher to 12 students (targeted skills), or 1 teacher and 1 teacher assistant to 14 students (targeted skills) per period.	Curriculum assistance (CA) is a program option designed for students who receive the majority of their education in the general education classroom. The purpose of CA is to provide direct support to special education students by: supporting academic remediation of basic skills, study skills, test taking strategies, organizational skills and self determination skills, building a positive relationship, and assisting students with completion of assignments required in general education.
Occupational Course of Study (OCS)	Staffing ratios in these classrooms are 1 teacher and 1 teacher assistant (job coach) to 14 students.	The Occupational Course of Study is designed for a small number of students with disabilities who need a course of study that focuses on post-school employment. The decision for a student to enroll in the Occupational Course of Study is made at the Individualized Education Program (IEP) Team meeting, which includes the student and parents. The IEP Team has to agree that the North Carolina Standard Course of Study is inappropriate for the student even with the use of modifications, adaptations, supplemental aids, and services.

PROGRAM	CLASS SIZES AND STAFFING	DESCRIPTION OF SERVICES
Hearing Impaired (HI)	Class size for HI classes serving students with documented intensive needs are 1 teacher and 1 teacher assistant to 8 students.	<p>The Wake County Public School System has designated six elementary, one middle, and one high school as program schools for hearing-impaired students whose IEP's document the need for daily or intensive service. Each elementary level program focuses on a particular methodology to be used by the students who are assigned there. At the secondary level, students continue to utilize the various methodologies used at the elementary level. Teachers of the hearing impaired, along with support staff, may provide assistance in both the regular and special education settings. Instruction from a teacher of the hearing-impaired may include, but is not limited to, targeting skills in the areas of language, vocabulary, audition, self-advocacy, equipment management, reading, and written language.</p> <p>Itinerant teachers of the hearing impaired travel to base schools. Students at these schools have a documented hearing loss but may be primarily in a regular education setting or in other special education settings. Consultation services may be provided to the regular education teachers of hearing impaired students. The amount of direct contact will vary based on the student's IEP.</p>
Visually Impaired (VI)	Class size for VI classes serving students with documented intensive needs are 1 teacher and 1 teacher assistant to 8 students	<p>The VI program provides visually impaired students with support and/or instruction from a VI teacher as dictated by the student's IEP. Support staff is available to adapt materials into large print, Braille, or auditory formats, depending on the student's needs.</p> <p>Itinerant – Visually Impaired</p> <p>VI teachers provide modification to materials as indicated on the student's IEP. Students may be primarily in regular education classes or in special education settings. Consultation services may be provided to the student's teachers. Orientation & Mobility services can also be provided in this setting if necessary. The amount of direct contact will vary based on the IEP.</p>

Program Locations – Pre-Kindergarten 2009 - 2010

Part Day Developmentally Delayed Programs

Brentwood
Briarcliff
Combs (DD/HI)
Douglas
Forest Pines
Fuquay-Varina
Green Hope
Heritage
Jeffreys Grove
Lacy (HI)
Lockhart
Northwoods
Mills Park
Pleasant Union
Rand Road
Vandora Springs
Washington
West Lake
Yates Mill
Zebulon

Full Day – High Structured (AU) Programs

Adams
Baileywick
Barwell
Baucom
Brentwood
Brier Creek
Brooks
Carpenter
Cary
Cedar Forks
Dillard

Harris Creek
Holly Grove
Jones Dairy
Knightdale
Laurel Park
Lincoln Heights
Lynn Road
Middle Creek
Sanford Creek
Wakelon
Wildwood

Full Day DD Programs

Aversboro
Bugg
Carver
Conn
Durant Road
East Garner
Forestville (HI)
High Croft
Hilburn
Holly Ridge
Holly Springs
Kingswood
North Forest Pines
Rolesville
Smith
Sycamore Creek
Weatherstone

Other Programs

Shaw Early Childhood Center
Title I Blended Programs (Banks, Dillard, Herbert Akins, Jeffreys Grove, Joyner, Kingswood, Lake Myra, Lynn Road, Project Enlightenment, River Bend, Turner Creek)

