

SPECIAL EDUCATION SERVICES

2013-14 Supplemental Guide for Parents

PreK-12



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

SPECIAL EDUCATION SERVICES
Family & Community Connections
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www.wcpss.net

Special Education
ADVISORY COUNCIL
*Representing
exceptional children
in Wake County*

Attention Parents: If you are a parent that does not speak English and you need assistance in translating /understanding this form or other school processes please call (919)852-3303.

家长们请注意：如果您不会说英语，并且您需要协助翻译和理解这个表格以及其它学校处理事宜，请打电话 (919)852 – 3303 。

Les parents Attention: Si vous êtes un parent qui ne ne parlent pas anglais et vous avez besoin d'aide à l'interprétation / la traduction ou la compréhension de cette forme oud'autres processus scolaires s'il vous plaît appelez le (919) 852-3303.

الوالدين الاهتمام: إذا كنت أحد الوالدين الذي لا يتحدث اللغة الإنجليزية وكنت بحاجة إلى المساعدة في ترجمة أو فهم هذا النموذج أو العمليات المدرسية الأخرى يرجى الاتصال بالرقم (919) 852-3303 .

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**Este manual también está disponible en Español*

Phụ Huynh xin lưu ý:

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공지사항:

학부모님들께,

영어가 모국어가 아니어서, 자녀들의 교육 관련 사무 및 문서 해석등에 번역이나 통역이 필요하시면 다음 전화 번호로 문의하여 주십시오.

[\(919\)852-3303](tel:9198523303)

माता-पिता पर ध्या,

यदि आप में सहायता की आवश्यकता होती है और आप अंग्रेज़ी बोलने या समझ

अनुवाद/व्याख्या इस प्रकार कॉल करें या अन्य स्कूल भवन 919-852-3303

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2013-14 WCPSS Student/Parent Handbook Special Education Services Supplement Pre-K - 12. Every effort has been made to ensure the information in this handbook is up to date and correct.

Welcome...

The Special Education Advisory Council [SEAC] would like to share these important points with you:

1. You are your child's first and best advocate
2. Your knowledge and involvement are the keys to your child's success
3. You are not alone

The SEAC supports your effort to be an informed and confident team member.

This guide has been reviewed by the SEAC which includes parents, community/agency representatives and Special Education Services Staff. We are proud of our joint effort on this guide and offer it as a 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. The guide is designed to:

- Highlight the special education process.
- Supplement the Procedural Safeguards: Handbook on Parent Rights.
- Introduce IDEA 2004 and the North Carolina specific laws and procedures that govern the education of children
- Offer community resources to families.

This guide offers basic information about Special Education Services in the Wake County Public School System. ***It is not a comprehensive reference.***

Parents, your voices added to the collaborative efforts of the SEAC, school personnel, community agencies and others will further support the ability of all children with disabilities, determined eligible to receive a free appropriate public education.

Our Mission...

The Special Education Advisory Council [SEAC] serves as a conduit between the families of students receiving special education services and the school administrators to promote communication, create opportunities for families to better understand the school system and special education policies, and to create a positive working relationship so that all students can become valued, respected and contributing members of their school and community.

Our Vision...

- Solicit input and direction from parents and the community on the education of children with special needs.
- Disseminate information about special education programs and services to parents and the community.
- Enhance programs and services for children with special education needs, and forge a productive, beneficial and sustained link between those who offer these services and those who receive them.

CONTACT US:
specialeducationadvCouncil@gmail.com

Special Education Advisory Council Member Agencies

The Arc of Wake County, Inc. - The Arc of Wake County partners with people with [developmental disabilities](#) and their families to help them achieve their life goals. www.arcwake.org • 919-832-2660

Exceptional Children's Assistance Center - ECAC is a private non-profit parent organization committed to improving the lives and education of ALL children through a special emphasis on children with disabilities by providing information, education, outreach, and support to and for families with children across the state of North Carolina. www.ecac-parentcenter.org • 919-571-8092

Family Support Network of Wake County - Family Support Network of Wake County provides parent mentoring with trained support parents, education, resources and referrals to local, state and national organizations. www.familysupportonline.org • 919-662-4600 ext. 257

Miracle League of the Triangle - The Miracle League of the Triangle is a nonprofit organization with a mission to create positive life experiences for children with special needs and for their families through baseball. www.miracleleagueofthetriangle.com • 919-238-0333

National Alliance on Mental Illness [NAMI] - Support, Advocacy, and Education for individuals with brain disorders and their families. www.nami-wake.org • 919-848-4490

New Voices - Our mission is to improve educational opportunities for children with severe communication and mobility disabilities by helping teachers and other professionals, and the schools in which they work with the children. www.newvoicesnc.org • 919-834-2636

NC Association for Parents of Children with Visual Impairments - NC-APVI is a non-profit, independent organization made up of parents and professionals who work with families of students who are blind or visually impaired and is dedicated to giving emotional support, parent education, initiating outreach programs, networking, and advocating for the educational needs and welfare of families of children who are blind or visually impaired. www.nc-apvi.org • 919-266-6119

NC Division of Vocational Rehabilitation - The Division of Vocational Rehabilitation Services provides counseling, training, education, transportation, job placement, assistive technology and other support services to people with physical, psychiatric or intellectual disabilities to assist them with living independently and with finding a job and staying on the job. www.ncdhhs.gov/dvrs/ • 919-431-7218

Triangle CHADD [Children and Adults with Attention Deficit/Hyperactivity Disorder] - CHADD improves the lives of people affected by ADHD. www.trianglechadd.com • 919-229-9ADD

Triangle Down Syndrome Network - The Triangle Down Syndrome Network supports, educates, and connects individuals with Down syndrome, their families, and communities in North Carolina. www.triangledownsyntaxndrome.org • 919-803-0515

Wake County Autism Society - The Wake County Chapter of the Autism Society serves all families with children or adults on the Autism Spectrum in Wake County with event, educational programming and family-to-family support. wakecountyautismsociety.org • 919-459-2544

Wake County Cerebral Palsy Support Group - A way for parents to share, laugh, and cry with others who can identify with the joys and challenges we are experiencing by talking, using social media, & family outings email: wakecparents@gmail.com • 919-610-9500

Wake County PTA Council Special Education & Inclusion Committee - Our mission is to create a network of parents, educators, and administrators who will work cooperatively and constructively to meet the needs of all students receiving special education services in the most integrated environment, with appropriate supports in place, to ensure that the students will learn and be valued members of their school community. wake-seic.org • 919-788-2500

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.


This guide has been developed jointly by staff and members of SEAC for all parents of children with disabilities. It is based on *Policies Governing Services for Children with Disabilities (Amended – June 2010)**, North Carolina Department of Public Instruction, Division of Exceptional Children, developed to help local schools and administrative staff take actions that comply with the law. The *Supplemental Guide For Parents* was developed to supplement the *Procedural Safeguards: Handbook on Parent Rights (September 2008, Revised April 2009)*.** It 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 guide 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.


Sometimes parents have questions about the special education process or ways to help your child make progress at school. You are encouraged to ask questions of your child's teacher, other professionals at the school, or your child's principal. If you need additional information please contact WCPSS Special Education Services (SES) Family and Community Connections.

SES Family and Community Connections
(919) 431-7334 – office or (919) 431-7143 Spanish
(919) 858-3205 - fax
facc@wcpss.net

SES also has information on the Parent Information Center website. Find this at <http://www.wcpss.net/special-education> click on **Parent Information Center**.

*<http://goo.gl/nWqmGI> → 

**<http://goo.gl/bc75E0> → 

**<http://goo.gl/Q2JxOz> (Español) → 

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.

*In June 2010 the North Carolina State Board of Education amended the **Policies Governing Services for Children with Disabilities**. Some of the changes have been included in this Guide. These changes are highlighted by underline and italic text. To find the up-dated policies you may access the North Carolina Department of Instruction, Division of Exceptional Children website at <http://goo.gl/nWqmGI> (**Policies Governing Services for Children with Disabilities Amended - June 2010**).*

Disabilities Covered under the Act

The following defines each area of disability included in the ***Policies Governing Services for Children with Disabilities (Amended – June 2010)***, 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 Spectrum Disorder (AU)

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. This impairment may include: *Autistic Disorder, Pervasive Developmental Disorder-Not Otherwise Specified (Atypical Autism), Asperger's Disorder, Rett's Disorder, Childhood Disintegrative Disorder or all Pervasive Developmental Disorders*. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.

