



Exceptional Parent

DISABILITY NEWS & INFO

Helping parents stay connected and informed about EC!

Message from Dr. Bell:



This publication is for parents of students with disabilities in Durham Public Schools. Our aim is to share information on DPS happenings, best practices in special education, and disability policies to help parents and school/district personnel develop and sustain strong partnerships and to support parent understandings and advocacy. Parents know their child best, and it is important that they have the information and resources they need to be meaningful participants in all aspects of their child's education. Exceptional Children's (EC) policies and processes can be confusing and complex. We are committed to doing all we can to support parents in successfully navigating EC.



COMMUNICATION

Knowing who to contact at the school or district level is essential. For parents of children with disabilities, there may be many members of your child's educational team. Creating and maintaining a system to organize the various documents you receive from Individualized Education Plan (IEP) processes and meetings will be key. It will also help to have a "who to contact" document that identifies the members of your child's educational team, their role, and how to best connect and communicate with each of them. This **Sample IEP Team Contact Document** can help you get started.



WHO TO CONTACT

General Education Teacher: teaches core content/courses aligned with grade level standard course of study

Exceptional Children's Teacher: provides specially designed instruction and supports per the IEP

Principal: school administrator responsible for overall school functions/processes for all students and staff

Assistant Principal: school administrator who supports the building principal

Exceptional Children's Facilitator: special education leader working closely with EC teachers & admin to support instructional, programming, & policy implementation

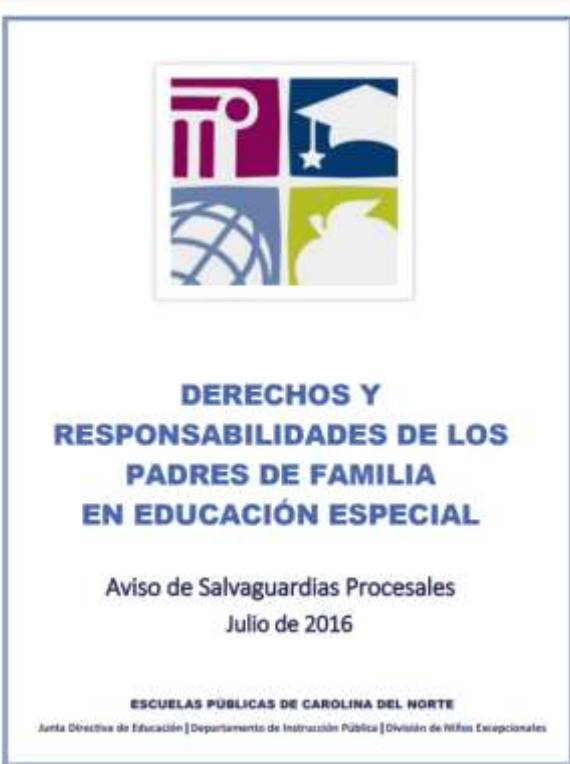
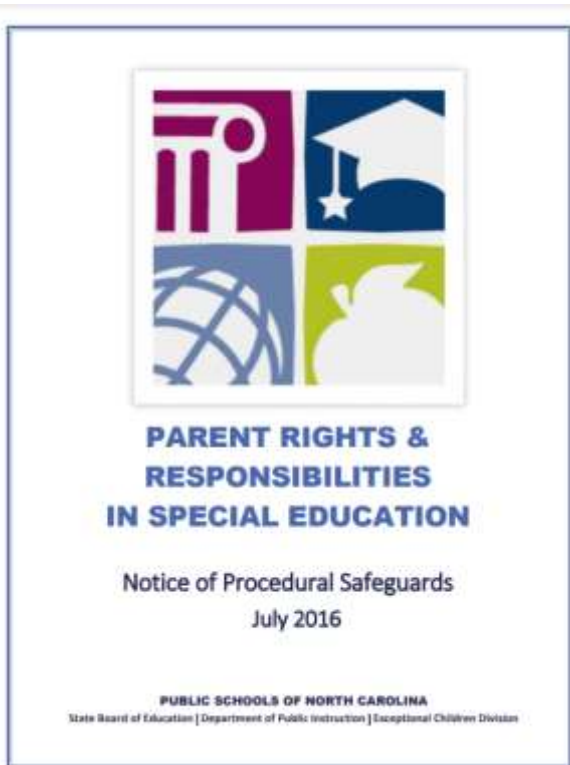
School Psychologist: conducts testing for initial referral & reevaluations, observations, & provides consultation to staff, may provide direct support to students

Related Service Providers: may include occupational therapist, speech-language pathologist, physical therapist & more.



"For we are leaders of inclusiveness and community, of love, equity, and justice."

—Judith Heumann, Being Heumann: An Repentant Memoir of a Disability Rights Activist



Parents Rights & Responsibilities in Special Education

It is important that you understand the Procedural Safeguards (legal rights) provided for you and your child with a disability. In this document, you will find a new section in more user-friendly language 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 images to the left to access each handbook electronically.

