



# **EC Parent Companion**

*a supplement for the Parent Handbook*

# Table of Contents

Welcome	2
Exceptional Children Staff	4
Basics of Special Education: The EC Process	4
IEP Team	4-5
Categories of Eligibility	5
What is an IEP?	6
IEP Timelines	6
Notification of the IEP Meeting	6
What to Expect in an IEP Meeting	7
Reevaluation	7
Transitions	7
Key Roles with Exceptional Children	8
Commonly Used Acronyms	9
How Does CHCCS Measure Outcomes for Exceptional Children	10
How Can Parents Become More Involved?	11
Resources for Parents	11-13
Community Recreation Resources	13
Directory	13

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# Welcome!

This EC Parent Companion is designed to supplement the Chapel Hill-Carrboro City Schools' *Parent Handbook* and to serve as a guide to special education services for parents/guardians of children with disabilities, grades K-12. Whether you are new to the district, new to special education, or just interested in our services, we hope this resource will be useful. It is designed to give an overview of special education in our district and to direct you to other resources for additional information. The *EC Parent Companion* is updated annually.

If you are looking for specific information on services for preschool children, please refer to the Preschool Intervention Program information on the district website.

## Are you looking for information on topics other than special education?

If you want to learn what happens before a student is referred to special education, please refer to the district's *Parent Handbook*. It describes what to do if you have a concern about your child, the role of the Student Support Team, 504 Plans and the referral process for Exceptional Children (EC) services, also known as special education.

Interested in learning more about Section 504 and 504 Plans? A handbook describing the Americans with Disabilities Act (ADA) and the 504 process is also available on the District's [Student Services website](#).

## Are you new to special education?

Give yourself time. There is a lot to learn. We know that the process and the written documentation can be intimidating. Ask questions. Learn from other parents. There are many resources in our schools, on-line and in the community.

Special education is, by definition, individualized. No two students with disabilities are alike. This *EC Parent Companion* describes general information to help parents understand how Chapel Hill-Carrboro City Schools (CHCCS) addresses the needs of our students with disabilities in grades K-12. In North Carolina, students receiving special education and related services are described as Exceptional Children (EC).

Our goal in CHCCS is to provide each student with a free and appropriate public education that meets his or her unique needs. We are fortunate to have administrators, teachers and other staff in every school to support students with disabilities. We implement inclusion to the maximum extent that is appropriate. Consequently, the vast majority of our students with disabilities are served in general education classrooms in their home schools.

Are you a newcomer to the district? If your child has a disability and an IEP, please follow these steps:

1. Plan ahead.
2. Register your child at Lincoln Center, the administrative offices.
3. Indicate on the registration form that your child has an IEP and is receiving special education services.
4. Lincoln Center will designate your child's home school based on your address.
5. Provide a copy of your child's current IEP and most recent evaluations to the EC Program Facilitator or administrator at your child's home school. For a list of the EC Program Facilitators, please refer to the district's Exceptional Children website: <http://www.chccs.k12.nc.us/groups/exceptional-children>.
6. If school is not in session, please contact the Exceptional Children (EC) office at Lincoln Center, 750 S. Merritt Mill Road, Chapel Hill, NC 27516 or call 919.967.8211, x28234.

If your child has significant needs that cannot be addressed at the home school, assignment to a system-level classroom will occur. The school assignment will be based on information collected during the process as described in [Procedures for Assignment of System Level Classes](#). System-level classrooms are not available in every school. If the student will attend a school other than his home school, the district will provide transportation to the system level class in another school.

Wherever your child attends school, he or she is first and foremost a student at that school. Be involved in the school community. Attend Open House, Parent Night, PTSA meetings, and other activities designed for the parents in that school. You will find a wealth of information about school activities on each school's website, newsletter (paper and/or electronic), and outdoor marquee.