2. Deaf-Blindness (DB)

Deaf-blindness is 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. Emotional Disability (ED) (also referred to as Serious 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. *The term "hard of hearing" may be used in this capacity.*

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 causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. 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 it 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 (Amended – June 2010)*, Section NC 1500-2 Definitions:

Adapted Physical Education

1. Children with disabilities shall have equal access to the provision of physical education. Physical education includes 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 selection, 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.

There are 2 criteria that must be met in order to receive a Section 504 Accommodation Plan:

- 1) Documentation of a physical or mental impairment made by qualified professional.
- 2) The student must demonstrate that he/she is substantially limited by the diagnosed impairment in a major life activity at school.

The major life activities include, but are not limited to, areas such as learning, concentration, walking, seeing, breathing, hearing, lifting, bending, and performing manual tasks. Additionally, the major life activities include the operation of "major bodily functions" such as the immune, neurological or respiratory system.

If the suspected area of impact is learning-related, then the need for special education services must be ruled out before Section 504 eligibility can be considered. A special education meeting would be held to review information, documentation and decisions regarding the need for an evaluation and/or special education services. If the team decides the student is not in need of special education services, but has a diagnosed impairment that may be substantially limiting the student in a major life activity at school, then the case can be referred for consideration of Section 504 eligibility.

If the major life activity is not learning, then the case can be referred directly to the 504 chairperson and an eligibility meeting can be scheduled.

If a student is determined to be eligible for a Section 504 plan, then he/she can receive reasonable accommodations that are designed to help the student access his/her educational environment. Accommodations must relate to the nature of how the disability is impacting the student at school. Students whose disabling condition is sporadic, in remission, or managed by medication/treatment may qualify as disabled and be covered by protections of the law, yet not require accommodations because of the status of the student's condition.

Consideration for Section 504 eligibility entails a specific, detailed, and timely process that school professionals must follow. Each school in WCPSS has a 504 chairperson who can assist with parent questions.

<http://www.wcpss.net/faqs/552.html>

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 Responsiveness to Instruction, RtI Team. An RtI 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.

Research-based Interventions and Eligibility for Special Education

<http://www.ncpublicschools.org/docs/ec/home/research-interventions.pdf>

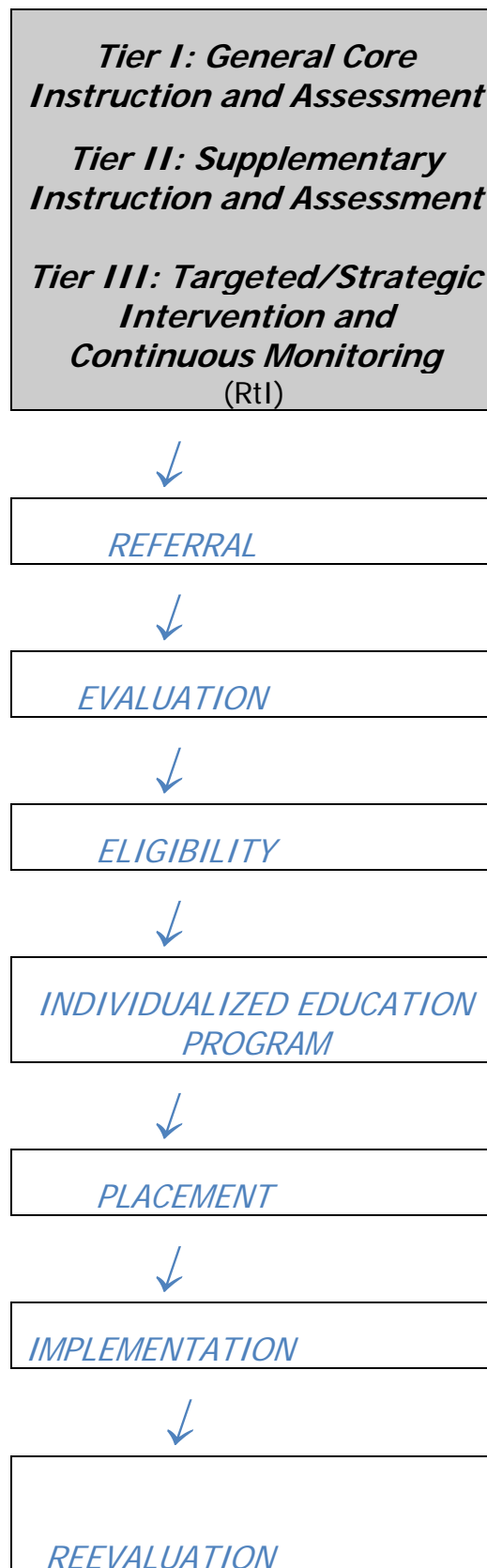
Protection During the Evaluation Process

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 on page 39 of this guide and 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

EasyIEP is a secure, web-based system/tool Wake County Public School System utilizes to allow users to create, store, and manage accurate student information and develop Individualized Education Plans (IEPs). Through the use of this technology, parents and school staff can work together to develop and change IEPs. Drafted IEPs can be projected during meetings.

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 determination of needed screenings and evaluations is based upon the unique needs of the student and not solely on the requirements for the suspected disability category.* 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 *fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, the school system:*

- *May not use the procedures including mediation procedures or the due process procedures to obtain agreement or a ruling that the services must be provided;*
- *will not be in violation of the requirement to make a free appropriate public education available to the child; and*
- *is not required to convene an IEP team meeting or develop an IEP for the child.*

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. You are entitled to only one independent evaluation of your child at public expense for each evaluation the school system conducted in which you disagree. 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 Annual 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.

Students taking alternative assessments that follow alternate achievement standards, such as the NC Extend 1, must have objectives or benchmarks in line with the annual goals on your child's IEP.

Students taking alternate assessments based on modified achievement standards, such as the NC Extend 2, must have annual goals in line with their unique needs.

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, and updated annually thereafter, the transition component should include the child's needs, preferences, and interests, and course of study. Beginning at age 16, and updated annually thereafter, the IEP must 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.

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.
- For more information, please see the Parents' Guide For Special Transportation located on page 41 – 42.

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 from instruction and cannot relearn the lost skills;
 - gains made during the school year are jeopardized; and
 - student is demonstrating emerging *critical* skill acquisition ("window of opportunity) that will be lost.

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.

Revoking Consent

A parent may revoke consent for the continued provision of special education and related services at any time. If a parent chooses to revoke consent to the continued provision of special education and related services, the revocation is provided in writing to the school system. The school system:

- *may not continue to provide special education and related services, but must provide a prior written notice to the parent before ceasing the provision of special education and related services;*
- *may not use mediation or due process procedures in order to obtain agreement of ruling that the services may be provided to the child; and*
- *will not be considered in violation of the requirement to make a free appropriate public education available to the child.*

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, Policy Team (919-858-1660) 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 extracurricular 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 most often 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.
- d) Separate School: Students with disabilities who require a specially designed program of an intensive level for behavioral health and/or educational issues. Placement in a public or private separate school is determined by an IEP team.
- e) Residential Facility: Students with disabilities, who require a more intensive level of service need treatment for disorders such as oppositional defiant disorder, conduct disorder, depression, bipolar, ADHD, or specific educational issues. These facilities are clinically focused and primarily provide behavior management and treatment for students with serious emotional and/or behavioral issues. Placement in a residential facility is determined by an IEP team.
- f) Home/Hospital: Students with disabilities placed Home/Hospital on the continuum of services within their IEPs have the opportunity to received short-term educational services in the home or a designated location. Home/Hospital Service Delivery is determined by the IEP team on the basis of: (1) a documented Medical Issues (2) a documented Behavioral Issues (3) as a result of a Long Term Suspension or (4) as a result of a series of short-term suspensions that have exceeded a total of 10 days. Home/Hospital Educational Services are temporarily with the goal of providing support until the student can successfully return to school. Home/Hospital instruction does not duplicate classroom instruction.

SERVICE DELIVERY/PROGRAM OPTIONS

The majority of students with disabilities (about 90%) are able to be served by special education services in the school to which they are assigned by the Office of Student Assignment. These are known as local programs. Wake County also has service delivery/program options for children whose IEP requires a more specialized service. About 10% of students require these regional programs. For more details about each of the local and regional programs please read the following descriptions.

Cross-categorical Regular/Resource/Separate (CCR) – Elementary (all areas of disability)

CLASS SIZES & STAFFING: 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).