Program Locations – Elementary, 2009 - 2010

AU I

Adams
 Baucom
 Carver
 Davis Drive
 Dillard
 East Garner
 Forest Pines
 Forestville
 Harris Creek
 Highcroft
 Hodge
 Holly Grove
 Kingswood
 Lake Myra
 Laurel Park
 Leesville Road
 Lincoln Heights
 Middle Creek
 Millbrook
 Olive Chapel
 Rand Road
 Reedy Creek
 Stough
 Sycamore Creek
 Wake Forest
 Wakefield
 Washington
 Wildwood Forest
 York

AU II

Adams
 Briar Cliff
 Carver
 Dillard
 East Garner
 Harris Creek
 Hodge
 Kingswood
 Lake Myra
 Leesville Road
 Lincoln Heights
 Middle Creek

Millbrook
 Mills Park
 North woods
 Olive Chapel
 Powell
 Rand
 Reedy Creek
 Sycamore Creek
 Wake Forest
 Wakefield
 York
 Washington

AU I/II

Powell

ED I

Aversboro
 Brooks
 Heritage
 Holly Ridge
 Joyner
 Kingswood
 Knightdale

ED II

Aversboro
 Banks
 Barwell
 Conn
 Joyner
 Leesville Road
 Lincoln Heights
 Lockhart
 Reedy Creek
 Smith
 Weatherstone
 Wendell
 West Lake
 Wilburn
 Wildwood Forest
 Wiley

Bridges/Transition Program

Partnership
 Root

CC/CCR

All Schools
CCK
 Brooks
 Douglas
 Durant
 Holly Springs
 Reedy Creek
 Rolesville

Salem
 Swift Creek
 Timber Drive
 Washington

HI

Combs
 Forestville
 Lacy
 Lead Mine
 Northwoods

ID/Mild I

Knightdale
 Penny Road
 Wiley

ID/Mild I/II

Green Hope

ID/Mild II

Fuller
 Hunter
 Lacy
 Lynn Road
 Penny Road
 Vandora Springs

ID/Moderate I

Bugg
 Cary
 East Garner
 Farmington Woods
 Fox Road
 Fuller

Hilburn
 Holly Grove
 Sanford Creek
 Smith

ID/Moderate II

Bugg
 Cary
 East Garner
 Fox Road
 Hilburn
 Holly Grove
 Sanford Creek
 Smith
 Underwood
 Yates Mill

ID/Moderate I/II

Farmington Woods
 Wakelon

ID/Severe I

Aversboro
 Carver
 Cedar Fork
 Creech
 Lead Mine
 Stough

ID/Severe II

Aversboro
 Cedar Fork
 Creech
 Lead Mine

ID/Severe I/II

Brassfield
 Herbert Akins
 Knightdale
 North Forest Pines
 Stough
 River Bend

VI I/II

Durant
 Oak Grove

Program Locations – Secondary, 2009 - 2010

AU III

Carnage Middle
Carroll Middle
Davis Dr. Middle
Dillard Middle
Durant Road Middle
East Cary Middle
East Garner Middle
East Millbrook Middle
Fuquay-Varina Middle
Holly Ridge Middle
Ligon Middle
Salem Middle
West Millbrook Middle
Zebulon Middle

AU IV

Enloe High
Fuquay High
Green Hope High
Holly Springs High
Knightdale High
Middle Creek High
Millbrook High
Panther Creek High
Sanderson High
Southeast Raleigh High
Wake Forest-Rolesville High

Occupational Course of Study

All High Schools

HI III

Martin Middle

HI IV

Athens Drive High

MU III

Carroll Middle
Reedy Creek Middle

MU IV

Apex High
Leesville Road High
Middle Creek High
Southeast Raleigh High

ID/Severe III

Martin Middle
N. Garner Middle

ID/Severe IV

Apex High
Garner High
Knightdale High
Wakefield High

ID/Moderate III

Daniels Middle
East Wake Middle
Fuquay-Varina Middle
Heritage Middle
Leesville Middle
Ligon Middle
N. Garner Middle
Reedy Creek Middle
Salem Middle
Wakefield Middle
West Lake Middle