## Exceptional Children Staff

Each school has its own administrators, teachers, teacher assistants, clerical staff and support staff. Special education includes an array of individuals including teachers, therapists, teacher assistants and others. The overall coordination of EC services within the school is done by the EC Program Facilitator. The program facilitator arranges and facilitates meetings, ensures compliance with the law and works closely with the EC team at the school. The EC teacher (or EC resource teacher) provides direct instruction to students. This person usually serves as the EC student's case manager and is the best contact for parents in regard to their child's special education. The school psychologist conducts evaluations and provides consultation and interventions. The speech-language pathologist, occupational therapist and physical therapist provide services to eligible students. Other individuals may also be involved with students with disabilities: the English as Second Language teacher, the Gifted Education Specialist, school counselor, school social worker and more. For a list of EC Program Facilitators by school, please refer to the District's [Exceptional Children website](#).

Chapel Hill-Carrboro City Schools also has EC staff at the district level. These individuals are not assigned to specific schools or children, but rather are available across the district as needs arise. Specialists are available in the areas of autism, behavior, assistive technology, adapted physical education, vision impairment, hearing impairment and orientation and mobility. These specialists provide consultation and support to school staff in addition to working with individual students on a short-term basis. For a current list of these individuals, please refer to the District's [Exceptional Children website](#).

## Basics of Special Education: The EC Process

Special education is a vast, complicated and jargon-filled subject. Federal law and state policies mandate both process and content. All decisions are made by the IEP team, a school-based group of people that always includes the parent/guardian.

In order to be considered a student with a disability, a sequence of steps must occur.

1. Referral
2. Evaluation
3. Determination of eligibility
4. Development of Individualized Education Program (IEP)
5. Placement

The entire process from the referral to placement must be completed within 90 calendar days. Informed written consent from the parent/guardian is required in order for the student to be evaluated, and again before the student begins to receive special education and related services.

The process is reflected in a series of meetings to which parents are invited: the referral meeting, eligibility determination meeting, IEP meeting. You will be notified in advance of these meetings by the EC Program Facilitator at your child's school.

The Exceptional Children Division of the North Carolina Department of Public Instruction/ Exceptional Children Division has developed forms that guide this process. These are the forms that we use in Chapel Hill-Carrboro City Schools for documentation. Visit [ec.ncpublicschools.gov/policies/forms](http://ec.ncpublicschools.gov/policies/forms) to view and download the forms.

## The IEP Team

All decisions about the child are made by a school based team: the IEP team. The composition of this team varies, but certain individuals must always participate:

- parent/guardian/surrogate parent of the child
- representative of the Local Educational Agency (LEA rep)
- general education teacher of the child
- special education teacher of the child
- someone who can interpret the instructional implications of evaluation results

Others are involved as appropriate:

- the child, when appropriate
- related services providers (e.g. speech language pathologist, occupational therapist, physical therapist)
- English as Second Language (ESL) teacher
- gifted education specialist
- other individuals invited by the parent and/or school staff (e.g. school counselor, behavior specialist, physician, mental health provider, representative from Vocational Rehabilitation Services, etc.)

In North Carolina, there are 14 categories of eligibility. A student may be eligible in one or more categories. Each category has its own requisite evaluations. Eligibility for special education is determined by the school-based IEP team; this decision is based on data.

## Categories of Eligibility

- **Autism or Autism Spectrum Disorder (AU or ASD)** - developmental disability that affects communication and social interaction
- **Serious Emotional Disability (SED or ED)** - an emotional disorder that can involve the inability to maintain satisfactory relationships with peers and teachers, inappropriate behavior or depression
- **Developmental Delay (DD)** - delayed or atypical behavior or development (age 3-7 only)
- **Hearing Impairment or Deafness (HI)** - an impairment in hearing either permanent or fluctuating
- **Intellectual Disability (ID - mild, moderate, severe)** - significantly sub average general intellectual functioning concurrent with deficits in adaptive behavior
- **Multiple Disabilities (MU)** - two or more disabilities occurring together
- **Orthopedic Impairment (OI)** - a severe physical impairment
- **Other Health Impairment (OHI)** - having limited strength, vitality or alertness due to chronic or acute health problems
- **Specific Learning Disability (SLD or LD)** - a disorder in one or more of the basic psychological processes affecting reading, reading fluency, math, written expression, oral expression or listening comprehension
- **Speech or Language Impairment (SI)** - a communication disorder
- **Traumatic Brain Injury (TBI)** - acquired injury to the brain caused by an external force, resulting in partial or total functional disability or psychosocial impairment
- **Visual Impairment (including blindness) (VI)** - can include partial sight or blindness
- **Deaf-blindness (DB)** - hearing and visual impairments that occur together
- **Deafness (DF)** - severe hearing impairment

When a student is eligible for special education, an Individualized Education Program (IEP) is developed by the IEP Team.