DESCRIPTION OF SERVICES:

Cross-categorical (CCR) classes are designed to serve special needs students on the Common Core Standards in their base school. A special education teacher and related service providers implement services on a regular basis to special education students as defined in their IEP. The educational focus is on the acquisition of reading, writing, and math skills and providing behavior support in order for the student to be successful in general education classes. Each school offers the full continuum (regular/resource/separate) of services for students on the Common Core Standards.

In-Class Resource (ICR) (all areas of disability)

CLASS SIZES & STAFFING: Elementary: 1 teacher to 12 students.
Secondary: 1 teacher to 14 students.

DESCRIPTION OF SERVICES:

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 co-teaching cooperative team efforts of special and general education teachers.

Cross-categorical Resource (CCR) – Middle (all areas of disability)

CLASS SIZES & STAFFING: 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).

DESCRIPTION OF SERVICES:

All middle schools in Wake County offer special education programming for students in an academic curriculum. This support includes reading, writing, and math 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 academic 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 the Extended Content Standards will continue to be served in regional programs.

Behavior Support (Middle and High)

CLASS SIZES & STAFFING: Middle and High School – class size may vary per instructional period. Range of teaching staff – 1-2 teachers & 1-2 teacher assistants

DESCRIPTION OF SERVICES:

The Behavior Support Program assists identified students with severe behavioral and emotional needs, in developing socially acceptable, age appropriate behaviors. It is anticipated through a variety of interventions and supports from the Behavior Support Program Staff, that the students will be taught and supported in acquiring the necessary social skills for successfully participating in the total school environment.

Behavior Support Program Range of Interventions:

- **Consult with teachers/students:** identify the best strategies and supports for students to successfully access the standard course of study.
- **Conference with individual students:** meet with individual teams/students/parents to address specific behavioral issues and concerns.
- **Social skills training:** provide skill building opportunities “in the moment” as well as in structured sessions.
- **Class transition support:** escort students transitioning between classes on an as needed basis.
- **In-class support:** attend general and special education classes to support the teacher in stabilization of student behavior and develop strategies for maintaining appropriate student behavior.
- **Short-term stabilization:** utilize the behavior support classroom as a short-term setting for stabilizing student behavior.
- **Providing alternate setting for academic support and modifications:** utilize the Behavior Support Program classroom to support classroom modifications and testing.

Longview Public Separate School

Longview is a public-separate, serving students in grades 6-12 who have experienced behavioral difficulty across all settings in a regular environment. Students are referred through their placement management programs enabling a well trained and dedicated staff to form meaningful relationships with all students. Students at Longview follow the Future Ready Core and Occupational Course of Study diploma pathways and participate in all age-appropriate local and state assessment. Longview offers multiple tiers of intervention including tutorials built into the school day. Related services and components such as Transition Counselors are used to support students while they are in transition back to their assigned school, including the development of a re-entry plan to ensure success.

Curriculum Assistance (CA) (all areas of disability)

CLASS SIZES & STAFFING: 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.

DESCRIPTION OF SERVICES:

Curriculum Assistance (CA) is an elective choice 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, teaching study skills, test taking strategies, organizational and self advocacy skills, building positive peer and adult relationships, and assisting students with learning time management skills for completion of assignments required in general education.

Occupational Course of Study (OCS) (High School)

CLASS SIZES & STAFFING: Staffing ratios in these classrooms are 1 teacher and 1 teacher assistant (job coach) to 14 students.

DESCRIPTION OF SERVICES:

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 Common Core Standards are inappropriate for the student even with the use of modifications, adaptations, supplemental aids, and services.

Regional Service Delivery/ Program Options

Location of Regional Programs

PROGRAM: **Autistic (AU) Elementary and Secondary**

CLASS SIZES & STAFFINGS: 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.

DESCRIPTION OF SERVICES:
 Students identified as Autistic (AU) receive services in regional 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 team.

Elementary

Secondary

AU I

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

AU I/AU II

Baucom
 Stough

AU II

Adams
 Carver
 Davis Drive
 Dillard
 East Garner
 Harris Creek
 Hodge
 Kingswood
 Lake Myra
 Leesville Road
 Lincoln Heights
 Middle Creek
 Millbrook
 Mills Park
 Northwoods
 Olive Chapel
 Powell
 Rand Road
 Reedy Creek
 Stough
 Sycamore Creek
 Wake Forest
 Wakefield
 Washington
 Wildwood Forest
 York

ED/AU I

Root

ED/AU II

Root
 Partnership

Middle Schools

AU III

Carnage
 Carroll
 Davis Dr.
 Dillard
 Durant Road
 East Cary
 East Garner
 East Millbrook
 Fuquay-Varina
 Holly Grove
 Holly Ridge
 Leesville
 Ligon
 Mills Park
 Moore Square
 Salem
 Wake-Forest
 /Rolesville
 West Millbrook
 Zebulon

High Schools

AU IV

Athens Drive
 Cary
 Fuquay
 Green Hope
 Heritage
 Holly Springs
 Knightdale
 Middle Creek
 Millbrook
 Panther Creek
 Rolesville
 Sanderson
 Southeast-Raleigh
 Wake Forest

PROGRAM: **Emotional Disability also referred as Serious Emotional Disability (ED) – Elementary**

CLASS SIZES & STAFFINGS: Self-contained special education classes for students who are behaviorally/emotionally disabled are staffed with 1 teacher and 1 teacher assistant to 8 students.

DESCRIPTION OF SERVICES:

Students identified with emotional disabilities (not limited to students identified as ED) can be served in their local schools in general education classes or special education classes with support from a special educator or in a special education class (see local service delivery options). Students requiring higher levels of structure, support and/or intervention may be served in a regional ED program setting. Students requiring a more intensive service that provides diagnostic and stabilization services may be served at Bridges. The Bridges staff is trained in helping student 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: **Cross-Categorical Kindergarten (CCK) (all areas of disability)**

CLASS SIZES & STAFFINGS: Cross categorical K classes are staffed with 1 teacher and 1 teacher assistant for 12 students.

DESCRIPTION OF SERVICES:

Cross-categorical Kindergarten is a specialized diagnostic and intervention program for students identified with a disability and in need of special education. These students need additional assessments before a decision is made about appropriateness of the Common Core 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 or specialized instruction.

Elementary

ED/AU I/ Bridges Transition Program

Root

ED/AU II/Bridges Transition Program

Root

Partnership

ED I

Aversboro

Brooks

Heritage

Holly Ridge

Joyner

Smith

Weatherstone

ED II

Aversboro

Brier Creek

Conn

Heritage

Holly Ridge

Jeffrey’s Grove

Joyner

Lockhart

Smith

Weatherstone

Wendell

West Lake

Wilburn

Elementary

CCK

Douglas

Durant

Green

Holly Springs

Powell

Reedy Creek

Rolesville

Salem

Swift Creek

Washington

Wendell

Regional Service Delivery/ Program Options

Location of Regional Programs

PROGRAM: Intellectual Disability – Mild (ID) Separate - Elementary

CLASS SIZES & STAFFINGS: Class size in the ID Mild classroom is 1 teacher and 1 teacher assistant to 12 students.

DESCRIPTION OF SERVICES:
The intellectual disabilities/mild (ID/Mild) curriculum in elementary is a program that offers Common Core with slower pace and frequent repetition to aide in maintenance of acquired skills. Focus is often on functional skills.

PROGRAM: Intellectual Disability – Moderate (ID)

CLASS SIZES & STAFFINGS: Class size in the ID Moderate classroom range from:
Elementary – 1 teacher and 1 teacher assistant to 10 students.
Middle – 1 teacher to 10 students and 1 teacher assistant
High – 1 teacher, 1 teacher assistant to 12 students.

DESCRIPTION OF SERVICES:
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.

Elementary

ID/Mild I

Fuller
Knightdale
Lynn Road
Morrisville
Penny Road
Timber Drive
Turner Creek
Vandora Springs
Wiley

ID/Mild II

Fuller
Hunter
Knightdale
Lacy
Lynn Road
Morrisville
North Forest Pines
Penny Road
Timber Drive
Turner Creek
Vandora Springs
Wiley

Elementary

ID/Moderate I

Bugg
Cary
East Garner
Farmington Woods
Fox Road
Hilburn
Holly Grove
Olive Chapel
Sanford Creek
Stough
Wakelon
Yates Mill

ID/Moderate II

Bugg
Cary
East Garner
Farmington Woods
Fox Road
Hilburn
Holly Grove
Olive Chapel
Sanford Creek
Underwood
Wakelon
Yates Mill

Middle

ID/Moderate III

Apex
Daniels
East Garner
East Wake
Fuquay-Varina
Heritage
Holly Grove
Leesville
Ligon
N. Garner
Reedy Creek
Rolesville
Salem

Wakefield
West Cary
West Lake

HIGH ID/Moderate IV
Athens Drive
Broughton
Cary
E Wake HS of Arts, Education & Global Studies

Enloe
Fuquay
Garner
Green Hope
Heritage
Holly Spring
Leesville
Millbrook
Panther Creek
Wake Forest
Wakefield

Regional Service Delivery/ Program Options

Location of Regional Programs

PROGRAM: **Intellectual Disability - Severe (ID) /Multiple Disabilities – Elementary and Secondary**

CLASS SIZES & STAFFINGS: 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.