Click [HERE](#) to visit the North Carolina Department of Public Instruction's Website for More Resources for Parents:

- ⦿ Archived parent newsletters
- ⦿ Directions to sign up for the EC parent newsletter
- ⦿ Cómo registrarse en el EC Listserv para padres
- ⦿ Referral Meeting - Reunión de Inicial
- ⦿ Eligibility Meeting - Reunión de Elegibilidad
- ⦿ IEP Meeting - Reunión del IEP
- ⦿ Reevaluation Meeting - Reunión de Reevaluación
- ⦿ **Exceptional Children's Assistance Center (ECAC)**

ECAC is a private, nonprofit parent organization committed to improving the lives and education of ALL children, through a special emphasis on children with disabilities and special healthcare needs. ECAC serves as North Carolina's Parent Training & Information Center or PTI, which is a federally funded program through the US Department of Education, Office of Special Education Programs (OSEP). ECAC's parent educators help NC families navigate systems such as early intervention, special education and the transition to adulthood and provide families with information and resources to help them make informed decisions, to communicate effectively and to become their child's best advocate in school, the community and in life. All services to families are provided at no cost.

- ⦿ Dispute resolution options and NCDPI contacts



Our DPS Exceptional Children’s Department is partnering again with The Durham Special Needs Advisory Council (DNSAC), to provide EC Parent Series Webinar. EC leaders will serve on a panel with a parent representative for the following sessions:

Date	Time	Session Topic	Session Link
January 25, 2023	12-1 PM	Understanding Your Parent Rights & Responsibilities in Special Education	Zoom Link
February 22, 2023	12-1 PM	Related Services: Speech-Language Pathology, Occupational Therapy, and Physical Therapy	Zoom Link
March 22, 2023	12-1 PM	Preschool Services Overview	Zoom Link
April 19, 2023	12-1 PM	Student Self-Advocacy: Preparing and Empowering Students to Participate in the IEP Process	Zoom Link



2022-2023 Autism Speaker Series

Register in advance for our next presentation:

Jessica Bradshaw, PhD, University of South Carolina, presents "Infant Predictors of Social Communication & Autism: A Developmental Cascades Perspective"

December 7, 2022, 4:00 - 5:00 p.m. Eastern.

[REGISTER HERE](#)



Register in advance for each session
"Presentations are not recorded."

COMING UP -

- Jan. 4, 2023 - John Constantino, MD, Children's Healthcare of Atlanta
- Feb. 1, 2023 - Kristen Bottema-Beutel, PhD, Boston College
- Mar 1, 2023 - Sarah Edmunds, PhD, University of South Carolina
- Apr 12, 2023 - Autism Acceptance Month keynote presentation - Announcement coming soon!
- May 3, 2023 - Dora Raymaker, PhD, Portland State University

Speech-Language Pathology: Communication for ALL!

Speech-Language Services for Durham Public Schools is reigniting a ***Focus on Parent and Provider Partnerships***. Our mission with this newsletter is to share with providers (teachers, therapists, etc.) and parents with opportunities and resources to grow communication for all students at home, at school, at play, and everywhere! Parents are the child’s first teachers and life-long coaches. We want to partner with you for better communication outcomes to meet individual communication needs and to develop and maximize each student’s ability to use most appropriate and meaningful modes of communication including speaking, cues speech, signing, gestures, picture exchange, alternative and augmentative communication (AAC) and any combination of non-verbal, verbal, and visual communication as essential tools for the child’s educational participation with peers and adults. ***Partnering with parents is key to student success!*** Here are some [activities appropriate across all ages](#) to engage in with your preschool, elementary school, or secondary school age child and that may already be part of or easily incorporated into your everyday family life.

November is Assistive Technology Awareness Month! Celebrate & Communicate!

As many national, religious, and cultural holidays are celebrated this Fall and Winter, take opportunities to share preparation, customs, storytelling and sharing experiences. Here's a [video](#) for including children with [AAC at mealtimes](#) to promote communication.



Explore more! Check out this infographic with information about [Speech-Language Pathology Services in Schools](#).

Speech-Language Pathology SERVICES IN SCHOOLS

Speech and language services in public schools are available to eligible students at no cost to families as part of special education, under U.S. federal law (through the Individuals With Disabilities Education Act, or IDEA). Speech-language pathologists (SLPs) help students in many different areas.

DID YOU KNOW?
Speech and language disorders are among the **most common disabilities** for which students receive treatment services in schools—**more than 1 million schoolchildren** nationwide do so each year.

LEARN MORE AT WWW.ASHA.ORG/PUBLIC

NC Policies Governing Services for Children with Disabilities (NC 1500-2.31)

Speech-language pathology services includes—

Identification of children with speech or language impairments;

- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation of communication impairments, including form, content, and function of language; and
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Homework: A Guide for Parents

Research shows that the benefits of homework are more evident at the high school level than at the elementary or middle school level. There is little question that parental involvement in homework has a strong positive effect. While parents may be tempted to throw up their hands when their children resist homework or lack the skills to do it, school success may depend on parents' willingness to help overcome obstacles to homework completion.