## Twice Exceptional (2E)

A student can be considered “2E” when there is evidence of both a disability and giftedness. Whereas eligibility for special education is determined by the IEP team, giftedness is identified through a different process. For students who are gifted and who also have a disability, careful planning is needed to ensure that their needs are met. Participation of the Gifted Education Specialist on the IEP team is essential. For additional information, please refer to the [Exceptional Children website](#).

## **What is an Individualized Education Program (IEP)?**

The IEP is individualized. It is written for one specific student. No two IEPs are alike. The IEP describes the unique needs of the student due to the disability, the services and supports that the student needs, and how the school district is going to address those needs.

The IEP is important for two reasons:

1. It is a document. The IEP describes the goals that the child will be working on and can reasonably accomplish within one year. Goals are designed to help the child progress in the general education curriculum. The IEP also states what aids and services are necessary for the child to participate in typical school activities. The school district must provide the services listed on the IEP. It does not have to provide services that are not listed.
2. It is a process. Development of the IEP is an opportunity for the parent and school staff to meet, discuss the child's needs, and work together to create a program for the child.

The IEP is a comprehensive document developed by the IEP team (including the parent). Many topics are discussed: strengths of the student; parent's and student's vision for the future; present level of academic and functional performance; goals; accommodations in the classroom; state assessments; and more.

An important concept is the continuum of services. For each child with an IEP, the IEP team must determine not only what the specialized instruction will entail, but where it will be done and with whom (e.g. with other students with disabilities or with typical peers? in the general education classroom or somewhere else?). Based on several factors, the continuum is determined to be Regular, Resource, Separate, Homebound and so on. CHCCS is required to provide services in the least restrictive environment possible. CHCCS provides a full continuum of services to address the needs of our students.

The curriculum followed by all students in public schools in North Carolina is the Standard Course of Study. Competencies at each grade level are determined by the Department of Public Instruction ([www.ncpublicschools.org/curriculum](http://www.ncpublicschools.org/curriculum)). The Extended Content Standards are an adaptation of the Standard Course of Study intended for students with significant cognitive disabilities ([www.ncpublicschools.org/acre/standards/extended](http://www.ncpublicschools.org/acre/standards/extended)).

## **IEP Timelines**

There are certain timelines that must be followed when developing an IEP for a student. An IEP must be written within 30 days after the child is first found by the IEP Team to be eligible for special education. An IEP is required for each child receiving special education. It is usually written for the duration of one calendar year. A new IEP must be developed before the expiration of the "old" IEP. The IEP can be reviewed more than once a year at the request of parent or school staff.

Since the IEP is designed to be a working document that establishes goals and objectives for each child, there is a periodic review of the progress made by the child. If the child's needs change during the year or if the child has completed the goals and objectives, the IEP can be revised to reflect those changes. Since the IEP is not written in stone, a parent or teacher can make suggestions for changes at any time during the school year.

## **Notification of the IEP Meeting**

The EC Program Facilitator will notify the parent well in advance of the IEP meeting and try to schedule it at a time convenient for the parent. This invitation is in writing. If the time is inconvenient, another time or date can be arranged. The written notice of the meeting includes the purpose of the meeting, time, location and participants.

If the parent cannot attend, the school must offer other methods to ensure participation of the parent such as video conferencing or conference calls. If the parent cannot attend or participate, the school may hold the meeting without the parent. The school will notify the parent in writing of any decisions that were made and provide a copy of all documents completed at the meeting.