DESCRIPTION OF SERVICES:
 Separate services for students with severe intellectual disabilities (ID/Severe) are located in developmental day or school-based regional 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.

PROGRAM: **Hard of Hearing/Deaf (HI)**

CLASS SIZES & STAFFING: Class size for HI classes serving students with documented intensive needs are 1 teacher and 1 teacher assistant to 8 students

DESCRIPTION OF SERVICES:
 The Wake County Public School System has designated five elementary, one middle, and one high school as program schools for deaf and hard of hearing 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 hard of hearing/deaf, along with support staff, may provide assistance in both the regular and special education settings. Instruction from a teacher of the hard of hearing/deaf may include, but is not limited to, targeting skills in the areas of language, vocabulary, audition, self-advocacy, equipment management, reading and written language. Itinerant teachers of the hearing impaired travel to local schools. Students at these schools have a documented hearing loss but may be primarily in a regular education setting or in other special education setting or in other special education settings. Consultation services may be provided to the regular education teachers of the hard of hearing/deaf. The amount of direct contact will vary based on the student's IEP.

Elementary

<u>ID/Severe I</u>	<u>ID/Severe I/II</u>	<u>ID/Severe II</u>
Aversboro	Brassfield	Aversboro
Cedar Fork	Carver	Cedar Fork
Creech	North Forest	Creech
Herbert Atkins	Pines	Herbert Atkins
Lead Mine	River Bend	Lead Mine

Middle

ID/Severe III

Carroll
Martin
N. Garner
Reedy Creek

High

ID/Severe IV

Apex
Garner
Knightdale
Wakefield

Middle

MU III

Carroll

High

MU IV

Apex
Middle Creek
Southeast Raleigh

Elementary

HI (Hearing Impaired)

Forestville
Lacy
Lead Mine
Northwoods
Walnut Creek

Middle/High

HI III

Martin

HI IV

Athens Drive

Regional Service Delivery/ Program Options

Location of Regional Programs

PROGRAM: **Visually Impaired (VI)**

CLASS SIZES & STAFFINGS: Class size for VI classes serving students with documented intensive needs relative to a significant visual impairment is 1 teacher of the Visually impaired (TVI) and 1 teacher assistant and/or braillist(s) to 8 students

DESCRIPTION OF SERVICES:
 The VI program provides students with visual impairments with support and/or instruction from a TVI as dictated by the IEP. Support staff adapts materials into large print, Braille, tactile, or auditory formats depending upon student needs. TVIs in program rooms provide instruction in skill areas which facilitate development of compensatory strategies based upon the degree of the student's visual impairment. Itinerant TVIs provide modifications to materials, consultation to teachers and other instructional staff, and support to regular education and/or special education staff. Orientation and mobility services can also be provided in either resource or itinerant settings. The amount of direct contact by the TVI and/or O & M instructor is determined by the service delivery plan specified on the student's IEP.

Elementary	Middle	High
<u>VI I/II</u>	<u>VI III</u>	<u>VI IV</u>
Durant Oak Grove	Daniels Durant Road Lufkin Road	Apex Sanderson

Preschool Special Education Supplemental Handbook

Building a Strong Foundation for Every Child

Preschool Special Education is a part of The Office of Early Learning. The Office of Early Learning is a collaborative department that includes Preschool Special Education Services, Pre-K Title I, Limited English Proficient Services for pre-K students, and Project Enlightenment. The Office of Early Learning is committed to providing developmentally appropriate services to all preschoolers served by WCPSS. Preschool Special Education has developed this supplemental handbook in order to provide families with a quick resource as you begin the Special Education Process. We aim to partner with you in order to provide high quality services for young children with disabilities.

Child Find

Developmental Concerns - Is Preschool Special Education for my child?

Do you have concerns about your child's development? Do you suspect they may have a disability that is affecting their language, cognitive, social, motor, or adaptive living skills? Wake County Public School System's Preschool Special Education Services provides screenings and evaluations to children suspected of having a disability and services to children who are determined to be eligible for special education services. This includes children ages 3 – 5 who are not eligible for kindergarten. Families, agencies, and staff may make notifications for possible referrals for preschoolers by contacting our Child Find Office. Children who are suspected of having a disability who are younger than age 3 may contact the Children's Developmental Services Agency for evaluation and possible early intervention services. For more information about developmental concerns and a video highlighting our services, please visit the WCPSS website at <http://www.wcpss.net/special-education/preschool/>.

Notification - How do we start the process?

To start the process or speak with someone about your child, please contact the Child Find Office. Team members of the Child Find Office support families as they start the Special Education Process. Notification/referral is the process of informing our office that you, a family member, a care provider, a doctor or other person in your child's life, has concerns about your child's development and suspect a disability. *If you have recently moved to Wake County and your child already has an IEP, you would also follow this process.* You will be asked to provide proof of residence and a copy of your child's birth certificate as part of this process. Refer to School Admission Policy (6201).

Below is the Child Find Office contact information.

Phone: (919) 431-7700

Spanish Line: (919) 431-7618

Fax: (919) 431-7617

child-find-office@wcpss.net

Referral - What will happen at my child's referral meeting?

At the referral meeting, next steps will be decided based on the information gathered. Some of the options include:

- a) No evaluation will be conducted based on the review of existing information. The special education process ceases.
- b) Determine eligibility based solely on existing evaluation data made available to the IEP Team through the referral process. No additional data are being requested (preschool students consider current IFSP).
- c) Conducts evaluation (at no cost to the parent).

Evaluation - What will happen at my child's assessment?

Who will be present? The evaluation team includes, at least, the speech-language therapist, preschool special education teacher, and psychologist. An occupational therapist, physical therapist, or teacher for the hearing or visually impaired may also be present depending on the need of your child.

What will be expected of my child? Children's play provides a wealth of information about their overall development. As a result, we will be observing your child during a variety of unstructured and structured play opportunities during the evaluation.

What will be expected of me? In situations where a child is reserved and initially reluctant to play with the examiners, we may request that you play with your child until they become more comfortable. Also, we will be asking you to provide information regarding your child's adaptive behavior skills (see below).

What types of skills are you evaluating? We often assess your child's learning strengths and needs in five major areas of development including cognitive/early learning, communication, social-emotional, motor, and adaptive behavior. The following provides some of the specific skills that may be observed in each area:

Cognitive/early learning: Play skills, problem-solving abilities, attention and memory, and early learning concept knowledge.

Communication: Expressive language, receptive language or understanding of language, sound production, language fluency, and oral-motor development.

Social-Emotional: Social interactions, engagement in social and play exchanges, emotional expression and regulation (i.e. how your child handles transitions, frustration, redirection, etc.).

Motor: Gross motor (walking, jumping, ball play) and fine motor (coloring, manipulation of objects). Occasionally, we also assess a child's sensory processing skills.

Adaptive Behavior: Functional communication, daily living or self care skills (eating, dressing), socialization skills, and function motor skills according to your reports.

What if my child acts differently during the assessment than what we see at home? This is relatively common. As a result, we will be asking you to describe how your child's behavior during the assessment compares to what you observe at home. Additionally, we will be reviewing information provided by your child's service providers and conducting an observation in an environment that is more familiar to your child. One of the examiners will schedule this observation with you after the evaluation.

Eligibility - What will happen at our eligibility meeting?

If the Individualized Education Program (IEP) Team makes a referral for Special Education Services, then after all needed evaluation information has been collected, an Eligibility meeting is held. The purpose of the Eligibility meeting is to determine if your child has a disability and is in need of Special Education services (*see page 7 for more information about the North Carolina areas of eligibility*). If your child is eligible and you want services for your child, an Individualized Education Program is then developed. Eligibility and IEP meetings are usually combined. The IEP Team determines how much service and what kind of services are needed.

Individualized Education Program - What is an IEP?

