

**NC Dept of Correction-Division of Prisons
IDEA - Part B (611) Grant**

APPROVED -- This Plan Has Been Approved by the
NC Department of Public Instruction Exceptional Children Division.
For Further Information Contact the Superintendent's Office.

**United States Department of Education
Office of Special Education and
Rehabilitative Services
Department of Education
Washington, DC 20202-2600**

Federal Assistance for the Education of Children with Disabilities

**Annual Application Under Part B of the
Individuals with Disabilities Education Act as Amended In 2004**

CFDA No. 84.027A

OMB No. 1820-0030

1. STATE EDUCATIONAL AGENCY ACTION (To be completed by State Educational Agency)

(a) State Project Number
09-060-217

(b) Date Approved
05/14/2009

2. MAINTENANCE OF FISCAL EFFORT

(a) Second Preceding Fiscal Year 2007-2008
2,177,073.40

***** First Preceding Fiscal Year amount must be equal to OR more than Second Preceding Fiscal Year *****

(b) First Preceding Fiscal Year 2008-2009
Due by September 30th
0

(d) Enter LEA Expenditures

	(I)	(II)
--	-----	------

MB
6-11-09

	2008-2009	2007-2008
(1) Local Funds	0.0	631,641.02
(2) State Funds	0.0	1,545,432.45
(3) AIG Funds	0.0	0.0

3. APPLICANT AGENCY

(a) Name of Superintendent

Gloria Upperman

(b) Name of Agency

NC Dept of Correction-Division of Prisons

(c) Number and Street Address

**831 West Morgan Street
4264 MSC**

(d) City (e) State

Raleigh North Carolina

(f) Zip Code

27699-4264

(e) Date Signed by Superintendent

05/05/2009

(f) Telephone (i) Facsimile

**919-838-3642
919-838-4764
(ext.)**

(j) Email

ugm01@doc.state.nc.us

4. PROJECT DIRECTOR

(a) Name of Director

Curtis Garland

(b) Name of School or Agency

NC Dept of Correction-Division of Prisons

(c) Number and Street Address

**831 West Morgan Street
MSC 4264**

(d) City (e) State

Raleigh North Carolina

(f) Zip Code

27699-4264

(e) Date Signed and Submitted for Review by Project Director
04/29/2009

(f) Telephone(i) Facsimile (j)Email
919-838-3648 **919-838-7464** **gcl33@doc.state.nc.us**
(ext.)

5. PROJECT DURATION

	Month	Day	Year		Month	Day	Year
From:	7	01	2009	To:	6	30	2010

6. TITLE OF PROJECT

Individuals with Disabilities Education Act (IDEA) Part B

7. LEGISLATIVE FUNDING AUTHORITY

(b) Part B, EHA

8. TYPE OF FORM

(a) Application

9. DEPARTMENT OF EXCEPTIONAL CHILDREN AUTHORIZATION

(a) Approved by (Program Coordinator)
Valencia W Davis

(b) Date Approved
05/14/2009

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PART 2 - PROJECT PARTICIPANTS

A. Federal Personnel Chart

All personnel who work with exceptional students regardless of funding source

A. Special Education Teachers Serving Children with Disabilities ** Count in Whole Numbers or Fractions **			
	(1) Highly Qualified	(2) Not Highly Qualified	(3) Total
Special Education Teachers for Ages 3-5	-	0	0
Special Education Teachers for Ages 6-21	16	0	16
Total:	16	0	16

B. Special Education Paraprofessionals Serving Children with Disabilities ** Count in Whole Numbers or Fractions **			
	(1) Highly Qualified	(2) Not Highly Qualified	(3) Total
Special Education Paraprofessionals for Ages 3-5	0	0	0
Special Education Paraprofessionals for Ages 6-21	0	0	0
Total:	0	0	0

C. Related Services Personnel Serving Children with Disabilities Ages 3-21 ** Count in Whole Numbers or Fractions **			
	(1) Fully Certified	(2) Not Fully Certified	(3) Total
1. Audiologists	-	-	0
2. Speech-Language Pathologists	5	-	5
3. Interpreters	-	-	0
4. Psychologists	4	-	4

5. Occupational Therapists	-	-	0
6. Physical Therapists	-	-	0
7. Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	-	-	0
8. Social Workers	-	-	0
9. Medical/Nursing Service Staff	-	-	0
10. Counselors and Rehabilitation Counselors	4	-	4
11. Orientation and Mobility Specialists	-	-	0
Total:	13	0	13

B. Non-Profit Parentally Placed Private School
For each category that is not applicable, enter a zero

Private School Counts ** Count in Whole Numbers Only **	Total
(1) Children in private schools with Service Plans.	-
(2) Number of Children enrolled in private school who have been evaluated.	-
Proportionate Share Calculation for Parentally-Placed School Children with Disabilities	
(3) Enter Initial Allocation received by LEA: <small>(Note: If Initial Allocation has not been received, use Planning Allotment received. This item must be amended when Initial Allotment is received.)</small>	160,839
(4) Enter the number of Eligible Public and Private School Children:	229
(5) Enter the number of Eligible Private School Children :	-
Total Proportionate Share for Private School Children:	0
(6) Date of Consultation/meeting with representatives of private school to discuss children with disabilities.	0