REASONABLE HOMEWORK EXPECTATIONS

It is generally agreed that children are expected to devote increasingly more time to homework as they get older. A general rule of thumb that is easy to remember is the expectation that children do 10 minutes of homework for each grade level. Thus, first graders would be expected to do about 10 minutes of homework, second graders 20 minutes, third graders 30 minutes, and so on. If your child is spending more than 10 minutes per grade level on work at night, then you may want to talk with your child's teacher about adjusting the workload.

MESSAGES

There are three key messages about homework that parents need to give their children:

- **Homework is an important part of school** - Expect children to complete homework and hand it in when it is due. Holding children accountable for homework builds responsibility and time management skills.
- **Parental support will be provided as needed** - Children are less likely to become discouraged or frustrated when parents offer encouragement and assure them that help is available when they get stuck. For some children, it is helpful just to have a parent nearby while they work.
- **Parents will not do homework for their children** - This message lets children know that the parent role is to encourage and to help them get unstuck, while at the same time communicating that homework is designed to help children master skills that parents already attained.

STRATEGIES FOR SUPPORTING HOMEWORK

- Check in with your children every day
- Establish clear homework routines
- Supervise but don't micromanage
- Help children establish and maintain organizational systems
- Look for others to help
- Use incentives if necessary
- Establish clear communication channels with teachers
- Work with school personnel to establish necessary supports within the school

Source: National Association of School Psychologists

Physical Therapy in Action



Courtney Keller, MS, PT, joined Mrs. Ariana Johnsen-Wissick's class from Jordan High School on a trip to the Diaper Bank of North Carolina. It was so rewarding to join the students in the community to help serve the needs of others.

Physical therapy means a continuum of services provided by a licensed physical therapist or a licensed and supervised physical therapy assistant. School-based physical therapy services are provided to develop and maintain performance levels, within an individual student's physical capabilities, for independent and safe access to educationally related activities. School based physical therapy is a related service and is provided only as required to assist a child to benefit from special education. Physical therapy services may include:

- ✓ Development and maintenance of student's functional ability to participate in and benefit from his/her special education program;
- ✓ Modification and adaptation of the student's physical environment;
- ✓ Provision of training for school personnel;
- ✓ Communication and/or education of the student's teachers and family;
- ✓ Communication with state and community agencies; and
- ✓ Involvement in total program planning for children with disabilities, including transition planning.

PTs regularly integrate their services in Durham Public Schools classrooms, including the playground, and on field trips. Our focus is to support our students in accessing their school environment and interact with their peers in a variety of educational opportunities. Our goal is for students to fully participate in all aspects of the school day and develop skills they will need as they prepare for community work and participation when they reach adulthood.

EARresistibly Fun Facts!

Pictured: Anna Garcia, audiology office support and Dr. Nicole Jones, DPS Educational Audiologist



Did you know these facts about ears?

1. Big things come in small packages! The smallest bone in the human body is the stapes, one of the bones housed in the middle ear. The stapes is about 2 mms long! In fact, all three bones in the middle ear (the malleus, incus, and stapes) can all fit on a dime!
2. Your sense of balance is a part of the ear! The vestibular system is your sense of balance and is housed in the inner ear sharing the same fluid as the cochlea, the organ of hearing. This system tells your brain and body what position you are in and information about head movement. After we spin around in a circle and stop, the fluid in our ears continues to move. This is why we get dizzy because our ears are still telling our brain we are moving, but our eyes and proprioception (feet on the ground) tell us we are standing still!
3. No need for Q-tips: The ear is self-cleaning! The skin of the ear canal is designed to work like a train to move ear wax and dead skin cells out of the ear naturally. All you need to do is wash your ear lobe with a washcloth during bath times. In fact, q-tips can easily push wax and debris deeper into your ear canal, disturbing the natural, self-cleaning process of the ear. There are times when excessive ear wax is a concern, in which case the ear should be cleaned by a professional. It is especially important to be mindful of excessive ear wax for children who wear hearing aids with earmolds, since the earmold prevents the wax from moving out of the ear during the day. Ear wax is a good thing! It protects your ear from dust, dirt, dry skin, and bugs!!
4. No sleeping on the job, our ears are always “on”! Your ears never stop working, not even when you are sleeping. So why aren’t you woken up by every noise? It is our brain that works to ignore environmental noises so we can sleep soundly.
5. Be in the know about noise! Noise induced hearing loss is one of the most common causes of hearing loss. It is also extremely preventable! Be sure to wear hearing protection whenever you are working with lawn mowers, power tools, attending concerts, and in other loud environments. People who have hearing loss should also be mindful of loud situations and remove their hearing aids to put on hearing protection! Foam ear plugs and over-the-ear muffs can be purchased at many stores. Noise induced hearing loss can happen with even one exposure to extremely loud noise, regardless of age.
6. The ear and spare: Why do we have two? Our ears work together to locate where sounds are coming from, filter out background noise, ensure we hear from both sides of our head, and work together to help us hear sounds at a distance. They are a hard-working pair! Our ears are so important to our daily lives, we need to make sure we take care of them!