An IEP, Individualized Education Program, is designed to meet the special educational needs of one child, who has a disability, as defined by federal regulations. In all cases the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers understand the student's disability and how the disability affects the learning process. The IEP outlines the special education and related services that a child is to receive. The IEP is designed to reflect services delivered in the least restrictive environment.

Service Delivery

Service Delivery - How are services determined and what services are available for my child?

Preschool Special Education Services may be delivered in a number of different ways based on your child's needs. 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, private preschool programs, and public school classrooms.

SPEECH PRIMARY SERVICES:

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:

Itinerant services are provided by 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, Physical Therapy) will be scheduled by the therapist with input from the family.

PART DAY SCHOOL PROGRAMS:

Part day classes are separate classes that are located in our WCPSS elementary schools. Students are served four days per week for two hours and 45 minutes with Friday being used for family school partnership activities. Each classroom has both a morning and afternoon session each day. Related Services are sometimes required to support the special education of a child with a disability and are delivered during the school day.

FULL DAY SCHOOL PROGRAMS:

Full day programs are separate programs that are located in our WCPSS elementary schools. Students are served five days per week for six hours and 30 minutes. Related Services are often required to support the special education of a child with a disability and are delivered during the school day.

DEVELOPMENTAL DAY

WCPSS contracts with developmental day programs to provide full day service delivery. The school system cannot assign a child to one of these programs without prior agreement between the agency and the parents.

Transition Processes – What happens when my child is transitioning to Kindergarten?

During your child's last year of preschool, you will begin working with your child's service provider to gain information regarding the transition to kindergarten. In the spring before the start of kindergarten, your child's IEP team will meet to write a transition IEP including reviewing/rewriting goals, services, and supports needed for your child to be successful as they transition to kindergarten. For the transition meeting, efforts are made to invite representatives from the school where your child will attend kindergarten.

**OEL WCPSS Preschool/Pre-K Classrooms
2013-2014 School Year**

Site	Classroom Type
Adams	Full Day
Alston Ridge	Title I
Apex	Full Day
Aversboro	Full Day
Aversboro	Title I
Baileywick	Full Day
Baileywick	Title I
Ballentine	Part Day/Full Day
Banks Road	Title I
Banks Road (Jan 2014)	TBA
Barwell Road	Full Day
Barwell Road	Title I
Baucom	Full Day
Brentwood	Full Day
Brentwood	Title I
Briarcliff	Part Day
Briarcliff	Title I
Brier Creek	Full Day
Brooks	Full Day
Bugg	Full Day/Title I
Bugg	Title I/Full Day
Carpenter	Full Day
Carver	Full Day
Carver	Title I
Cary	Full Day
Cedar Forks	Full Day
Combs	DD/Title I
Conn	Full Day
Creech Road	Title I
Dillard Drive	Full Day
Dillard Drive	Title I
Douglas	Part Day
Durant Road	Full Day
East Garner	Full Day
East Garner	Title I
Farmington (Jan 2014)	TBA
Forest Pines	Full Day
Forestville	Full Day
Forestville	Title I

**OEL WCPSS Preschool/Pre-K Classrooms
2013-2014 School Year**

Fred E. Smith	Title I
Fuquay-Varina	Part Day
Fuquay-Varina	Title I
Green Hope	Part Day
Harris Creek	Full Day
Harris Creek	Title I
Herbert-Akins	Title I
Heritage	Part Day
Highcroft	Full Day
Hilburn	Full Day
Hilburn	Title I
Hodge Road	Title I
Holly Grove	Full Day
Holly Ridge	Full Day
Holly Springs	Full Day
Jeffreys Grove	Part Day
Jeffreys Grove	Title I
Jones Dairy	Full Day
Joyner	Title I
Kingswood	Full Day
Kingswood	Title I
Knightdale	Full Day
Knightdale	Title I
Lacy	HI Part Day
Lake Myra	Full Day
Lake Myra	Title I
Laurel Park	Full Day
Lincoln Heights	Full Day
Lockhart	Part Day
Lynn Road	Full Day
Lynn Road	Title I
Middle Creek	Full Day
Millbrook	Title I
Mills Park	Part Day/Full Day
North Forest Pines	Full Day
Northwoods	Part Day
Olive Chapel	Full Day
Pleasant Union	Part Day
Powell	Title I
Project Enlightenment	Demo Half-Day Classroom

**OEL WCPSS Preschool/Pre-K Classrooms
2013-2014 School Year**

Rand Road (January 2014)	TBA
River Bend	Part Day
River Bend	Title I
Rolesville	Full Day
Root	Part Day
Root	Title I
Salem	Full Day
Sanford Creek	Full Day
Sanford Creek	Title I
Shaw	3 Year Old
Shaw	4 Year Old
Shaw	4 Year Old
Shaw	4 Year Old
Stough (January 2014)	TBA
Sycamore Creek	Full Day
Timber Drive	HI Full Day
Turner Creek	Title I
Vance	Title I
Vandora Springs	Part Day
Wake Forest	Title I
Wakefield	Part Day
Wakelon	Full Day
Wakelon	Title I
Walnut Creek	Part Day/Full Day (VI)
Weatherstone	Full Day
West Lake	Part Day
Wilburn A	Full Day
Wilburn B	Full Day
Wildwood	Full Day
Yates Mill	Title I
York	Title I
Zebulon	Part Day/Full Day
Zebulon	Title I
Developmental Day Centers	
Frankie Lemmon - Jordan Center	
Frankie Lemmon - Itinerant	
Frankie Lemmon	
Learning Together - Crosby	
L.Together/Head Start - Crosby	

OEL WCPSS Preschool/Pre-K Classrooms 2013-2014 School Year	
L.Together/Head Start - Parkway	
UCP - Charlie Gaddy	
White Plains	
Hilltop	
Govenor Morehead	
Tammy Lynn	

Preschool Speech Therapy Sites

2013-14

Brassfield Elementary

Brier Creek Elementary

Cary Elementary

Forest Pines Elementary

Hodge Road Elementary

Lincoln Heights Elementary

Middle Creek Elementary

Project Enlightenment

Rand Road Elementary

Root Elementary

Salem Elementary



Parents' Guide To Special Transportation

For transportation concerns, please call 919-805-3030 or use our online form at <http://www.wcpss.net/bus-support>

Assigned School:

Assigned Vendor:

Bus number:

AM pick up:

PM Drop off:

Date Beginning:

Notes:

Please be sure your school has your current working phone number so transportation can contact you!

Getting Started

Welcome to WCPSS transportation! Our goal is to transport our students to school safely, and to provide your child with access to regular transportation to the fullest extent possible.

The following are some general points about starting special transportation with WCPSS:

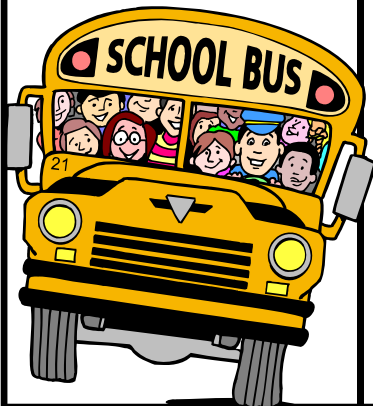
- ❖ Your child's transportation will follow all WCPSS Board of Education policy.
- ❖ Your child will be assigned to a school bus unless their IEP accommodation cannot be met. We also contract with several vendors to provide transportation through a variety of vehicles.
- ❖ Once transportation is assigned for your child, someone from transportation or the assigned vendor will call you to answer questions, give you approximate pick up/drop off times, bus stop information, etc. This may

happen the night or the weekend before transportation starts. There is a 15-minute window both before and after your designated pick up time, so be prepared to leave a little earlier or later than specified.

- ❖ Students must be ready and come right out to the vehicle when it arrives for morning pick up. Vehicles can only wait 3 minutes for each child in order to stay on schedule.
- ❖ All preschoolers, kindergartners, and first graders must be released to a responsible person. Drop off time can vary for many reasons. Parents should use the school bell schedule as a guide for drop off time. If no one is at home, the student will be returned to school. Drivers cannot wait for parents to arrive home. If your child is old enough to be left alone at home, let your transportation provider and case manager know this.

Did You know?

- ◆ There is no seat belt or car seat requirement for any age child on a yellow school bus, however, most yellow buses have 4-8 built in car seats. These look like regular bus seats with 5 point harnesses. Contract vehicles (cars, SUVs) must follow the seat belt/car seat laws.
- ◆ All of our drivers and safety assistants are trained in how to handle emergencies, common medical issues, and bodily fluids.
- ◆ All of our employees have criminal background checks and random drug testing.