ID/Moderate IV

Athens Drive High
Cary High
East Wake High School of Arts, Education and Global Studies
Enloe High
Fuquay High
Garner High
Holly Spring High
Leesville High
Millbrook High
Panther Creek High
Wake Forest Rolesville High
Wakefield High

VI III

Durant Road Middle
Lufkin Road Middle

VI IV

Apex
Leesville
Sanderson

Special Education Services Organization and Service Delivery System

Whom to Call

Special Education Services provides information and assistance to school personnel who are responsible for assuring that all procedures that apply to students with disabilities are implemented according to the intent and letter of the law. Special Education Services personnel monitor specific school practices to include maintenance of student records, special education teacher/ pupil ratio, and disciplinary policies. In addition, the staff provides training to school personnel on laws, regulations and effective classroom practices. Special Education Services personnel consult with parents who need information about specific disabilities, community resources or have concerns about their child's education.

The persons listed below are available to answer your individual questions or meet with parent groups/community agencies to discuss general information about the Special Education Services program.

SA – Senior Administrator CT – Coordinating Teacher SS – Support Staff

A.	Adapted Physical Education	Joanne Medlin, Director	858-3170	jsmedlin@wcpss.net
	Administrative Services	Cora Mitchell-Hayes, Director	858-3171	cmitchell-hayes@wcpss.net
		Jacki Russell, SA	858-3187	jnrussell@wcpss.net
		Cherie Hampton, SA	858-3202	champton@wcpss.net
		Elnora Faison, SS	858-1650	efaison@wcpss.net
	Assistive Technology	Joanne Medlin, Director	858-3170	jsmedlin@wcpss.net
B.	Behavior Specialists	Lynne Ellis, Lead Teacher	858-3193	lellis@wcpss.net
	Braillists	Gayle McCurry, Lead Teacher	858-3175	gmccurry@wcpss.net
C.	Child Find	Terrie Wilson	250-6672	twilson@wcpss.net
		Maryann Hardacre	250-6648	mhardacer@wcpss.net
D.	Developmental Day Programs			
	Preschool	Janet Godbold, Director	250-6691	jgodbold@wcpss.net
		Donna Hedgpeth, Lead	250-6650	dhedgpeth@wcpss.net
	Elementary, Middle, High	Jennie High, SA	858-3155	jshigh@wcpss.net

E.	Extended School Year	Jennie High, SA	858-3155	jshigh@wcpss.net
F.	Foreign Language Interpreters	Sherry Murray	858-3151	smurray@wcpss.net
H.	Hearing Impaired HI Interpreters	Annie Berger, Lead Teacher	858-1788	cberger@wcpss.net
	Home/Hospital	Lori Griffin, Lead	858-3207	Lgriffin1@wcpss.net
L.	Legal and Policy	Pam Doak, Director	858-3168	pdoak@wcpss.net
		Sherry Murray, SS	858-3151	smurray@wcpss.net
		Gay Lytton, SA	858-1669	glytton@wcpss.net
		Leigh Mobley, SA	858-3161	mmobley@wcpss.net
	Literacy	Sherri Miller, SA	431-8112	smiller@wcpss.net
M.	Math	Val Faulkner, CT	858-1599	Vfaulkner1@wcpss.net
N.	NC Extended Content Standards/Adapted Curriculum	Jennie High, SA	858-3155	jshigh@wcpss.net
P.	Preschool Programs for Children w/ Disabilities	Janet Godbold, Director	250-6691	jgodbold@wcpss.net
		Barb Puffer, SS	250-6646	bpuffer@wcpss.net
		Sue Cotterman, SA	250-6688	scotterman@wcpss.net
		Dee Holt, CT	212-0514	dholt@wcpss.net
		Jenna Ramsey, CT	231-5776	jramsey@wcpss.net
	Program Support Team: K – 12	Jeff Larson, Director	858-3147	jl Larson@wcpss.net
		Cecelia Hussein, SS	858-3147	chussein@wcpss.net
	Central Area	Cam Lopes, SA	858-3194	clopes@wcpss.net
		Jaye Taylor, CT	858-1597	jtaylor1@wcpss.net
		Rochelle Jackson, CT	858-3186	erjackson@wcpss.net
	Eastern Area	Linda Schultz, SA	858-3163	lschutz@wcpss.net
		Melissa Weber, CT	858-1693	mweber@wcpss.net
		Velinda Prince, CT	858-1596	vprince@wcpss.net
	Northeastern Area	Audrey Jones-Langston, SA	858-3164	ajones-langston@wcpss.net
		Mary White, CT	858-3160	mlwhite@wcpss.net
		Daphne Brown, CT	858-1613	dwbrown1@wcpss.net
	Northern Area	Michael Greene, SA	858-1779	mtgreene@wcpss.net