Upcoming Events for Parents and Caregivers

Event	Description	Date/Time	Link
<p>Tool Time Tuesday: Who We Are & What We Do</p>	<p>Join us to learn more about ECAC's services and our role as both North Carolina's Parent Training & Information Center and Family to Family Health Information Center. We will also share information about our collaborations with other partners who have a shared interest in improving outcomes for children with disabilities.</p>	<p>December 13, 2022 12:00-12:30 p.m.</p>	<p>Webinar Registration</p>
<p>Tool Time Tuesday: Supporting Girls with ADHD</p>	<p>Girls with ADHD face unique challenges compared to boys with ADHD. There are often additional obstacles to ensuring that girls are properly identified, diagnosed, and supported both within and outside of the school system. During this Tool Time Tuesday, Dr. Julia Schechter, clinical psychologist at the Duke ADHD Program and Co-Director of the Duke Center for Girls & Women with ADHD, will provide information about the presentation of ADHD in girls and discuss how educators and parents can best support girls with ADHD. She will highlight educational resources provided by the Duke Center for Girls & Women with ADHD and share engagement opportunities.</p>	<p>December 20, 2022 12:00-12:30 p.m.</p>	<p>Webinar Registration</p>



DPS Adapted PE Team from left to right: Forrest Moog, Terrance Hill, Staci Sharp and Dale Honeycutt.

ADAPTED PHYSICAL EDUCATION

The DPS Adapted Physical Education Specialists are led by Staci Sharp. The team is responsible for assessing and determining the least restrictive environment for DPS's Exceptional Children's population. These students may be in special program classes (spanning the entire spectrum of identified disabilities) as well as students in General Education Classrooms that have special needs in regard to the Healthful Living Curriculum. The APE team adapts the Healthful Living Curriculum to provide high quality mental/emotional, social, and physical education to all students. This is a collaborative team effort as we regularly meet to discuss and evaluate the most recent, researched-based strategies that impact student learning. We also support the General Physical Education teachers of DPS, relaying the most relevant, effective strategies to meet the needs of students with identified disabilities. The goal is to educate the whole child and support the Healthful Living Curriculum across the

NC Policies Governing Services for Children with Disabilities (NC 1500-2.1)

Children with disabilities shall have equal access to the provision of physical education. Physical education includes the development of:

- (1) Physical and motor fitness;
- (2) Fundamental motor skills and patterns; and
- (3) Skills in individual and group games, sports, and activities (including intramural and life-time sports).

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:

- (1) Modified physical education,
- (2) Adapted/special physical education,
- (3) Movement education, and
- (4) Motor development.

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 can also include supports such as a sign language interpreter.

Adapted physical education (also called specially designed or special physical education) is instruction in physical education that is designed on an individual basis specifically to meet the needs of a child with a disability.

Home Safety

for People with Disabilities

There's no place like home. It is a place to relax, share laughs with family, and enjoy home cooked meals. But did you know that the majority of fire deaths occur in the home? Help everyone in the home stay safe from fire.



Home Fire Sprinklers

Home fire sprinklers protect lives by keeping fires small. Sprinklers allows people more time to escape in a fire. When choosing an apartment or home, look for one that has home fire sprinklers.

Smoke Alarms

- » Install smoke alarms in every sleeping room. They should also be outside each sleeping area and on every level of the home.
- » Test your smoke alarm at least once a month by pushing the test button. If you can't reach the alarm, ask for help.
- » For added safety, interconnect the smoke alarms. If one sounds, they all sound. This gives more time to escape.
- » Smoke alarms with sealed (long-life) batteries work for up to 10 years. They can be helpful for people who find it hard to change batteries.
- » Smoke alarms expire. Replace them every 10 years.

People who are Deaf or Hard of Hearing

- » Smoke alarms and alert devices are available for people who are deaf or hard of hearing.
- » Strobe lights flash when the smoke alarm sounds. The lights warn people of a possible fire.
- » When people who are deaf are asleep, a pillow or bed shaker can wake them so they can escape.
- » When people who are hard of hearing are asleep, a loud, mixed, low-pitched sound alert device can wake them. A pillow or bed shaker may be helpful. These devices are triggered by the sound of the smoke alarm.



Escape Planning

Include everyone in home escape planning. Each person should have input about the best ways to escape. Home fire drills are important. Everyone in the home must participate in them. Keep a phone by your bed in case you can't escape and need to call for help.

Talk with someone from the fire department

about your escape plan. Ask them **review your plan**. Ask if your fire department keeps a directory of people who may need extra help. If you have a **service animal**, agree on a plan to keep the animal with you during an emergency.