Important Facts For Parents

- For students needing assistance, it is the parents responsibility to help your child from your residence to the vehicle, or from the vehicle to your residence.
- Principals may discipline any bus misconduct as if the violation had occurred on school grounds. Penalties for violating board policy or the Student Code of Conduct apply to bus behavior.
- Bus drivers are responsible for bus behavior, and making sure every child in the vehicle is secured properly.
- If you are grandfathered into a particular school, once you move from your current address, grandfathering no longer applies.
- If you move to a new base school area and your special education needs can be met at your new base school, transportation will no longer be provided to your school of origin.. You must transfer to your new base school to continue special transportation. Please contact the Office of Student Assignment for further details.
- If your child has medical or other transportation needs, please contact your child's teacher to request an IEP team meeting . The IEP team will meet to determine what is needed.

Ride Times Board Policy 7125: School Bus Routing and Bus Stops

A. The following goals are established to keep student ride time to a minimum.

1. Less than forty-five (45) minutes one-way ride time should be expected for most students.
2. Goals for one-way ride times:

Base Elementary Students less than one hour

Base Secondary Students less than one hour

Magnet Students, Application students, students attending school not on their choice list, and students attending non-base schools - Forty-five (45) minutes in addition to the above times. ***In other words, a student could experience a total ride time of one hour and 45 minutes.***

Transportation To After School Care Board Policy 7125

Exceptional Children: service to or from before or after school care providers for the duration of the school year may be provided when all of the following criteria are met:

Approval of a request to transport the student to a before or after school care provider will be for the school year, and not for one-time use;

Approval of transportation to daycare or after school care providers is for the current school year only.

Parents/Guardians must resubmit requests each year.

The provider must be located within a five (5) mile radius of the students assigned school or students home address.

Seating space must be available on the vehicle

If the provider is a day care or after school care center, staff must be present to load/unload students

Buses/vehicles cannot enter daycare or after school care center property, which is considered private property.

Requesting service: Parents/guardians may request service to before or after school care providers using Transportation Service Request Form on www.WCPSS.net.

Each request will be considered according to the criteria listed above, and the parent/guardian will be notified of the decision in writing. A copy will be provided to the principal.

- If the request is denied, the parent may seek review of the decision in accordance with Policy 6520, Student Grievances.

Disciplinary Procedures (NC 1504.2)

General Information

WCPSS may suspend any student for certain violations of the student code of conduct. A student with a disability can be suspended for **no more** than 10 school days. If a student with a disability is suspended for more than 10 school days, WCPSS must make sure the student has access to special education and related services.

Removal: Series of Short-Term Suspensions or Long-Term Suspension

WCPSS may suspend a student with a disability for certain violations of the student code of conduct for **no more** than 10 school days. WCPSS may impose additional days of suspension if the student continues to violate the student code of conduct. However, two things happen.

- The student must be provided with special education services beginning on the **eleventh** day of removal.
- WCPSS must determine whether the series of short-term suspensions is a change in placement. This can happen in a couple of ways:

Determining a Change of Placement

- The suspension of a student with a disability is a change of placement if:
 - The suspension is for **more than** 10 school days in a row; or
 - The student with a disability has had a series of suspensions that create a pattern because:
 - The series of suspensions from school total more than 10 school days in one school year;
 - The student's behavior is very similar to the student's behavior in previous incidents that resulted in the series of suspensions; **and**
 - There are additional factors such as length of suspension, the total amount of time your child has been suspended, and the closeness of the suspensions to one another.
- WCPSS decides if there is a pattern to the suspensions. If it is a pattern, is it considered a change of placement. This is determined on a case-by-case basis by a school team. The team includes the LEA, Special Education Teacher and Regular Education Teacher. The team must make a decision.
 - The school team may determine that there **is no** pattern and no change of placement. When this happens, the school team, along with at least one of the student's teachers, will determine the services to be provided. The services will enable the student to continue to participate in the general education curriculum and to progress toward meeting IEP goals.
 - The school team may determine there **is** a change of placement. Then, the student's IEP Team must convene and conduct a Manifestation Determination Review (MDR).

★ If the parent disagrees with the school team's decision, the parent can file a Due Process Hearing request. This is filed with the North Carolina Department of Instruction, Exceptional Children Division. (Directions on how to file for a Due Process Hearing can be found in the North Carolina Department of Public Instruction, *Procedural Safeguards: Handbook on Parents' Rights, pg. 12.*)

Manifestation Determination Review (MDR)

When there is a change in placement or if a recommendation for long term suspension is made, a MDR meeting is held. Schools work to hold MDR meetings within five days of the beginning date of suspension. This ensures quality services can be in place for the student. It is important for parents to attend the MDR meeting. Parents have the whole picture of the student and the student's behavior.

- The MDR meeting allows parents a chance to be informed of decisions regarding their child. Parents are also informed of their rights to mediation & appeal hearings.
- The sooner parents have this information; the better prepared parents can be to support their child.
- Remember that the only way a disciplinary decision regarding long term suspension can be changed is through the MDR meeting or appeal process. Parent involvement and input is crucial.

If the student is long term suspended, the parent's attendance at the meeting allows the student to have a faster transition into the Interim Alternative Education Setting (IAES). This means the student misses less instructional time. Within 10 school days of any decision of a change of placement of a student with a disability due to a violation of the student code of conduct, the team must meet. The team includes school staff, parent/guardian and relevant members of the student's IEP Team. At this meeting, the team will review all relevant information in the student's file including the IEP, teacher observations, IEP data, etc. The team will also discuss relevant information provided by the parent/guardian. Based on all the information, the team will determine:

- If the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
- If the conduct in question was the direct result of the WCPSS' failure to implement the student's IEP.

★ If either of the conditions above is met, the conduct is determined to be a manifestation of the student's disability.

★ If the conduct in question was the direct result of the WCPSS' failure to implement the IEP, then WCPSS must take immediate action to remedy the deficiencies.

- In addition, the Team must either:
 - Conduct a Functional Behavior Assessment (FBA) (unless the FBA was conducted before the behavior that resulted in the change of placement occurred) and implement a Behavioral Intervention Plan (BIP); or
 - If a BIP has been developed, review the BIP and modify it, as needed, to address the conduct or behavior.

Functional Behavior Assessment (FBA) – is an assessment that is a problem-solving process for addressing student problem behavior. The assessment looks beyond the behavior itself. The focus when conducting an FBA is on identifying significant, student-specific social, cognitive and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviors. This process offers an understanding of the function or purpose of the behavior (understanding “why” a student misbehaves) and developing specific interventions to address the problem behavior.

Behavior Intervention Plan (BIP) – takes the observations made in the FBA and turn them into concrete plan of action for managing a student’s behavior. It provides specific information on the specific plan(s) to address the problem behavior that is inhibiting a student’s academic success. The BIP is part of the student’s IEP that specifically describes just how the IEP team will help the student improve his or her behavior. A BIP may include ways to change the environment to keep behavior from starting in the first place and provide supports needed so the student can learn replacement behaviors that will not inhibit the student’s academic success.

WPCSS must return the student to the placement from which the student was removed, unless WCPSS and parent agree to a change of placement. This change would occur as a result of changes to the BIP and the IEP. The only time WCPSS does not have to return the student to the placement from which the student was removed is when there are Special Circumstances.

Special Circumstances

School administrators may remove a student to an interim alternative educational setting (IAES). This can happen whether or not the behavior was a manifestation of the student’s disability. The IAES is determined by the student’s IEP Team. The student can remain in the IAES for up to 45 days. In special circumstances a student can be sent to the IAES if the student:

- Carries a weapon to school or has a weapon at school, on school grounds, or at a school function under the jurisdiction of the North Carolina Department of Instruction or WCPSS;
- Knowingly has or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school grounds, or at a school function under the jurisdiction of the North Carolina Department of Instruction or WCPSS; or
- Has caused serious bodily injury upon another person while at school, on school grounds, or at a school function under the jurisdiction of the North Carolina Department of Instruction or WCPSS.

Controlled substance — A drug or other substance identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)). Controlled substances under schedule I have no acceptable medical use in the United States. They have a high potential for abuse and there is no accepted safety for use of the drug or other substance under medical supervision. Controlled substances under schedules II, III, IV and V have a currently accepted medical use for treatment in the United States. They range from having a high potential for abuse to a low potential for abuse. Physical or psychological dependence on these drugs ranges from severe dependence to limited dependence.