## What to Expect in an IEP Team Meeting

The IEP Team will convene with all invited participants. It will be facilitated by the EC Program Facilitator who will describe the purpose of the meeting, make introductions and ensure that the meeting stays focused. Someone will take notes of the discussion. The group discussion will follow the sequence of the contents of the IEP. Data and perspectives are shared in order to provide a comprehensive picture of the child's strengths and needs. Annual goals will be developed with short term objectives or benchmarks that define the steps to meet those goals. The specifics of the child's special education program will be defined. When the IEP is completed, the meeting is over. Parents will be given the IEP Team Meeting Feedback Form to complete if they choose. The parent may receive a copy of the IEP at that time, or it might be mailed a few days later.

The goal of the IEP team is to develop an IEP for the child that everyone can accept. If there is disagreement within the IEP team, further discussion and additional information may be needed. Occasionally, no consensus is possible. In that situation, the LEA Representative states what the school district is going to provide for the student. Documentation of the disagreement is made, and the parents are reminded of their rights, as outlined in *Procedural Safeguards: Handbook on Parents' Rights* (<http://ec.ncpublicschools.gov/parent-resources/parents-rights-handbook>).

## Reevaluation

At least every three years, the student must be reevaluated to determine if he or she continues to be eligible for special education. The IEP Team (including the parent, of course) conducts the reevaluation. The reevaluation may or may not include formal testing. If testing is recommended by the IEP team, the parent must give written consent in order for the evaluation to occur.

## Transitions

Every child has many transitions during a school career: a different school, a new teacher, the next grade. Transitions are inevitable and unavoidable, and they provide exciting opportunities for growth.

Chapel Hill-Carrboro City Schools has many activities in place for all students and parents to help ease the stress of anticipated transitions. For example, groups of students moving from elementary to middle, or middle to high school, have discussions with staff at the next level and visit the campus. Back-to-School Picnics and Open Houses allow parents to become familiar with new staff and buildings.

For students with disabilities, additional tools and activities have been developed to assist with transitions.

- **PreK to Kindergarten:** a transition meeting occurs between the preschool team and the receiving elementary school. The *PreK to K Parent Handbook* has additional information about this process.
- **Elementary to Middle School:** at the beginning of fifth grade, EC parents receive *Transition Activities for 5th Grade Year* that describes what will occur during the year to prepare students for the transition to middle school. At the end of fifth grade, students with IEPs and their parents participate in meetings with middle school staff.
- **Middle to High School:** similarly, at the beginning of eighth grade, parents receive *Transition Activities for 8th Grade Year*. Students are included in high school orientation activities near the end of eighth grade.
- **High School to the Adult World:** students with disabilities may be included in the development of their IEPs from an early age, but their participation is required by age 14. Employment, education/training and adult living goals are formulated, and the graduation pathway is determined. As the student becomes older, more comprehensive transition components are developed and representatives from community agencies may be included (with prior permission from parent). Collaboration helps the student and the parents prepare for the significant transition from high school into the adult world.
- **Transition Fair:** every other spring, the district hosts an event for parents and EC students in grades 7-12 to introduce them to community agencies, post-secondary educational opportunities, housing options, employment opportunities and other aspects of adult life.

Two documents facilitate the sharing of important information about students with disabilities with those who need to know it.

- *Profile of My Child* is a written summary that parents are encouraged to complete. This document is given or mailed to parents each spring to provide an opportunity for them to share information about their child. It is especially important when a student is moving to a new school. The *Profile* goes to the child’s case manager who shares information with other teachers and school staff.
- *IEP Snapshot* is a document written by EC staff that is given to all of a child’s teachers to summarize the IEP. It is helpful at the beginning of the year to provide an overview of the student’s IEP for general education teachers who do not yet know the student well. The *IEP Snapshot* is updated when a new IEP is written.