Your Source for SAFETY Information

NFPA Public Education Division • 1 Batterymarch Park, Quincy, MA 02169

Emergency Preparedness for Individuals with Hearing Loss: A Family Guide

TIPS AND RESOURCES FOR FAMILIES



Why is emergency preparedness for individuals with hearing loss important?

From a natural disaster to unexpected emergencies in the home, the need to plan, practice, and store away information and materials specific for someone with hearing loss is important. During an emergency, planning for the communication needs of someone with a hearing loss might help reduce stress and also save a life.

What should be packed in an emergency kit?

The basic materials packed in an emergency kit for anyone such as food, first aid, and clothing should remain the same. However, additional items that can help with communication should be included. The following items should be considered for the emergency kit:

- Flashlight and batteries for those who need light to speech read or for those who use a sign language interpreter.
- Pen and paper in case the first responder does not know how to sign and needs to write back and forth.
- Disposable batteries for those with hearing aids or cochlear implants. Keep about 4 weeks of batteries in the emergency kit in case there is no access to purchase or recharge batteries.
- Waterproof/sealed container that is large enough to hold hearing aids or cochlear implants to protect if there is no shelter from the weather.
- Communication cards if sign language is used. Important signs printed on this card would help explain basic needs to first responders, or workers at a local shelter such as “food,” “water,” “sick,” and “help.”
- Phone number of the hearing aid or cochlear implant company in case the device needs to be repaired.

- Phone number of local communication center for the deaf and hard of hearing in case an interpreter is needed.

How should one prepare a child with hearing loss for an emergency?

Parents of children who have hearing loss should talk with their children about how to ask for help if their hearing aid or cochlear implant fails or if they need to ask for an interpreter. It is helpful to discuss as well as role play the plans the family has made for specific emergencies. For assistance in planning for an emergency, videos are available for individuals with hearing loss. Plan ahead and assign a family member with hearing or a neighbor who can contact the child with hearing loss about weather-related emergencies by text, email, phone call, or by stopping by the child's home. Children's hearing aids or cochlear implants should be insured on a home owner's insurance plan in case they are lost or destroyed.

What about hearing dogs?

A hearing dog's job is to alert his or her owner to sounds such as alarms, telephones, or environmental sounds. An additional advantage to having a hearing dog is as a companion in everyday life as well as during possible emergencies. There are various organizations that train dogs to become service animals for individuals with hearing loss located in and around the United States.

What devices are available to alert individuals with hearing loss about potential disasters in their homes?

- **Fire Safety Alerts:** Devices are available that alert an individual with hearing loss to fire or smoke in the house either through a bed shaker or flashing lights. Most devices work with the existing smoke detector. Contact your local fire department or fire marshal for possible free smoke alarms designed for individuals with hearing loss.
- **Weather Alert Systems:** Weather alert radios are available that tune into National Oceanic and Atmospheric Administration's (NOAA) 24 hour/7 days a week National Weather Service broadcast. Weather alert radios are particularly designed for individuals with hearing loss that indicate NOAA's alerts in closed caption messages as well as vibration or flashing lights. NOAA also has NOAA Weather Wire Service (NWWS), which offers a direct delivery of messages through email. This may be helpful for individuals who can receive emails on their personal contact devices, such as a cell phone.

Smoke Alarms

Working smoke alarms save lives. However, people who are deaf or hard of hearing may not be able to depend on the traditional smoke alarm to alert them to a fire.



for People who are Deaf or Hard of Hearing

Install smoke alarms in every bedroom. They should also be outside each sleeping area and on every level of the home. For added safety, interconnect all the smoke alarms. If one sounds, they all sound. This gives people more time to escape.

SAFETY TIPS

- Smoke alarms and alert devices are available for people who are deaf or hard of hearing.
- Strobe lights flash when the smoke alarm sounds. The lights warn people of a possible fire.
- When people who are deaf are asleep, a pillow or bed shaker can wake them so they can escape. The shaker is activated by the sound of a smoke alarm.
- When people who are hard of hearing are asleep, an alert device that uses a loud, mixed, low-pitched sound can wake them. They may find a pillow or bed shaker helpful. These devices are triggered by the sound of the smoke alarm.
- Research the products and select the ones that best meet your needs.

WHERE TO FIND EQUIPMENT

Search home improvement store websites or use a general search engine to look for strobe light smoke alarms. BRK/First Alert, Gentex, and Kidde brands offer this type of smoke alarm. Find smoke alarm accessories such as pillow or bed shakers, transmitters, and receivers at lifetonesafety.com, safeawake.com and silentcall.com. Choose devices that have the label of a recognized testing laboratory.

FACT

Home fire sprinklers keep fires small. This gives people more time to escape in a fire.