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**Early Intervening Services and Permissive Use Description
REQUIRED SECTION OF IDEA, PART B**

LEAs identified as having significant disproportionality with respect to identification of children as children with disabilities, or placement are required to reserve the maximum amount (15%) of the allotment to provide comprehensive coordinated early intervening services (300.205, 300.266 and 300.646). LEAs not identified as having significant disproportionality, may use up to 15% of their allotment for early intervening services.

1. **Describe the district-wide implementation of EIS or permissive use of funds.**
Not Applicable
2. **Describe the group of students who have been targeted for EIS:**
Not Applicable
3. **Describe the data used in determining what students were targeted:**
Not Applicable
4. **Describe how the LEA will track the effectiveness of the EIS (ie: did the student end up in special education):**
Not Applicable
5. **Describe how the funds will be expended (example: a portion of an individual's salary, supplies and materials, etc.):**
Not Applicable
6. **Number of students receiving Early Intervening Services in 2008-2009:**
0
7. **Number of students who received Early Intervening Services found to be eligible for Special Education in 2008-2009:**
0

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ASSURANCE

**PART 3 - ASSURANCE CERTIFICATIONS REGARDING LOBBYING; DEBARMENT,
SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE
WORKPLACE REQUIREMENTS**

Applications should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements in 34 CFR Part 82, "New Restrictions on Lobbying and 34 CFR Part 85", "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the US Code and implemented at 34 CFR Part 82 for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- X (A) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- X (B) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying" in accordance with its instructions;
- X (C) The undersigned shall require that the language of this certification be included in the award documents for all subawards to all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, defined at 34 CFR Part 85, Sections 85.105 and 85.110.

- (A) The applicant certifies that it and its principals:
- X (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - X (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - X (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - X (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State or local) terminated for cause or default; and
- (B) Where the applicant is unable to certify to any of the statements in this certification, he or she shall include an explanation with this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Sections 85.605 and 85.610.A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- X (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- X (b) Establishing an on-going drug-free awareness program to inform employees about -
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- X (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph(a);

- X (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
- (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

- X (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Services
 US Department of Education
 400 Maryland Avenue, SW (Room 3124)
 GSA Regional Office Building No. 3
 Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

- X (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -
- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health, law enforcement, or other appropriate agency;
- X (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).

- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Place of Performance (Street Address, City, County, State, Zip Code)

Check if there are workplaces on file that are not identified here.

No

4. DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

- X A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

- X** B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report conviction, in writing, within 10 calendar days of the conviction to:

Director, Grant and Contracts Service
US Department of Education
400 Maryland Avenue
SW (Room 3124)
GSA Regional Office Building No. 3
Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant/LEA
NC Dept of Correction-Division of Prisons

PR/Award Number and/or Project Name
IDEA, Part B (Section 611) 2009-2010

Name of Superintendent
Gloria Upperman

Date Signed by Superintendent
05/06/2009

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ASSURANCE

**PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS
AMENDED BY THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
AMENDMENTS OF 2004**

**Assurance Regarding Implementation of the Requirements During Federal Fiscal Year 2009-
2010**

- X** For the purpose of implementing provisions of the Individuals with Disabilities Education Act Amendments of 2004, which amended the Individuals with Disabilities Education Act (the Act), the local educational agency will comply with all of the requirements of Parts A and B of the IDEA, as amended by the IDEA Amendments of 2004, including (1) all of the policies and procedures that were approved as part of the State's most recent prior year State plan under Part B of the IDEA that are not inconsistent with the IDEA as amended by the IDEA Section 611 Amendments of 2004; and (2) all of the eligibility requirements of IDEA Section 611 of the Act. The LEA also assures that it will revise its policies and procedures to make them fully consistent with the IDEA as amended by the IDEA Amendments of 2004 and that it will provide the Director of the Exceptional Children Division copies of the policies and procedures it has in effect to ensure that it meets each of the eligibility requirements in **IDEA Section 611 of the Act.**

Assurance Regarding Fiscal Audit

If the agency receives over \$500,000 or more in total (includes all federal and state funds allocated to the LEA for all education programs) federal financial assistance in a fiscal year from the North Carolina Department of Public Instruction, the agency agrees to:

- X** have a fiscal audit made in accordance with either Office of Management and Budget Circular A-133 (for state and local governments) or Circular A-110 (for universities, hospitals and nonprofit organizations),
- X** take corrective action on matters of noncompliance with laws and regulations identified by the fiscal auditor within six months after receipt of the fiscal audit report, and
- X** permit independent auditors of the North Carolina Department of Public Instruction access to records and financial statements as necessary.
- X** **National Instructional Materials Access Center (NIMAC) ASSURANCE –**

The LEA is coordinating with the National Instructional Materials Access Center (NIMAC)

to provide instructional materials to blind person or other person with print disabilities in a timely manner.