	Audra Williams, CT	858-3120	agwilliams@wcpss.net
	Vergie Dubois, CT	858-1598	vdubois@wcpss.net
Southern Area	Caroletta Metcalf, SA	858-3215	cmetcalf@wcpss.net
	Jennifer Frydrychowicz, CT	858-1604	jfrydrychowicz@wcpss.net
	Barbara MacKesson, CT	854-1736	bmackesson@wcpss.net
Southwestern Area	Lorenzo Melton, SA	858-3158	lsmelton@wcpss.net
	Sharon Booth, CT	858-3190	sebooth@wcpss.net
	Nicole Cargill, CT	858-3223	ncargill@wcpss.net
Western Area	Lia Christakos, SA	858-3183	lchristakos@wcpss.net
	Dennis Hanehan, CT	858-3199	dhanehan@wcpss.net
	Melanie Fagert, CT	858-3154	mfagert@wcpss.net

R.

Related Services

Audiology	Danita Sullivan, Lead	858-1665	dsullivan@wcpss.net
Physical Therapy	Jennie Barringer, Lead	858-1642	jbarringer@wcpss.net
Occupational Therapy	Mary Ann Turner, Lead	858-1629	mturner@wcpss.net
Speech/Language Services	Beverly Knight, Co-Lead	858-1673	bknight@wcpss.net
	Tomma Hargraves, Co-Lead	858-2893	thargraves@wcpss.net
	Georgie Gracie (Preschool)	250-6655	ggracre@wcpss.net
	Sue Jobin, SS	858-1658	sjobin@wcpss.net

S.

Special Education Services	Robert Sturey, Senior Director	858-3141	rsturey@wcpss.net
Office Manager	Belinda Rowland	858-3141	browland@wcpss.net
Special Olympics	Jennie High, SA	858-3155	jshigh@wcpss.net

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TBI	Jennie High, SA	858-3155	jshigh@wcpss.net
Transition Services	Lorenzo Melton, SA	858-3158	lsmelton@wcpss.net

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Visually Impaired	Gayle McCurry, Lead	858-3175	gmccurry@wcpss.net
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Appendix B

COMMONLY USED ACRONYMS

ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
AD/HD	Attention Deficit/Hyperactivity Disorder
AT	Assistive Technology
AU	Autism
BIP	Behavior Intervention Plan
CC	Cross Categorical
CCR	Cross Categorical Resource
DB	Deafness-Blindness
DD	Developmental Delayed or Developmental Disability
DPI	Department of Public Instruction
DF	Deafness
ED	Serious Emotional Disability (sometimes listed as SED)
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
HI	Hearing Impairment
ID	Intellectual Disability (Mild, Moderate, Severe)
IDEA	Individual with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Education Agency (Wake County Public School System)
LRE	Least Restrictive Environment
MU	Multiple Disabilities
OCD	Obsessive Compulsive Disorder
OCS	Occupational Course of Study
OHI	Other Health Impairment
OI	Orthopedic Impairment
ODD	Oppositional Defiant Disorder
OCR	Office of Civil Rights
OT	Occupational Therapy
PDA	Preschool Delayed Atypical
PT	Physical Therapy
SES	Special Education Services
SI	Speech and/or Language Impairment (sometimes listed as SLI)
SLD	Specific Learning Disabilities (sometimes listed as LD)
TBI	Traumatic Brain Injured
VI	Visually Impaired, including Blindness
WCPSS	Wake County Public School System

