



EC Parent Companion

a supplement for the Parent Handbook

NCDPI EC Division: Parent Rights & Responsibilities in Special Education: NC Notice of Procedural Safeguards

It is important that you understand the Procedural Safeguards (legal rights) provided for you and your child with a disability. The Department of Public Instruction: EC Division provides a document that summarizes the rights and responsibilities of parents in the special education process. Acronyms and terms often used in special education and resources for parents are found in the appendices. *Click on the title for the link or reach out to your child's school for a hard copy.*

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Non-Discrimination

The Chapel Hill-Carrboro Board of Education prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint or who wish to request accommodations under the Americans with Disabilities Act (ADA) may call the Title IX compliance officer, at 919.967.8211.

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.

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 MTSS team (Multi-Tier System of Support), 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.
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, x28206.

If your child has significant needs that cannot be addressed at the home school, assignment to an adapted curriculum classroom may occur. Adapted curriculum classrooms are not located in every school. If the student is assigned to attend a school other than his home school, the district will provide transportation to the adapted curriculum 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 supported by the EC Program Facilitator. The program facilitator helps arrange and facilitates meetings, ensures compliance with the law and works closely with the EC team at the school. The EC 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. 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.

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.

Basics of Special Education: The EC Process

Special education is a vast, complicated subject filled with acronyms. Federal law and state policies mandate both process and content. Decisions are made by the IEP team. Parents are a very important part of this team and are always provided invitations to every meeting.

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 a member of the EC Team at your child's school.

Before a student gets referred for an evaluation, it is best practice that the student receive interventions developed by the school's student support team or MTSS. Most areas of eligibility require interventions and progress monitoring data before consideration can be made for special education.

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 to view and download the forms.

The IEP Team

According to policy, NC 1503-4.2 IEP Team (a) General. The LEA must ensure that the IEP Team for each child with a disability includes-- (1) The parent(s) of the child; (2) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment); (3) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child; (4) A representative of the LEA who - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; (ii) Is knowledgeable about the general education curriculum; and (iii) Is knowledgeable about the availability of resources of the public agency. (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (a)(6) of this section: (6) At the discretion of the parent(s) or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and (7) Whenever appropriate, the child with a disability

In North Carolina, there are 14 areas 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.

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.

Twice Exceptional (2E)

A student can be considered “2E” when there is evidence of both a disability and giftedness. Special education eligibility is determined via processes as identified through federal, state and local policies. Gifted education is identified through its procedural processes. 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.

What is an Individualized Education Program (IEP)?

The IEP is individualized to the unique needs of a student. The IEP identifies planning for student’s needs based on impact from a disability, the services and supports that the student needs, and how the school district is going to support those needs.

IEP Timelines

At the beginning of each school year, each LEA must have in effect, for each child with a disability within its jurisdiction, an IEP, as defined in NC 1503-4.1.

The IEP Team, of which the parent is a member, will review and revise, as appropriate, the educational program and educational placement for each child with a disability at least annually. If items arise during the course of the school year that impact your child’s IEP, the school may invite you to an IEP meeting to discuss, review and or revise the IEP.

The IEP Team, of which the parent is a member, will complete a reevaluation for each child with a disability every three years.

Notification of the IEP Meeting

The EC Program Facilitator or EC Case Manger will notify the parent in advance of the IEP meeting and attempt to schedule it at a time mutually agreed upon. 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 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.

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. 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.

Key Roles with Exceptional Children

Autism Specialist	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
Behavior Specialist	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.
Case Manager	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.
EC Program Facilitator	Coordinates the special education services within a school; schedules and facilitates all EC meetings; ensures compliance with legal requirements.
Occupational Therapist	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.
Physical Therapist	Provides screening, evaluation and intervention services for students with physical disabilities; modifies the school environment and functional tasks; provides direct services to eligible students.
School Psychologist	Conducts evaluations; consults with school staff and parents; designs interventions for individual students; provides counseling services.
Speech-Language Pathologist	Provides direct services to eligible students in articulation, voice, fluency, listening comprehension and oral expression; provides assistance with augmentative and alternative communication.
Adapted Curriculum Support Specialist	Provides consultation and support to staff and students in adapted curriculum classrooms.
Teacher Assistant	Under the supervision of the EC teacher, provides support to individuals or groups of students in EC and general education classrooms.
Transition Facilitator	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	OHI	Other Health Impairment
ADA	Americans with Disabilities Act	OI	Orthopedic Impairment
ADD/ ADHD	Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder	O & M	Orientation and Mobility
AIG	Academically and/or Intellectually Gifted	OT	Occupational Therapist
APE	Adapted Physical Education	PBIS	Positive Behavior Intervention Support
ASD	Autism Spectrum Disorder	PDD	Pervasive Developmental Disorder
AT	Assistive Technology	PEP	Personalized Education Plan
AU	Autism	PF	Program Facilitator
BIP	Behavior Intervention Plan	PLC	Professional Learning Community
CHCCS	Chapel Hill-Carrboro City Schools	PowerSchool	Student Information System
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	SED	Serious Emotional Disability
DOB	Date of Birth	SI	Speech and/or Language Impairment
DPI	Department of Public Instruction	SIT	School Improvement Team
DSS	Department of Social Services	SLD	Specific Learning Disabilities
EC	Exceptional Children	SLP	Speech-Language Pathologist
ECAC	Exceptional Children's Assistance Center	SNAC	Special Needs Advisory Council
EOC	End-of-Course Test	SST	Student Support Team
EOG	End-of-Grade Test	TA	Teacher Assistant
ESL	English as a Second Language	TBI	Traumatic Brain Injury
ESY	Extended School Year	TEACCH	Treatment and Education of Autistic and Related Communication Handicapped Children
FAPE	Free and Appropriate Public Education	VI	Visual Impairment
FBA	Functional Behavior Analysis	VR	Vocational Rehabilitation
FERPA	Family Educational Rights & Privacy Act		
HI	Hearing Impairment		
ID	Intellectual Disability		
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		
MTSS	Multi-Tiered System of Supports		
MU	Multiple Disabilities		
OCS	Occupational Course of Study		