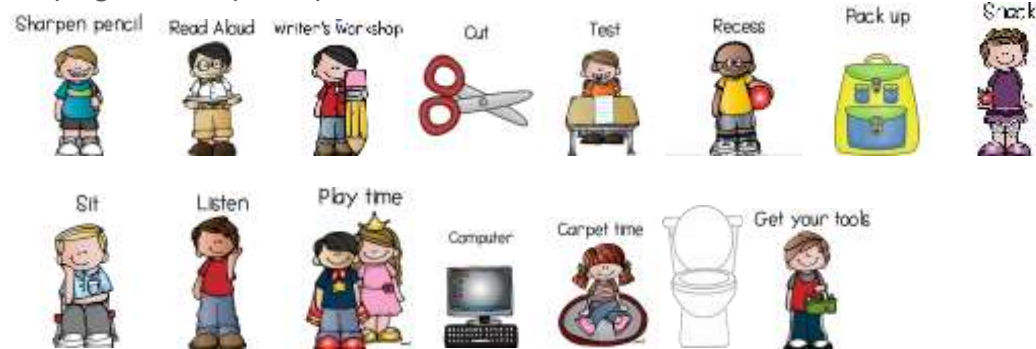
AND DON'T FORGET...
Test all smoke alarms at least once a month using the test button.



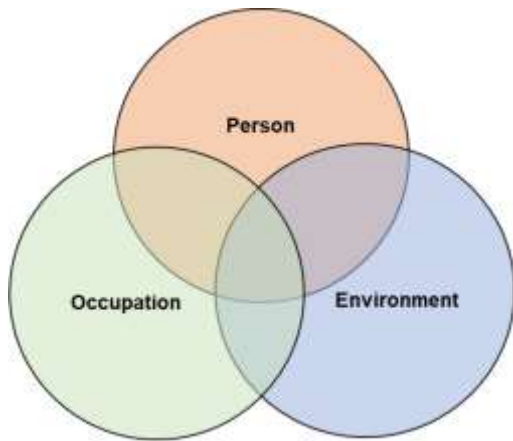
NATIONAL FIRE PROTECTION ASSOCIATION
The leading information and knowledge resource on fire, electrical and related hazards

What is Occupational Therapy doing in your school?

Helping students participate in their **SCHOOL OCCUPATIONS**.



How does an OT impact student participation? They identify barriers to occupational performance at three possible levels then problem solve workable solutions with the educational team! Of note: OT is a related service and supports a student's IEP goals.



Frame of Reference: Person/Environment/Occupation

Example: Occupational Performance: Completion of Written Work

- | | |
|------------------------|--|
| Person: | Environment: |
| Fine Motor skills | Sensory: Too loud, too light, too dark |
| Visual Motor Skills | Location: Preferred seating |
| Attention | Peer Support |
| Occupation: | |
| Pencil grip | |
| Modified paper | |
| Modified curriculum | |
| Abbreviated assignment | |
| Assistive Technology | |

Example: Occupational Performance: Self feeding

- | | | |
|-------------------|----------------------|--|
| Person: | Occupation: | Environment: |
| Fine Motor skills | Adaptive utensils | Sensory: Too loud, too light, too dark |
| Oral Motor skills | Faded Support | Location: Preferred seating |
| Attention | Backwards Chaining | Timing during the day |
| | Incentives | |
| | Rate of presentation | |

Example: Occupational Performance: Work Task Initiation/Completion

- | | | |
|--------------------------|---------------------|--|
| Person: | Occupation: | Environment: |
| Fine Motor skills | Visual Supports | Sensory: Too loud, too light, too dark |
| Understanding directions | Faded Prompting | Location: Preferred seating |
| Attention | Graded expectations | Visual blind to reduce distractions |
| | | Sensory/brain breaks/fidgets |
| | | Behavior supports |

Legislation: Rehab Act, IDEA, ADA, PL 94142

JANUARY 9 – 31, 2023

Neurodiversity-Affirming OT Practice

An Autism CE Summit

In this transformative summit, you'll learn strategies that will totally transform your work AND you'll meet your people: thousands of other OTs who are looking to **embrace authentic, neurodiversity-affirming practice**. The summit includes eight recorded 1.5 hour talks and eight live Q&As with the neurodiverse panel of instructors. It is registered for 1.2 AOTA CEUs (12 contact hours). This summit will fill your toolbox and renew your enthusiasm for your work.

<https://learnplaythrive.com/otsummit/>

D-SNAC Durham Special Needs Advisory Council

December 2 at 2:52 PM · 🌐

Hi D-SNAC Community! We hope you can join us for a holiday gathering next Saturday at the Main Public Library (Conference Room #3214).

Grab some hot cocoa and cookies and meet other families with children with disabilities/IEPs in Durham Public Schools. Children are welcome and encouraged to attend!

This will be held from 1-3 pm, but feel free to drop in anytime during that timeframe. We will not have a formal agenda, but if you have ideas to share related to advocating fo... See more



THIS SATURDAY AT 1 PM

Hot Cocoa and Cookies with D-SNAC
Durham, NC

🏠 Interested



The Transplaining Training Library

Welcome to the Transplaining Training Library! We seek to meet learners where they are in order to make the world a safe(r) and more equitable place for trans* and gender non-conforming youth and adults through training, community conversations and empathetic guidance.