## Key Roles with Exceptional Children

<b>Autism Specialist</b>	Supports students with autism in the general education setting by providing training on best practices; assists with the development of structured support systems and strategies for organizational and academic needs; provides social skills instruction; consults with school staff.
<b>Behavior Specialist</b>	Provides training and support to school staff in conducting functional behavior assessments and developing behavior intervention plans; provides social skills training; provides direct classroom support on short term basis.
<b>Case Manager</b>	Develops IEP goals and objectives; monitors progress; provides direct instruction to student; advocates for student; ensures implementation of accommodations and modifications; serves as “go to” person for student and parent.
<b>EC Program Facilitator</b>	Coordinates the special education services within a school; schedules and facilitates all EC meetings; ensures compliance with legal requirements.
<b>Occupational Therapist</b>	Provides screening, evaluation and intervention services for students in the areas of personal care, management of personal belongings, school and vocational needs, and play/leisure activities.
<b>Physical Therapist</b>	Provides screening, evaluation and intervention services for students with physical disabilities; modifies the school environment and functional tasks; provides direct services to eligible students.
<b>School Psychologist</b>	Conducts evaluations; consults with school staff and parents; designs interventions for individual students; provides counseling services.
<b>Speech-Language Pathologist</b>	Provides direct services to eligible students in articulation, voice, fluency, listening comprehension and oral expression; provides assistance with augmentative and alternative communication.
<b>System Level Support Specialist</b>	Provides consultation and support to staff and students in system level classrooms.
<b>Teacher Assistant</b>	Under the supervision of the EC teacher, provides support to individuals or groups of students in EC and general education classrooms.
<b>Transition Facilitator</b>	Identifies and develops school-community partnerships; supports students’ post-secondary goals related to training, education, employment and living skills.

# Acronyms Commonly used in Special Education

2E	Twice Exceptional	MU	Multiple Disabilities
ADA	Americans with Disabilities Act	NCWISE	North Carolina Window of Information for Student Education
ADD/	Attention Deficit Disorder/	O & M	Orientation and Mobility
ADHD	Attention Deficit Hyperactivity Disorder	OCS	Occupational Course of Study
AIG	Academically and/or Intellectually Gifted	OHI	Other Health Impairment
APE	Adapted Physical Education	OI	Orthopedic Impairment
ASD	Autism Spectrum Disorder	OT	Occupational Therapist
AT	Assistive Technology	PBIS	Positive Behavior Intervention Support
AU	Autism	PDD	Pervasive Developmental Disorder
BIP	Behavior Intervention Plan	PEP	Personalized Education Plan
CHCCS	Chapel Hill-Carrboro City Schools	PF	Program Facilitator
CIPP	Continuous Improvement Performance Plan	PLC	Professional Learning Community
CPI	Crisis Prevention Intervention	PSSP	Private School Service Plan
DB	Deaf-Blindness	PT	Physical Therapist
DD	Developmental Delay	PTSA	Parent Teacher Student Association
DEC	Division of Exceptional Children	RSSP	Related Service Support Plan
DF	Deaf	RtI	Responsiveness to Instruction
DOB	Date of Birth	SED	Serious Emotional Disability
DPI	Department of Public Instruction	SI	Speech and/or Language Impairment
DSS	Department of Social Services	SIT	School Improvement Team
EC	Exceptional Children	SLD	Specific Learning Disabilities (sometimes LD is used)
ECAC	Exceptional Children's Assistance Center	SLP	Speech-Language Pathologist
EOC	End-of-Course Test	SNAC	Special Needs Advisory Council
EOG	End-of-Grade Test	SST	Student Support Team
ESL	English as a Second Language	TA	Teacher Assistant
ESY	Extended School Year	TBI	Traumatic Brain Injury
FAPE	Free and Appropriate Public Education		Treatment and Education of Autistic and
FBA	Functional Behavior Analysis (or Assessment)	TEACCH	Related Communication Handicapped Children
FERPA	Family Educational Rights & Privacy Act	VI	Visual Impairment
HI	Hearing Impairment	VR	Vocational Rehabilitation
ID	Intellectual Disability (mild, moderate or severe)		
IDEA	Individuals With Disabilities Education Improvement Act		
IEE	Independent Educational Evaluation		
IEP	Individualized Education Program		
IFSP	Individualized Family Services Plan		
LD	Learning Disability		
LEA	Local Education Agency		
LEP	Limited English Proficiency		
LRE	Least Restrictive Environment		

# How Does CHCCS Measure Outcomes for Exceptional Children?

## Continuous Improvement Performance Plan (CIPP)

Every school district in North Carolina submits data on its students in exceptional children programs. North Carolina mandates a cyclical process, the Continuous Improvement Performance Plan (CIPP), designed to improve outcomes for students with disabilities. Fifteen Indicators are measured against targets set by the state. Results of the Indicators are posted publicly and updated annually.