Illegal drug — A controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury — Injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of a function of a bodily member, organ or faculty.

Weapon — A dangerous weapon is a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 and ½ inches.

In some cases the IEP Team determines the behavior that violated the student code of conduct is not a manifestation of the student's disability. When this happens and the disciplinary change of placement exceeds 10 school days in a row, WCPSS may apply the disciplinary procedures to the student with a disability. The disciplinary procedures are applied in the same manner and for the same length of time as they would be a student without disabilities. However, WCPSS must provide Services to the student.

Services

The services provided to the student with a disability who has been removed from his/her current placement may be provided in an interim alternative educational setting (IAES). The services must begin by the eleventh day of removal.

WCPSS Interim Alternative Educational Setting (IAES) Options:

The IEP team determines services and the type of setting for the services to be provided by WCPSS. WCPSS has several options for the delivery of these services. **Note: The services provided must enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals on the student's IEP. The student is not entitled to the exact same options for participation in the general education curriculum as prior to the removal for disciplinary reasons. However, the IEP team must consider whether the services recommended will allow the student to progress in the general education curriculum.**

- ***School – Based*** – Based on the IEP team’s recommendation for general education participation and continued progress on the student’s IEP goals, the IEP Team may determine that a student’s placement should be in a school-based setting. WCPSS has a variety of school-based settings including:
 - Full-day
 - Part-day
 - Evening Programs

WCPSS Special Education Staff will review the recommendations of the student’s IEP Team. Special Education Staff will then determine which school-based setting will provide for progress in general education curriculum and on the student’s IEP goals. The parent/guardian and/or student will be notified of the school-based setting. The parent will also be given information on the start date, transportation and other important information regarding the placement.

- ***Home-Based*** - Based on the IEP team’s recommendation for general education participation and continued progress on the student’s IEP goals, a student’s placement may be a home-based setting. The home-based setting may include services provided directly to the student in their home or in a neutral location. For example, a conference room in a local library or community center, a conference room in a local police station, etc.

WCPSS Special Education Staff will review the recommendations of the student’s IEP Team. Staff will determine which home-based setting will provide the student continued progress in the general education curriculum and on the student’s IEP goals. The parent/guardian and/or student will be notified of the home-based setting and will be provided information on the start date, transportation and other important information regarding the placement.

If the IEP Team determines that home-based is the IAES for a student, the appropriateness of the home-based instruction must be evaluated every month by a school team. The team includes the LEA, special education and regular education teachers of the student. WCPSS identifies these as 30 Day Reviews. If during the 30 Day Review it is determined the home-based setting is not appropriate, the IEP team will reconvene to determine changes needed to the IAES recommendations.

- ***Combined Home-Based and School-Based*** - The IEP Team may determine that a student’s placement should be in a combination of school-based and home-based settings. The IEP team may recommend this to provide for general education participation and continued progress on the student’s IEP goals. WCPSS has a variety of school-based settings that provide the student the general education curriculum and implementation of the student’s IEP. (See above in ***School – Based***). In addition, when an IEP determines a combination, the home-based setting may include services provided directly to the student in their home or in a neutral location. (See above in ***Home – Based***).

Appeal Process

A parent/guardian and/or student may appeal the suspension. This decision was made by the school administrator. A parent/guardian and/or student may also appeal the manifestation determination or placement. These decisions were made by the student's IEP team.

Decision of School Administrator

The parent/guardian and/or student may not agree with the decision of the school administrator to impose a suspension. If this is the case, the parent/guardian and/or student will need to follow the Appeal Process outlined in the WCPSS Board Policy 6500. This information can be found on the WCPSS website <http://www.wcpss.net/policy-files/series/policies/6500-rp.html>.

Decision of the Student's IEP Team

The parent/guardian and/or student may not agree with the decision of the student's IEP team for determining either of the following:

- IEP team's decision about placement due to disciplinary removal; or
- The manifestation determination decision described above.

The appeal process for the decision of the student's IEP team regarding placement due to disciplinary removal or manifestation determination can be found in the following resources and/or websites:

- ***Procedural Safeguards, Handbook on Parents' Rights:***
<http://ec.ncpublicschools.gov/parent-resources/parents-rights-handbook>
(English and Spanish)
- ***Policies Governing Services for Children with Disabilities:***
<http://ec.ncpublicschools.gov/parent-resources/policies> *(English and Spanish)*
- Special Education Services, Family and Community Connections: (919) 431-7334 (English), (919)431-7143 (Spanish) or www.wcpss.net/special/special-education (Parent Information Center).

Wake County Public School System's Special Education Glossary and Acronym Finder...

A

AAC	Augmented/Alternative Communication
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit/Hyperactivity Disorder
ADL	Activities of Daily Living
ADVP	Adult Developmental Vocational Program
AFL	Alternative Family Living
APE	Adapted Physical Education
AST	Autism Support Teacher
ASVAB	Armed Services Vocational Aptitude Battery
AT	Assistive Technology
AU	Autistic or Autism Spectrum Disorders

B

BIP	Behavior Intervention Plan
BST	Behavior Support Teacher

C

CA	Chronological Age
CA	Curriculum Assistance
CAP	Community Alternatives Program
CBA	Community-based Assessment
CBVT	Community-based Vocational Training
CC	Common Core
CCR	Cross-Categorical Resource
CDSA	Children's Developmental Services Agency
CFO	Child Find Office
CFR	Child Find Representative (preschool)
CIC	Counselor-In-Charge
CIL	Center for Independent Living
COSF	Child Outcome Summary Form
CPS	Child Protective Services
CT	Coordinating Teacher
CTE	Career and Technical Education

D

DB	Deaf-Blind
DD	Developmentally Delayed or Developmental Disability
DDS	Disability Determination Services
DEC	Division of Exceptional Children- part of North Carolina Department of Public Instruction
DF	Deaf
DHH	Deaf and Hard of Hearing
DISABILITIES (14 AREAS OF ELIGIBILITY)	(1) AU –Autism Spectrum Disorder; (2) DB- Deaf-Blindness; (3) DF – Deafness; (4)DD –Developmental Delay; (5) Emotional Disability; (6) HI – Hearing Impairment; (7) Intellectual Disability; (8) MU – Multiple Disabilities; (9) OI – Orthopedic Impairment; (10) OH – Other Health Impairment; (11) SLD – Specific Learning Disability; (12) Speech/Language Impairment; (13) TBI – Traumatic Brain Injury; (14) VI – Visual Impairment
DMH/DD/SAS	Division of Mental Health/Developmental Disabilities/Substance Abuse Services (also referred to as MH/DD/SAS)
DNQ	Did Not Qualify
DPH	Division of Public Health
DPI	Department of Public Instruction
DSB	Division of Services for the Blind; Transition Counselors from DSB provide support for WCPSS students with significant visual impairments
DSDHH	Division of Services for the Deaf and Hard of Hearing
DSS	Department of Social Services

E

ECAC	Exceptional Children’s Assistance Center
ED	Serious Emotional Disability (sometimes listed as SED)
ELL	English Language Learner
ESY	Extended School Year

F

FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights and Privacy Act

G

H

HI	Hearing Impaired
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I

ICF	Intermediate Care Facility
ICFMR	Intermediate Care Facility for Mental Retardation
ICR	In-class Resource
ID	Intellectual Disabilities
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IEP Case Manager	The person responsible for developing and supervising implementation of your child's IEP.
IFSP	Individualized Family Service Plan
IHCP	Individualized Health Care Plan
IHP	Individualized Habilitation Program or Plan
IHTP	Individualized Habilitation and Treatment Plan
ILP	Independent Living Plan
IPE	Individualized Plan for Employment
IRWE	Impairment-Related Work Expense
ISP	Individualized Service Plan
ITP	Individualized Transition Plan
ITP	Infant-Toddler Program

J

K

L

LD	Specific Learning Disability (sometimes listed as SLD)
LEA	Local Education Agency
LEP	Limited English Proficiency
LIST	Low Incidence Support Teacher
LME	Local Management Entity
LRE	Least Restrictive Environment
LTS	Long-Term Suspension

M

MDT	Multi-Disciplinary Team
MH/DD/SAS	Division of Mental Health/Developmental Disabilities/Substance Abuse Services (also referred to as DMH/DD/SAS)
MU	Multiple Disabilities

N

NC	North Carolina
NCECS	North Carolina Extended Content Standards; extensions of the Standard Course of Study; the curriculum followed by students who are not working toward a high school diploma