Appendix C

Resource/Support Organizations For Children with Disabilities

Most parents find it helpful to become knowledgeable about their child's disability. This can be accomplished by joining an organization affiliated with the specific disability of the child. These disability-specific organizations offer many different types of support and resources. In the following pages, we have listed some of the local disability-specific groups. We have also included more general statewide and local programs that we thought might be helpful. For a complete "Parent Resource and Support Directory" containing a more comprehensive list of organizations than those listed here, along with addresses, description of services and who to contact, please contact the following organizations:

The Arc of Wake County	1300 St. Mary's St. Suite 200 Raleigh, NC 27605	919-832-2660 919-832-5446 (fax)
Action for Children North Carolina	1300 St. Mary's St. Suite 500 Raleigh, NC 27605-1276	919-834-6623 919-829-7299(fax) http://www.ncchild.org
North Carolina Assistive Technology Project	1110 Navaho Dr. Suite 101 Raleigh, NC 27609	919-850-2787 919-850-2792 (fax) http://www.ncatp.org
Autism Society of NC	505 Oberlin Rd. Suite 230 Raleigh, NC 27605	919-743-0204 800-442-2762 919-743-0208(fax) http://www.autismsociety-nc.org
Autism Society of Wake County	1612 Kenbrook Dr. Garner, NC 27529	919-459-2544 http://www.wakecountyautismsociety.org
Beginnings for Parents of Children Who Are Deaf or Hard of Hearing	P.O. Box 17646 Raleigh, NC 27619	919-850-2746 800-541-HEAR 919-850-2804 (fax) http://www.beginningssvcs.com
Brain Injury Association of North Carolina	133 Fayetteville St. Mall Suite 310 Raleigh, NC 27601	919-833-9634 919-833-5415(fax) 800-377-1464 http://www.bianc.org
Disabilities Rights North Carolina (formerly Governor's Advocacy Council)	2626 Glenwood Ave. Suite 550 Raleigh, NC 27601	919-856-2195 919-856-2244(fax) 877-235-4210 http://disabilityrightsncc.org
Easter Seals/UCP of North Carolina	2315 Myron Dr. Raleigh, NC 27607	919-783-8898 800-662-7119 http://nc.easterseals.com
Epilepsy Foundation of NC, Inc.	Wake Forest University Health Sciences Meds Hall Medical Center Blvd. Winston-Salem 27157	800-451-0694 336-716-2320 336-716-6354(fax) http://www.epilepsyfoundation.org
Exceptional Children's Assistance Center (ECAC)	3803 Computer Dr. Building B Suite 205 Raleigh, NC 27609	800-962-6817 http://ecac-parentcenter.org
Family Support Network of Wake County Resource/Support	P.O. Box 5567 Cary, NC 27514	919-662-4600 http://familysupportonline.com