How Does CHCCS Measure Outcomes for Exceptional Children?

Continuous Improvement and Focused Monitoring System (CIFMS)

The Individuals with Disabilities Education Improvement Act (IDEA) and Article Nine of North Carolina state law require that the Department of Public Instruction monitor local education agencies (LEAs) on a regular basis to ensure compliance with state and federal laws, rules and regulations that govern the provision of special education and related services to children with disabilities. The purpose of this monitoring is to focus federal, state, and local resources on improved results for children with disabilities.

The Exceptional Children Division is responsible for conducting all monitoring activities through the Continuous Improvement and Focused Monitoring System (CIFMS). Activities include:

- Program Compliance Reviews;
- Targeted On-Site Monitoring;
- Focused Monitoring; and
- LEA Program Assessments.

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/).
 - 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

<http://www.arctriangle.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

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

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.disabilityrightsnc.org • info@disabilityrightsnc.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

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 • 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

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.

104 New Stateside drive, Chapel Hill, NC 27516 • 919.942.2803

freedomhousecovery.org/child-adolescent-services/family-resources

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

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.

3109 University Drive, Suite 100, Durham, NC 27707 • 919.251.8368 info@fifnc.org

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

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

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>

Cardinal Innovations Community operations Center OPC

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.

201 Sage Road Suite 300, Chapel Hill, NC 27514 • 919.913.4000

[Http://www.cardinalinnovations.org/community-operations-centers/orange-person-chatham](http://www.cardinalinnovations.org/community-operations-centers/orange-person-chatham)

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.teacch.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

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

Carrboro Parks and Recreation Special Recreation Program

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

www.carrbororec.org

Chapel Hill Parks and Recreation – Special Programs and Inclusion Support

Provides year round athletic training and competition to persons 5 years and older with intellectual disabilities. There are NO FEES and some transportation assistance is available. Contact Colleen Lanigan at clanigan@townofchapelhill.org

Adapted Recreation and Inclusion- provides specialized programs and inclusion support for both children and adults including family and friends. Contact Marian Kaslovsky (919)968-2813 or mkaslovsky@townofchapelhill.org

200 Plant Road, Chapel Hill, NC 27514 • 919.968.2813

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

AD Clark OutdoorPool

Free admission. Location: 16 N Roberson st, Chapel Hill, NC • 919.968.2816.

Open Memorial Day-Labor Day.

Marble Kids Museum Family Fun Night

Free to all families and children with special needs.

201 E Hargett St, Raleigh, NC 27601 • 919.834.4040

CIDD : Carolina Institute for Developmental Disabilities

Offers a wide array of services for families across NC

101 Renee Lynne Court, Carrboro, NC 27510 • 919.966.5171 info@cidd.unc.edu and <http://www.cidd.unc.edu> "Community Talk Series" (free)

NC Therapeutic Riding Center: www.nctr riders.org

4705 Nicks road, Mebane, NC • 919.304.1009

Easter Seal UCP <http://www.easterseals.com>

3801 Lake Boone Trail, Raleigh, NC • 919.865.8692

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.

For More Information at Lincoln Center, 967.8211

Lessley Saenz-Mader, Exceptional Children Executive Director
lmader@chccs.k12.nc.us

Tim Gibson, General Curriculum Coordinator, Elementary
tgibson@chccs.k12.nc.us

Ellenita Blanton, General Curriculum Coordinator, Secondary
eblanton@chccs.k12.nc.us

David Bouldin, Compliance and Program Coordinator
dbouldin@chccs.k12.nc.us

Alice Rivenbark, Adapted Curriculum Curriculum Specialist
arivenbark@chccs.k12.nc.us

Dr. Charlos Banks, Senior Executive Director of Student Support Services
cbanks@chccs.k12.nc.us

Dr. Pam Baldwin, Superintendent
pbaldwin@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