

EXCEPTIONAL CHILDREN DIVISION

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Behavioral Support & Special Programs Section Update

Opening the Lines of Communication...

Please review the following information about upcoming events and recent changes within our section. This document is provided in an attempt to enhance communication and provide support to each of your districts. We hope that you'll look forward to future editions!

Staff changes

Submitted by Diann Irwin

The Behavior Support and Special Programs Section has seen three of its staff retire during the summer. Mattie Muwwakkil, who served the central part of the state, retired effective June 1. Joan Bond, who served the Southeastern part of the state, retired effective July 1. And, Diann Irwin, Section Chief, is retiring effective September 1. Although so many people leaving at once means a lot of change to the BSSP Section, it also is a chance for revitalization and new energy. Efforts are underway to fill the positions and hopefully the BSSP Section will be fully staffed by October 1.

Looking for research-based interventions for behavioral changes?

Submitted by Cayce McCamish

North Carolina Council for Children with Behavior Disorders needs your support!

NCCCBBD is a division of the Council for Exceptional Children (CEC). There is a need to revitalize this important agency to support teachers, administrators, behavioral specialists, psychologists, and other professionals in the NC.

NCCCBBD membership benefits include subscriptions to peer reviewed journals, on-line resources, discounts, and professional development opportunities. This is a great way to access Research-Based Interventions specifically related to the behavioral challenges you might face in the classroom or in your district.

Please check out the web-site at www.cec.sped.org to join!

Funding for 2008-2009

Submitted by Chris Alberti

A variety of funds are available to LEAs and Charter Schools through the State Board of Education. The programs serve children with disabilities ages 3 through 21 years of age and assist in providing special education and related services to eligible children with disabilities.

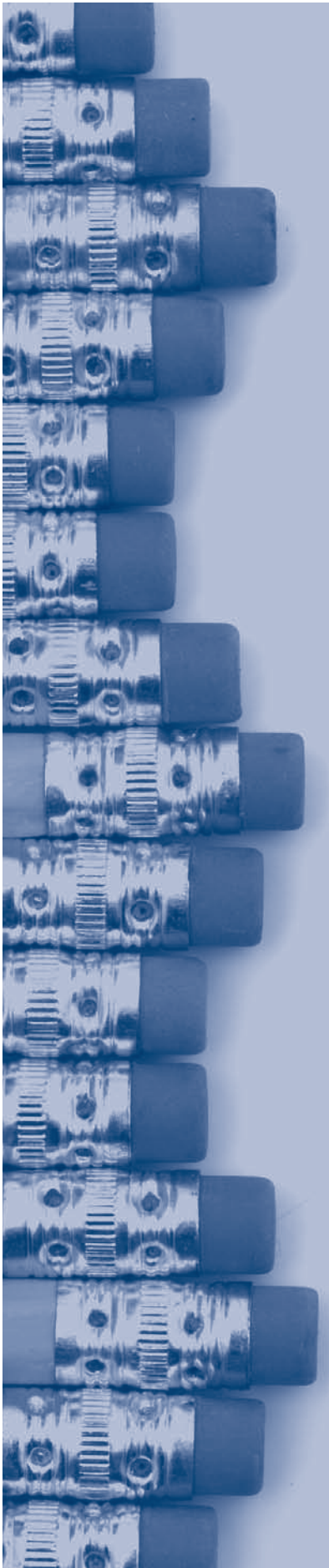
All funds are available through an application process. Memos and attachments describing guidelines, facts and application deadlines have been sent to superintendents, exceptional children directors and charter school directors. Per child allocation amounts for Developmental Day and Community Residential Center funding will be sent to LEAs and posted at the DPI website when the Exceptional Children Division receives this information.

Funding application information is described on the DPI web site at <http://www.ncpublicschools.org/ec/funding/>. To help ensure timely processing of applications, the information must be typed and mailed (please do not handwrite or fax information.) Forms have been revised for the 2008-2009 school. Use the current forms to complete funding requests and follow submission deadlines.