Look to this source for information on students with disabilities: graduation rate; dropout rate; participation and performance on statewide assessments; suspension and expulsion rates; least restrictive environment; growth in preschool children; parent involvement; racial representation; adherence to timeline requirements; transitions; post-school outcomes; and compliance data. For results from the previous school years, please refer to the state's website for this information ([www.nccecas.org/apr2009-2010/apr-681-sy2009-10.html](http://www.nccecas.org/apr2009-2010/apr-681-sy2009-10.html)).

## If Parents Have Concerns about Their Child's Education

Please let us know. Only by knowing parents' concerns can CHCCS address them! Parents should speak with the people closest to their child first and follow the chain of command in the school. If parents think their concerns have not been addressed, go to the district level. Then contact the Department of Public Instruction (DPI) /Exceptional Children Division if you are still not satisfied.

### Talk with School Staff

- ...talk with your child's teacher(s)
- ...talk with your child's EC teacher and/or related services provider
- ...talk with the EC Program Facilitator at your child's school
- ...talk with the Administrator at your child's school

### Talk with District Staff

- ...talk with the Director of Exceptional Children Programs
- ...talk with the Assistant Superintendent
- ...talk with the Superintendent

### Talk with DPI

- ...request a facilitated IEP meeting
- ...request mediation
- ...file a formal complaint with DPI
- ...request a due process hearing
- ...request a resolution meeting

# How Can Parents of Students with Disabilities Become More Involved in CHCCS?

There are several avenues for getting more involved in your child's school and in the district as a whole. The meetings listed below are open to all parents.

1. **Parent Teacher Student Association (PTSA):** monthly meetings occur to discuss current issues, priorities, and events.
2. **School Improvement Team (SIT):** monthly meetings address the school's annual plan for improvement.
3. **Special Needs Advisory Council (SNAC):** is a parent group that meets monthly with district staff to discuss issues pertaining to children with special needs. Each school has a SNAC representative. If you would like to contact a parent representative or if you have a specific question, please contact SNAC directly ([sites.google.com/a/chccs.k12.nc.us/special-needs-advisory-council/](https://sites.google.com/a/chccs.k12.nc.us/special-needs-advisory-council/)).
  - The SNAC website also has short articles written by parents: "How to Prepare for an IEP Meeting" and "How to Organize Your Child's Special Education Documents."

## Resources for Parents of Children with Disabilities

The Chapel Hill-Carrboro City Schools is fortunate to be located in a community rich with resources that provide information and support to parents. Some district parents have found the following resources to be particularly useful. Parents are encouraged to do their own research to determine what is most helpful to them and their child.

### ARC of Orange County

Offers service programs in the community for individuals with developmental disabilities and their families; respite care, financial resources for families, vocational training and placement, toddler movement play program, summer internship program and advocacy.

208 North Columbia Street, Suite 100, Chapel Hill, NC 27514 • 919.942.5119

[www.arcofororange.org](http://www.arcofororange.org) • [info@arcofororange.org](mailto:info@arcofororange.org)

### Autism Society of North Carolina (ASNC)

Offers services and supports to individuals on the autism spectrum and their families. ASNC also has local chapters. The community's local chapter is the Orange/Chatham Chapter. Information about the local chapter activities can be found on the ASNC web site under "support for family members."

505 Oberlin Road, Suite 230, Raleigh, NC 27605 • 800.442.2762 or 919.743.0204

[www.autismsociety-nc.org](http://www.autismsociety-nc.org)

### Autism Support and Advocacy

Provides individuals on the autism spectrum (or with another developmental disability) the opportunity to achieve independence by supporting all areas of life. It also provides support for their families and strengthens their voice within the community through advocacy and awareness.

PO Box 2762, Durham, NC 27715 • 919.251.9743

<http://ausupportandadvocacy.com>

### Department of Social Services

Provides protection to vulnerable children and adults, economic support to low-income individuals and families in crisis and intervention services to at-risk persons residing in Orange County. The agency is the access point for most state and federal human service programs.