Generations-Tadpole (Assistive Technology Lending Center)	205 G. West E. St. Butner, NC 27509	919-575-3093 919-575-3095(fax) http://www.tadpole.org
The Governor Morehead School	303 Ashe Ave. Raleigh, NC 27606	919-733-6192 919-715-6852(fax) http://www.governormorehead.net
Learning Disabilities Association of North Carolina	1854-A Hendersonville Rd. #239 Asheville, NC 28803	919-616-8766(Wake) http://www.ldanc.org
Life Plan Trust	122 Salem Towne Court Apex, NC 27502	919-589-0017 919-589-0019(fax) 888-301-0799 lifeplantrust@earthlink.net
Muscular Dystrophy Association of Eastern NC	3716 National Dr. Suite 222 Raleigh, NC 27612	919-783-0222 919-783-0449(fax) raleigh@mdausa.org
National Alliance on Mental Illness (NAMI) North Carolina	309 W. Millbrook Rd. Suite 121 Raleigh, NC 27609	919-788-0801 800-451-9682 http://www.naminc.org
North Carolina Division of Services for the Deaf	Woodoak Bldg. GL-3 1100 Navaho Dr. Raleigh, NC 27609	(TTY) 919-874-2214 and voice 919-874-2212 919-855-6872 http://dsdhh.dhhs.state.nc.us
North Carolina Division of Vocational Rehabilitation	2302 Noble Rd. Raleigh, NC 27608	919-508-9091 919-508-9093 (fax) http://dvr.dhhs.state.nc.us/
Prevent Blindness North Carolina	4011 Westchase Blvd. Suite 225 Raleigh, NC 27607	919-755-5044 919-755-5013 (fax) http://www.preventblindness.org/nc/
Parents of Blind Children of NC	Charlotte, NC	704-733-0606 http://www.nfb.org
Project Enlightenment	501 S. Boylan Ave. Raleigh, NC 27603	919-856-7774 http://www.projectenlightenment.wcpss.net
Raleigh Area Brain Tumor Support Group	REX UNC Healthcare Raleigh, NC 27607	919-784-1641 http://www.rexhealth.com/Classes_and_Resources/Classes/support_groups.asp
Raleigh Parks and Recreation Special Populations Division	P.O. Box 590 Raleigh, NC 27602	919-807-5402
Wake County Special Education PTA (SEPTA)	P.O. Box 19472 Raleigh, NC 27619-9472	919-788-2500 http://www.wakeSEPTA.org
Tammy Lynn Center Respite Care Services	739 Chappell Dr. Raleigh, NC 27606	919-832-3909 http://www.tammylynncenter.org/Home/OurProgram/RespiteCare.aspx
TEACCH/UNC-CH Division	100Renee Lynne Ct. Carrboro, NC 27510	919-966-5156 919-966-4003 (fax) http://www.teacch.com
Raleigh/Garner Office	1418 Aversboro Rd. Garner, NC 27529	919-662-4625 919-662-4634(fax) http://www.teacch.com/regionalcentral/raleigh/welcome.html
Tourette Syndrome Support Group	1012 Ravenwood Dr. Raleigh, NC 27606	919-471-4428 tsamidsouth@bellsouth.net
Triangle Down Syndrome Network	P.O. Box 37305 Raleigh, NC 27672	919-788-3646 http://www.triangledownsyndrome.org

Wake County Advisory Council for Programs and Services for Children with Special Needs Awards Nomination Form

This is a chance to publicly recognize an employee of WCPSS who goes above and beyond the call of duty on a regular basis. Let them know you appreciate them and what they do! Fill out the form below and send it in with your letter today! The deadline for submitting nominations is the first Friday in April. Thank you for your time. **See the next page for more information and criteria.**

I nominate:

Name: _____

Position (Program): _____

School: _____

Address: _____

Phone Number(s): _____

For:

Friend of an Exceptional Student Award (criteria on next page)

The Inclusive Program or People Award (criteria on next page)

Attach a letter of recommendation describing examples of how the nominee has positively influenced programs for a student with special needs and/or has helped deliver high quality services to students in a variety of settings.

Nominated by:

Name(s): _____

Address: _____

Phone Number(s): _____

E-Mail: _____

Nominations must be received at the following address by the first Friday of April:

**Pam Doak
Special Education Services, Crossroads II
110 Corning Road
Cary, NC 27511**

The recipients will be recognized in late May. If you have any questions, please e-mail the Advisory Council Chair listed on page 3 of this document. Please put Advisory Council Special Needs Awards in the subject line of your e-mail.

Criteria:

Friend of an Exceptional Student:

- Wake County Public School System Employee
- Works or interacts with exceptional students on a regular basis
- Goes above and beyond the normal responsibilities for the benefit of the student and family

Examples of who this could be:

- ✓ Special Education Teacher
- ✓ Special Education Teacher's Assistant
- ✓ Principal
- ✓ Assistant Principal

Inclusive Program or People Award:

- Wake County Public School System Employee
- Works or interacts with exceptional children in an inclusive setting
- Is an exemplary role model to others in how to include exceptional students along with typically developing students
- Has shown an innovative approach or idea to include exceptional students along with typically developing students

Examples of who this could be:

- ✓ Regular/General Education Teacher
- ✓ Librarian
- ✓ Principal
- ✓ Gym Teacher

Note: Examples are not an inclusive list.