Available Courses

<https://courses.transplaining.info/>



<https://www.amazon.com/Day-No-Words-Tiffany-Hammond/dp/1736949799>

Autism Seminar Series

Learn about growing up Autistic, neurodiversity-affirming parenting, and neurodiversity-affirming clinical care. Topics include experiences with the school system, IEPs, ABA, and more.

Autistic Experience Panel

Monday, January 9
6:30–8pm EST

Clinician Experience Panel

Wednesday, January 25
1:30–3pm EST

Parent Experience Panel

Monday, January 30
1:30–3pm EST

Interested in joining us? Email Sam Brandsen at sam.brandsen@duke.edu to sign up for these Zoom seminars!



Parent's Perspectives on Neurodiversity

Monday, January 30
1:30-3pm EST

MODERATOR

Jenna Meehan, MS, OTR/L

**Nadiyah
Porter**



**Rae
Zhang**



Shubha Balaerber



M. Huang



Danai Fannin



Interested in attending? Email Sam Brandsen at sam.brandsen@duke.edu to sign up for this Zoom seminar.

WHO TO CONTACT AT THE SCHOOL AND DISTRICT LEVELS

SCHOOL	DISTRICT 919-560-3774	
Position	Position	Person/Contact Info
✓ General Education Teacher(s)	Elementary EC Director Ext. 35700	Wendy Vavrousek Wendy_vavrousek@dpsn.nc.net
✓ Exceptional Children Teacher(s)	Lead Elementary EC Facilitator Ext. 26234	Elaina Bradley elaina_bradley@dpsnc.net
	Secondary EC Director Ext. 35920	Stacey Burns stacey_burns@dpsnc.net
Related Service Providers (if your child receives these services in their IEP)	Lead Secondary EC Facilitator Ext. 35726	Jamie Bowers jamie_bowers@dpsnc.net
✓ Occupational Therapist	EC Director of Special Programs and Behavior Supports Ext. 35725	Krista Saunders krista_saunders@dpsnc.net
✓ Speech Language Pathologist	EC Executive Director Ext. 21503	Dr. Kristin Bell kristin_bell@dpsnc.net
✓ Physical Therapist	EC Administrative Assistant/ECATs Specialist Ext. 21625	Rosemary Miller rosemary_miller@dpsnc.net
	Lead School Psychologist Ext. 28999	Dr. Wayde Johnson wayde_johnson@dpsnc.net
✓ School Psychologist	Lead Speech Language Pathologist Ext. 26252	Tahisha Bishop tahisha_bishop@dpsnc.net
✓ Exceptional Children’s Facilitator	Lead Occupational Therapist Ext. 65734	Lenore Champion lenore_champion@dpsnc.net
	Lead Physical Therapist Ext. 35726	Sherry Broadright sheryl_broadright@dpsnc.net
Student Support Services	Lead Assistive Technology Ext. 26249	Tonja Recktenwald tonja_recktenwald@dpsnc.net
✓ Professional School Counselor	Lead Deaf/Hard of Hearing	Vacant
✓ School Social Worker	Lead Blind/Visually Impaired Ext. 12812	Bryan Waters bryan_waters@dpsnc.net
✓ School Nurse	Lead Foreign Language Testing/Evaluations Ext. 26219	Melinda Lane melinda_lane@dpsnc.net
	Lead Nurse Ext. 26236	Tricia Howard tricia_howard@dpsnc.net
School Administration	Elementary Inclusive Practices Specialist Ext. 26803	Ajalyn Baker ajalyn_baker@dpsnc.net
✓ Building Principal	Secondary Inclusive Practices Specialist Ext. 26254	Amber Cline-Rabah amber_cline-rabah@dpsnc.net
✓ Assistant Principal(s)		

Additional Durham Public Schools Informational Links:

- ⦿ [2022-2023 DPS School Principals \(effective August 24, 2022\)](#)
- ⦿ [DPS Calendars](#)
- ⦿ [PowerSchool Parent Portal](#)
- ⦿ [Bell Schedules](#)
- ⦿ [Enrollment](#)
- ⦿ [Meals \(DPS Nutrition\)](#)
- ⦿ [Athletics](#)
- ⦿ [Before and After School Program](#)