The Following chart summarizes funding available from the Exceptional Children Division:

Name of Funding Program	PRC #	Children With Disabilities Served	Use of Funds	How To Access Funding/ Learn More from web site
Developmental Day Center (DDC)	63	Children 3-21 in a developmental day center approved by NCDHHS	<ul style="list-style-type: none"> • Special Education & Related Services (i.e., teaching positions, O.T., P.T., Speech) • \$50.00/year may be used for educational supplies, materials and equipment • No more than 10% of the approved state rate may be used by the DDC for administrative purposes (i.e., office personnel. Supplies, and materials) 	<ul style="list-style-type: none"> • Child placed in a DDC by IEP Team • LEA sends a completed application packet (roster must be typed and non faxed) • Contract between LEA and DDC • http://www.ncpublicschools.org/ec/funding/ddc/
Community Residential Center (CRC)	63	Children 3-21 in an approved community residential center through the Local Management Entity	<ul style="list-style-type: none"> • Special Education & Related Services (i.e., teaching positions, O.T., P.T., Speech) • For the ten-month school year and two-month extended school year. • No more than 10% used for administrative purposes (i.e., office personnel, supplies, and materials) 	<ul style="list-style-type: none"> • Child placed in a CRC through the LME • IEP Team determines the least restrictive environment • LEA sends a completed application packet (roster must be typed and non faxed) • Contract between LEA and CRC • http://www.ncpublicschools.org/ec/funding/crc/





<p>Group Home/ Foster Home (GFH)</p>	<p>32 & 60</p>	<p>Children 3-21 placed in a group/ foster home</p>	<ul style="list-style-type: none"> • Special Education & Related Services (i.e., teaching positions, O.T., P.T., Speech) • For initial year of placement only • Child count funds – may be used on other children after the child that generated the funds has been served 	<ul style="list-style-type: none"> • For initial year of placement only • For children not counted on the December 1, April 1 or ADM child counts • LEA sends a completed application (roster must be typed and non faxed) • All applications received are funded on a first come first served basis. • A child cannot receive group home, special state reserve and behavioral support funds in the same year. • Child must have been served by the LEA the previous year in order to be eligible for full funding, and the child must be enrolled the beginning of the following school year. The LEA is not entitled to full funding if the child does not return. • http://www.ncpublicschools.org/ec/funding/gfh/
<p>Out-of District Placement (OOD)</p>	<p>60</p>	<p>Children 3-21 requiring alter- native special education placements in school districts other than the local education agency where parents have legal residence</p>	<ul style="list-style-type: none"> • Special Education & Related Services (i.e., teaching positions, O.T., P.T., Speech) • Funds the excess cost of placement of a child in a program not operated by the LEA. • Placements may be public, private, residential, in state or out-of-state • All in state programs are considered before out-of state placements 	<ul style="list-style-type: none"> • LEA sends a completed application (roster must be typed and non faxed) • Applications must be submitted annually. • If a child remains in an out-of-district placement, the LEA must submit an application each year the child continues in the placement. • The per child reimbursement is based on half of the cost of the education placement including residential and extended school year services plus deductions for average daily membership, state aid for exceptional children and federal aid for exceptional children. • Purchase orders with supporting payment documentation or the canceled check showing the actual cost of services must be submitted annually • http://www.ncpublicschools.org/ec/funding/ood/