O

O&M	Orientation and Mobility
OCD	Obsessive Compulsive Disorder
OCR	Office of Civil Rights
OCS	Occupational Course of Study
ODD	Oppositional Defiant Disorder
OEL	Office of Early Learning
OH OR OHI	Other Health Impairment
OI	Orthopedic Impairment
OSERS	Office of Special Education and Rehabilitative Services; part of the USDOE
OT	Occupational Therapy or Occupational Therapist

P

PASS	Plan for Achieving Self-Support
PCP	Person-centered Plan (also referred to as Unified Person-centered Plan)
PDA	Preschool Delayed Atypical
PE	Physical Education
PreK	Prekindergarten; also Preschool
PRT	Preschool Referral Team
PSAT	Pre-scholastic Aptitude Test
PSES	Preschool Special Education Services
PT	Physical Therapy or Physical Therapist

Q

R

RTT OR RTTT	Race to the Top
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S

S/LI OR SI OR LI	Speech or Language Impaired
SA	Senior Administrator
SAT	Scholastic Aptitude Test

SCoS	Standard Course of Study
SE	Supported Employment
SEAC	Special Educational Advisory Council
Section 504	Part of the Rehabilitation Act of 1973; illegal for any organization receiving federal funds to discriminate against a person solely on the basis of part of the Rehabilitation Act of 1973; illegal for any organization receiving federal funds to discriminate against a person solely on the basis of disability (referred to as 504)
SED	Serious Emotional Disability (sometimes listed as ED)
SEFEL	Social Emotional Foundations for Early Learning
SEIC	Special Education Inclusion Committee of the Wake County PTA
SES	Special Education Services
SI	Speech and/or Language Impairment (sometimes listed as SLI)
SLD	Specific Learning Disability (sometimes listed as LD)
SLI	Speech and/or Language Impairment (sometimes listed as SI)
SLP	Speech-Language Pathologist
SLT	Speech-Language Therapy
SpEd or sped	Special Education
SSA	Social Security Administration
SSDI	Social Security Disability Insurance
SSI	Supplemental Security Income

T

TA	Teacher's Assistant
TBI	Traumatic Brain Injury
TDD/TTY	Telecommunications Devices for the Deaf
TPC	Transition Planning Conference (same as a TPM)
TPM	Transition Planning Meeting
TTF	Transition Training Facilitator

U

UPCP	Unified Person-centered Plan (also referred to as Person-centered Plan)
USDOE or USED	United States Department of Education

V

VI	Visual Impairment
VR	Vocational Rehabilitation
VRS	Video Relay Service

W

WA	Work Adjustment
WBL	Work-based Learning
WCPSS	Wake County Public School System
WIA	Workforce Investment Act
WOTC	Work Opportunity Tax Credit

X

Y

Z

Resources/Support Organizations

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 community organizations offer many different types of support and resources. You will find listed here some local groups. Also included are more general statewide and local programs that we thought might be helpful. *SEAC Member Organizations

Action for Children North Carolina	3109 Poplarwood Ct, Ste. 300 Raleigh, NC 27604	919-834-6623 www.ncchild.org
Alliance of Disabilities Advocates	505 Oberlin Rd., Ste 148 Raleigh, NC 27605	919-833-1117 www.alliancecil.org
*The Arc of Wake County, Inc.	343 East Six Forks Rd. Ste 370 Raleigh, NC 27609	919-832-2660 www.arcwake.org
Autism Society of North Carolina	505 Oberlin Rd., Ste 230 Raleigh, NC 27605	1-800-442-2762 www.autismsociety-nc.org
Beginnings for Parents of Children Who Are Deaf or Hard of Hearing	302 Jefferson St., Ste. 110 Raleigh, NC 27605	800-541-4327 919-715-4092 www.beginningssvcs.com
Brain Injury Association of North Carolina	2113 Cameron St. Bryan Bldg Ste. 242 Raleigh, NC 27605	919-833-9634 800-377-1464 www.bianc.net
Disabilities Rights North Carolina	2626 Glenwood Ave. Suite 550 Raleigh, NC 27608	919-856-2195 877-235-4210 www.disabilityrightsncc.org
Epilepsy Foundation of NC, Inc.	Epilepsy Foundation Piedmont One, Ste., 5541 A 1920 W. First St. Winston-Salem, NC 27104	800-451-0694 336-716-2320 www.epilepsync.org
*Exceptional Children's Assistance Center (ECAC)	4601 Lake Boone Trail, Ste. G Raleigh, NC 27607	800-962-6817 www.ecac-parentcenter.org
*Family Support Network of Wake County	P.O. Box 5567 Cary, NC 27512	919-662-4600 x257 www.familysupportonline.org
First in Families of Wake County	4601 Lake Boone Trail, Ste. 1G Raleigh, NC 27607	919-571-8092 www.fifnc.org
Generations-Tadpole	205 G. West E. St. Butner, NC 27509	919-575-3093 www.tadpole.org
The Governor Morehead School for the Blind Learning Disabilities Association of the US	303 Ashe Ave. Raleigh, NC 27606	919-733-6192 www.governormorehead.net www.ldanatl.org
Life Plan Trust	122 Salem Towne Court Apex, NC 27502	919-589-0017 888-301-0799 www.lifeplantrustnc.org
*Miracle League of the Triangle	PO Box 4193 Cary, NC 27519	919-238-0333 www.miracleleagueofthetriangle.com
Muscular Dystrophy Assoc. of Eastern NC	353 E. Six Forks Rd., Ste. 290 Raleigh, NC 27609	919-783-0222 www.mda.org
*National Alliance on Mental Illness (NAMI) Wake County	P.O. Box 12562 Raleigh, NC 27605-2562	919-848-4490 www.nami-wake.org

New Voices	PO Box 12343 RTP, NC 27709-2343	919-237-4860 www.newvoicesnc.org
North Carolina Division of Services for the Deaf	Woodoak Bldg. GL-3 1100 Navaho Dr. Raleigh, NC 27609	(TTY) 800-851-6099 and 919-890-0859 (VP) www.ncdhhs.gov/dsdhh
*North Carolina Division of Vocational Rehabilitation	1300 St. Mary St., Ste. 400 Raleigh, NC 27605	919-733-7807 www.ncdhhs.gov/dvrs/
Prevent Blindness North Carolina	4011 Westchase Blvd. Suite 225 Raleigh, NC 27607	919-755-5044 nc.preventblindness.org
North Carolina Assistive Technology Project	4900 Waters Edge Dr. Ste. 250 Raleigh, NC 27606	919-233-7075 (voice/TTY) www.ncatp.org
*North Carolina National Association for Parents of Children with Visual Impairments (NAPVI)		919-469-8879 www.nc-apvi.org
North Carolina Parents of Blind Children		910-324-4237 www.nfbofnc.org
Project Enlightenment	501 S. Boylan Ave. Raleigh, NC 27603	919-856-7774 www.projectenlightenment.wcpss.net
Raleigh Parks and Recreation Special Populations Division	2401 Wade Ave. Raleigh, NC 27607	919-996-6640 www.parks.raleighnc.gov/ search "Specialized Recreation"
Tammy Lynn Center for Developmental Disabilities	739 Chappell Dr. Raleigh, NC 27606	919-832-3909 www.tammylynncenter.org
TEACCH/UNC-CH Division	100 Renee Lynne Ct. Carrboro, NC 27510	919-966-5156 www.teacch.com
TelAbility	1101 Weaver Dairy Rd, Ste. 202 Chapel Hill, NC 27514	919-843-0427 www.telability.org
Tourette Syndrome Support Group	1012 Ravenwood Dr. Raleigh, NC 27606	919-471-4428 email tsamidsouth@bellsouth.net
*Triangle Area CHADD	PO Box 30457 Raleigh, NC 27622-0457	919-229-9233 www.trianglechadd.com
*Triangle Down Syndrome Network	P.O. Box 37305 Raleigh, NC 27672	919-803-0515 www.triangledownsyndrome.org
Wake County Autism Society	PO Box 12944 Raleigh, NC 27605	(919) 459-2544 www.wakecountyautismsociety.org
Wake County LICC (Local Interagency Coordinating Council)	c/o Project Enlightenment	919-856-7774 www.wakelicc.org
*Wake Co. PTA Council Special Education & Inclusion Committee	P.O. Box 19472 Raleigh, NC 27619-9472	www.wake-seic.org

A Reminder to Parents:

If you have concerns regarding your child's special education services, please use the flow chart below to ensure your concerns are addressed in the most effective and proficient way possible.