113 Mayo Street, Hillsborough, NC 27278 • 919.245.2800

[www.ncdhhs.gov/dss/local/dir\\_oran.htm](http://www.ncdhhs.gov/dss/local/dir_oran.htm)

### Disability Rights NC

Protects the legal rights of people with disabilities in North Carolina through advocacy and systems change.

2325 Glenwood Avenue, Suite 550, Raleigh, NC 27608 • 800.235.4210 or 919.856.2195

[www.disabilityrightsn.org](http://www.disabilityrightsn.org) • [info@disabilityrightsn.org](mailto:info@disabilityrightsn.org)

### **Division of Vocational Rehabilitation Services**

Provides counseling, training, education, transportation, job placement, assistive technology and other support services. These services are provided to people with physical, psychiatric or intellectual disabilities to assist them with living independently and with finding and keeping a job.

548 Smith Level Road, Carrboro, NC 27510 • 919.969.7350

[www.ncdhhs.gov/dvrs](http://www.ncdhhs.gov/dvrs)

### **Exceptional Children's Assistance Center (ECAC)**

Provides information, education, outreach and support to and for families with children with disabilities in North Carolina. The local office is located in Raleigh and the main office is in Davidson, NC.

Parent Information Line: 1.800.6817 • local phone numbers 919.571.8092 or 866.740.4136

[www.ecac-parentcenter.org](http://www.ecac-parentcenter.org) • [ECAC@ECACmail.org](mailto:ECAC@ECACmail.org)

### **Extraordinary Ventures**

Provides employment and social opportunities for people with developmental disabilities 15 years of age and older.

200 S. Elliott Road, Chapel Hill, NC 27514 • 919.967.1169

[www.extraordinaryventures.org](http://www.extraordinaryventures.org)

### **Family Advocacy Network (FAN)**

Helps families through peer support groups, education and advocacy training as a program of the Mental Health Association in Orange County and the OPC System of Care.

3729 Murphy School Road, Durham, NC 27705 • PO Box 16246, Chapel Hill, NC 27516 • 919.942.8083

[www.mhatriangle.org/programs/family-support-and-education](http://www.mhatriangle.org/programs/family-support-and-education)

### **Family Support Program of the School of Social Work at UNC**

Promotes and provides support to families with children who have special needs through a network of affiliated local programs across North Carolina.

325 Pittsboro Street, CB# 3550, Chapel Hill, NC 27599 • 800.852.0042

[www.fsp.unc.edu](http://www.fsp.unc.edu)

### **First in Families of NC**

First in Families is a grass roots family support initiative founded by families looking for new ways to provide and receive support. The Lifetime Connections programs helps ensure a safe and secure future for your relative with a disability as well as support in achieving a good life.

524 S. Duke Street, Durham, NC 27701 • 919.886.3973

[www.fifnc.org](http://www.fifnc.org)

### **Learning Disabilities Association of North Carolina**

Provides education, support, advocacy, collaboration, and encouragement of ongoing research in learning disabilities.

1854A Hendersonville Road #239, Asheville, NC 28803

[www.ldanc.org](http://www.ldanc.org)

### **North Carolina Assistive Technology Program**

The North Carolina Assistive Technology program is a state and federally funded program that provides assistive technology services statewide to people of all ages and abilities. Assistive Technology is any type of equipment that helps people with disabilities or older individuals be more independent at home, school, work, during leisure time and in community life.

4900 Waters Edge Drive, Suite 250, Raleigh, NC 27606 • 919.850.2787

[www.ncatp.org/overview.html](http://www.ncatp.org/overview.html)

### **North Carolina Department of Public Instruction/Exceptional Children Division**

Provides information, resources and links to policies and procedures governing programs for children with disabilities in North Carolina.

301 N. Wilmington Street, Raleigh, NC 27601 • 919.807.3969

<http://ec.ncpublicschools.gov>

### **OPC Local Management Entity (LME)**

Serves as the local governmental agency with responsibility for oversight and management of public-funded mental health, developmental disability and substance abuse services in Orange, Person, and Chatham counties. OPC provides screening, triage and referral for individuals needing services; recruits and monitors an array of community service providers; and reimburses providers for stated-funded services.