2022–2023 Exceptional Children Facilitator (ECF) School Assignments and Contacts

School	EC Facilitator	Contact Info
Bethesda Elementary	Jennifer Savage	Jennifer_savage@dpsnc.net
Burton Elementary	Hannah Hribar	hannah_hribar@dpsnc.net
CC Spaulding Elementary	Teresa Kanu	teresa_kanu@dpsnc.net
Club Elementary	(Julie Haase- Covering)	julie_haase@dpsnc.net
Creekside Elementary	Heather Faggart	heather_faggart@dpsnc.net
EK Powe Elementary	Heather Ham	heather_ham@dpsnc.net
Easley Elementary	Patricia Crane	patricia_crane@dpsnc.net
Eastway Elementary	(Ajalyln Baker – Covering)	ajalyn_baker@dpsnc.net
Eno Valley Elementary	Teresa Kanu	teresa_kanu@dpsnc.net
Fayetteville St. Elementary	Lena Lynn	lena_lynn@dpsnc.net
Forest View Elementary		
George Watts Elementary	Heather Ham	heather_ham@dpsnc.net
Glenn Elementary	Hannah Hribar	hannah_hribar@dpsnc.net
Hillandale Elementary	Karen Kazimir	karen_kazimir@dpsnc.net
Holt Elementary	Patricia Crane	patricia_crane@dpsnc.net
Hope Valley Elementary	Elizabeth Limon	elizabeth_limon@dpsnc.net
Lakewood Elementary	Karen Kazimir	karen_kazimir@dpsnc.net
Little River Elementary	Julie Haase	julie_haase@dpsnc.net
Lyons Farm Elementary		
Mangum Elementary	Julie Haase	julie_haase@dpsnc.net
Merrick Moore Elementary	Marcia Ingram-Turner	marcia_ingram-turner@dpsnc.net
Morehead Montessori Elementary	(Wendy Vavrousek Covering)	wendy_vavrousek@dpsnc.net
Oak Grove Elementary	Lena Lynn	lena_lynn@dpsnc.net
Parkwood Elementary	Elizabeth Limon	elizabeth_limon@dpsnc.net
Pearson Elementary	Heather Faggart	heather_faggart@dpsnc.net
RN Harris Elementary	Jerry Soletro	jerry_soletro@dpsnc.net
Sandy Ridge Elementary	(Heather Ham Covering)	heather_ham@dpsnc.net
Southwest Elementary	(Elizabeth Limon Covering)	elizabeth_limon@dpsnc.net
Spring Valley Elementary	Jennifer Savage	Jennifer_savage@dpsnc.net
WG Pearson Elementary	Marcia Ingram-Turner	marcia_ingram-turner@dpsnc.net
YE Smith Elementary	(Elaina Bradley Covering)	elaina_bradley@dpsnc.net
Brogden Middle	Hannah Hribar	hannah_hribar@dpsnc.net
Carrington Middle	Karen Jones	karen_jones@dpsnc.net
Githens Middle	LoveN’der Alston	lovender_alston@dpsnc.net
Lakewood Montessori Middle	(Charlotte Townley Covering)	charlotte_townley@dpsnc.net
Lowes Grove Middle	Sheila Yancey	sheila_yancey@dpsnc.net
Lucas Middle	Jennifer “Nikki” Smith	jennifer_smith@dpsnc.net
Neal Middle	(Stacey Burns Covering)	stacey_burns@dpsnc.net
Rogers Herr Middle	Jerry Soletro	jerry_soletro@dpsnc.net
Shepard Middle	LoveN’der Alston	lovender_alston@dpsnc.net

2022-2023 Exceptional Children Facilitator (ECF) School Assignments and Contacts

School	EC Facilitator	Contact Info
City of Medicine Academy	Cadriesha Akinfe	cadriesha_akinfe@dpsnc.net
Durham School of the Arts	Charlotte Townley	charlotte_townley@dpsnc.net
Durham School of Technology	Tracie Moss	tracie_moss@dpsnc.net
Early College High	Charlotte Whipp	charlotte_whipp@dpsnc.net
Hillside High	Tracie Moss	tracie_moss@dpsnc.net
Hospital School	Charlotte Townley	charlotte_townley@dpsnc.net
JD Clement Early College High	Charlotte Whipp	charlotte_whipp@dpsnc.net
Jordan High	Charlotte Whipp	charlotte_whipp@dpsnc.net
Lakeview School	Sheila Yancey	sheila_yancey@dpsnc.net
Middle College High	Charlotte Whipp	charlotte_whipp@dpsnc.net
Northern High	Cadriesha Akinfe	cadriesha_akinfe@dpsnc.net
Performance Learning Center	Amy Jenkins	amy_jenkins@dpsnc.net
Riverside High	Amy Jenkins	amy_jenkins@dpsnc.net
School for Creative Studies	Jennifer “Nikki” Smith	jennifer_smith@dpsnc.net
Southern High	(Jennifer “Nikki” Smith Covering) (Charlotte Townley Covering) (Amy Jenkins Covering)	jennifer_smith@dpsnc.net charlotte_townley@dpsnc.net amy_jenkins@dpsnc.net
Whitted PreSchool	Bea Springs	beatrice_springs@dpsnc.net
Ignite Academy	Elaina Bradley (K-5) Karen Thompson (6-8) Jamie Bowers (9-12)	elaina_bradley@dpsnc.net karen_jones@dpsnc.net jamie_bowers@dpsnc.net