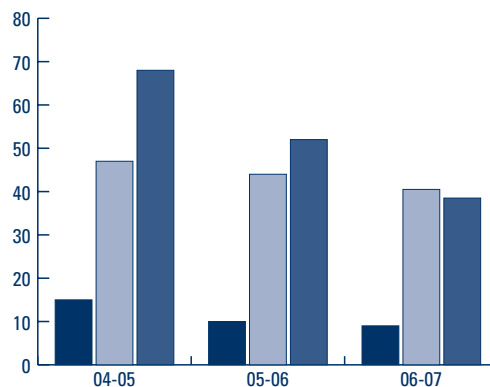


Individuals with Disabilities Education Act, Part B, Section 611 (IDEA)	60 & 49	Children with disabilities ages 3-21 served in local education agencies, charter schools and state-operated programs	<ul style="list-style-type: none"> • Supplement to state, local and federal funds • Term of 27 months (12-month grant with 15-month carryover) • Up to 15% permitted for the development and implementation of early intervening services for children without disabilities 	<ul style="list-style-type: none"> • Annual completion and submission of online grant applications for project approval • Formula-based planning and initial allotments • http://www.ncpublicschools.org/ec/funding/idea/
IDEA Capacity Building and Improvement Grant (SLIVER)	44	Children with disabilities ages 3-21 served in local education agencies, charter schools and state-operated programs	<ul style="list-style-type: none"> • Enhancement of programs and services • Term of 27 months (12-month grant with 15-month carryover) 	<ul style="list-style-type: none"> • Annual completion and submission of online grant application for project approval • Formula-based planning and initial allotments • http://www.ncpublicschools.org/ec/funding/idea/
Behavior Support Services Funds	29	Children ages 3-21 with disabilities who have more severe and complex behavioral-emotional needs	<ul style="list-style-type: none"> • Day treatment program • Crisis Intervention Specialist or Team • Behavioral Specialist/Liaison • 1:1 Assistant • Social Worker • Mentor • Teacher 	<ul style="list-style-type: none"> • Annual completion and submission of grant applications for project approval by May 1 each year • http://www.ncpublicschools.org/ec/funding/behavior
Special State Reserve Funds	63	Children ages 3-21 with disabilities who have extraordinary needs and are new to an LEA and who are not receiving ADM, Federal IDEA, Part B, 611/619 or State Exceptional Children funds from the LEA	<ul style="list-style-type: none"> • Assistive technology devices (educational software is not funded) • Educational materials other than consumables • Teacher assistant or health care provider • Sign language interpreter 	<ul style="list-style-type: none"> • Annual completion and submission of grant applications for project approval by May 15 each year • http://www.ncpublicschools.org/ec/funding/ssrf/

Positive Behavior Support Update

Submitted by Cayce McCamish and Heather Reynolds

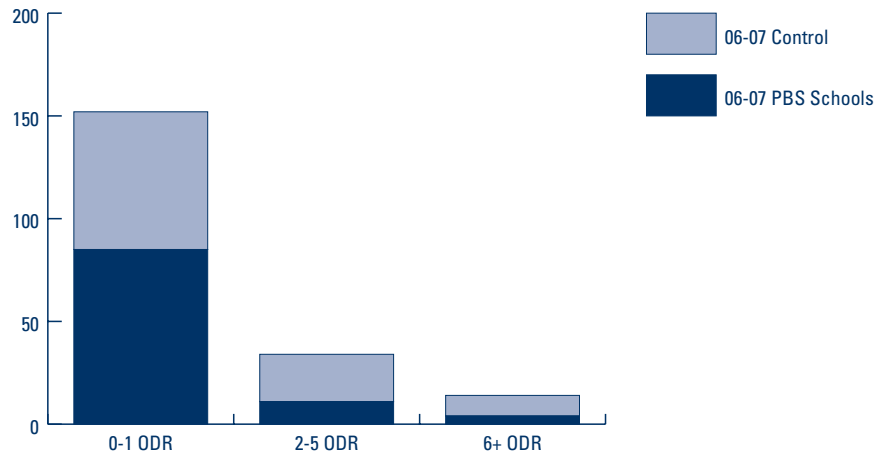
The following charts illustrate the positive impact of Positive Behavior Support.



PBS Schools have shown consistent decreases in rates of suspension per 100 students over the last three school years.



In schools implementing PBS, 85% of students have 0-1 office discipline referrals, 11% have been to the office 2-5 times, and 4% have been referred 6 or more times. In similar schools not implementing PBS, the percentage of students with more than 1 office referral more than **DOUBLES** (15% compared to 33%).



Did you know that...?

Submitted by Chris Alberti

40% of preschool children with language impairments develop significant literacy learning difficulties (Aram & Nation, 1980) even if their delays appear to have been resolved by age 5 (Scarborough, 100; 2002)? I learned this and much more about literacy training at the Low Incidence Literacy Institute in Greensboro in July. The institute was presented by staff from the Center of Literacy and Disability Studies, UNC-CH. and included a description of a range of assessment and intervention strategies that addressed emergent and conventional literacy needs of students with significant disabilities. Here are some literacy resources for students with significant disabilities:

- <http://www.med.unc.edu/ahs/clds/> - The Center for Literacy and Disability Studies
- <http://gb-cs.cs.unc.edu/TarHeelReader/> - Tar Heel Reader (Online books for readers of all ages.)
- <http://www.donjohnston.com/> - Don Johnson (Literacy resources for students with disabilities)