100 Europa Drive, Suite 490, Chapel Hill, NC 27517 • 919.913.4136

[www.opcareaprogram.com](http://www.opcareaprogram.com)

### **Treatment and Education of Autism and Related Communication Handicapped Children (TEACCH)**

Provides a family-centered, evidence-based practice for autism offering personal counseling, vocational guidance and supports for individuals of all ages on the autism spectrum. Parent support and training is provided through groups and workshops.

Chapel Hill TEACCH Center, CB#7180, Chapel Hill, NC 27599 • 919.966.5156

[www.teach.com](http://www.teach.com)

### **Triangle Area CHADD**

Serves individuals with Attention Deficit/Hyperactivity Disorder and their families as a non-profit organization.

Triangle Area CHADD 919.229.9233

[www.chadd.org](http://www.chadd.org)

## **Community Recreation Resources**

### **Special Olympics North Carolina**

Dignity, acceptance and a chance to reach one's potential are human rights worth promoting for everyone. For more than four decades, Special Olympics has been bringing one message to the world: people with intellectual disabilities can and will succeed if given the opportunity.

200 Plant Road, Chapel Hill, NC 27514 • 919.968.2810

[www.sonc.net](http://www.sonc.net)

### **Carrboro Parks and Recreation Special Recreation Program**

Carrboro Century Center, 100 N. Greensboro Street, Carrboro, NC 27510 • 919.918.7372

[www.carrbororec.org](http://www.carrbororec.org)

### **Chapel Hill Parks and Recreation – Special Programs and Inclusion Support**

200 Plant Road, Chapel Hill, NC 27514 • 919.968.2813

[www.townofchapelhill.org/index.aspx?page=74](http://www.townofchapelhill.org/index.aspx?page=74)

### **Orange County Parks and Recreation – Special Populations**

300 West Tryon Street, Hillsborough, NC 27278 • 919.245.2660

[www.orangecountync.gov/deapr](http://www.orangecountync.gov/deapr)

## **Directory**

A Family's Guide to Special Needs Resources in the Triangle Compiled by Carolina Parent and available year-round in a digital format at [www.carolinaparent.com/directories/camps/index.php](http://www.carolinaparent.com/directories/camps/index.php).

# For More Information at Lincoln Center, 967.8211

Sherron Leplin, Exceptional Children Executive Director, ext. 28234  
[sleplin@chccs.k12.nc.us](mailto:sleplin@chccs.k12.nc.us)

MaryAnn Baldwin, Exceptional Children Coordinator, ext. 28201  
[mbaldwin@chccs.k12.nc.us](mailto:mbaldwin@chccs.k12.nc.us)

Nancy Kueffer, EC Compliance/Behavior Support Coordinator, ext. 28287  
[nkueffer@chccs.k12.nc.us](mailto:nkueffer@chccs.k12.nc.us)

Magda Parvey, Assistant Superintendent for Instructional Services, ext. 28282  
[mparvey@chccs.k12.nc.us](mailto:mparvey@chccs.k12.nc.us)

Tom Forcella, Superintendent, ext. 28226  
[tforcella@chccs.k12.nc.us](mailto:tforcella@chccs.k12.nc.us)

## Schools Phone Numbers

Carrboro Elementary, 968.3652  
Estes Hills Elementary, 942.4753  
Glenwood Elementary, 968.3473  
Morris Grove Elementary, 918.4800  
Northside Elementary, 918.2220  
Scroggs Elementary, 918.7165  
Culbreth Middle, 929.7161  
Phillips Middle, 929.2188  
Carrboro High, 918.2200  
East Chapel Hill High, 969.2482

Ephesus Elementary, 929.8715  
FPG Elementary, 942.6491  
McDougle Elementary, 969.2435  
Rashkis Elementary, 918.2160  
Seawell Elementary, 967.4343  
McDougle Middle, 933.1556  
Smith Middle, 918.2145  
Chapel Hill High, 929.2106  
Phoenix Academy High, 918.2300

## Board of Education

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