The LEA is not coordinating with the National Instructional Materials Access Center (NIMAC) but assures instructional materials will be provided to blind persons or other persons with print disabilities in a timely manner.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant/LEA
NC Dept of Correction-Division of Prisons

PR/Award Number and/or Project Name
IDEA, Part B (Section 611) 2009-2010

Name of Superintendent
Gloria Upperman

Date Signed by Superintendent
05/05/2009

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**Department of Public Instruction
Federal Programs Section**

301 N Wilmington Street
Raleigh, North Carolina 27601-2825

Part 4 - Federal Program Budget

1. Program and Applicant Information

Program Name IDEA - Part B (611) Grant	Program Reporting Code 060
Lea Name NC Dept of Correction-Division of Prisons	Lea Number 217
Project Number 2010-060-217	Approved Budget Amount 163,782
Project Period: Beginning 07/01/2009	Ending 06/30/2010

**2. Approved Budget (FPD 208) - Enter each line item as needed.
For charter schools and SOPS, this section cannot be left blank. At least one line of
transaction is required.**

Approved Budget		
Account Classification	3-XXXX- -XXX Account Code	Approved Budget
Transition Teacher	3-5210-060-121	70,000
Employee's Social Security	3-5210-060-211	4,460
Employee's Retirement	3-5210-060-221	4,722
Employee's Hospitalization	3-5210-060-231	4,800

Longevity	3-5210-060-184	1,000
Travel	3-5210-060-332	7,000
Workshop Expenses	2-5210-060-312	7,000
Supplies and Materials	3-5210-060-411	8,000
Periodicals	3-5210-060-411	2,800
Computer Software	3-5210-060-418	19,000
Equipment (furniture)	3-5210-060-461	2,000
Computer Hardware	3-5210-060-542	10,000
Contractual psychological services	3-6200-060-311	23,000
Expenditure Budget Total		163782
+ Unbudgeted Federal Grant Funds	3-8200-060-699	0.00
= Total Grant Funds		163782

3. Summary of Budgeted Positions (FPD 208 Continued) - Enter each line item as needed.
 If this section is not applicable, enter a 0 in the Dollars column of the first line.

Summary of Budgeted Positions					
Account Code	Number of Positions	Position Description	Percent (%) Assigned to Project	Num of Months Assigned to Project	Dollars
3-5210-060-121	1	Salary-Transition Teacher	100%	12	70000
3-6200-060-311	1	Contractual Psychological Services	100%	12	23000
Total Dollars					93000

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**Department of Public Instruction
Federal Programs Section**

301 N Wilmington Street
Raleigh, North Carolina 27601-2825

Part 4 - Federal Program Budget

1. **Equipment Summary (FPD 210-A)** - Enter each line item as needed.
If this section is not applicable, enter a 0 in the Projected Total Cost column of the first line.

Equipment Summary					
Description of Item	Quantity	Projected Unit Cost	Projected Total Cost	Original or Replacement	Planned Use of Equipment in Project
0	0	0	0	Replacement	0
0	0	0	0	Replacement	0
0	0	0	0	Replacement	0
Projected Cost of Itemized Equipment Total					0
Equipment with Cost Less Than \$5,000 (Total Amount)					0
Total Projected Budgeted Amount					0

2. **Equipment Disposition Request (FPD 212)** - Enter each line item as needed.
If this section is not applicable, enter a 0 in the Unit Cost column of the first line.

Equipment Disposition Request					
Description of Equipment Item	Number to be Disposed of	Month/Year Purchased	Unit Cost	Physical Condition	Disposition Action Recommended
0	0	0	0	Unknown	No longer required No longer required
					No longer required

0	0	0	0	Unknown	No longer required
0	0	0	0	Unknown	No longer required No longer required

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**Department of Public Instruction
Federal Programs Section**

**301 N Wilmington Street
Raleigh, North Carolina 27601-2825**

Part 4 - Federal Program Budget

- 1. Amended Budget (FPD 209) - Enter each line item as needed.**
If this section is not applicable, enter a 0 in the Approved Budget column of the first line.

Amended Budget					
Account Classification	3-XXXX- XXX Account Code	Approved Budget	Increases and/or Decreases	+ or -	Approved Revised Budget
		0			0
Totals		0	0		0

- 2. Changes to Budgeted Positions (FPD 209 Continued) - Enter each line item as needed.**
If this section is not applicable, enter a 0 in the Dollars column of the first line.

Changes to Budgeted Positions							
Account Code	Number of Positions			Position Description	Percent (%) Assigned to Project	Num of Months Assigned to Project	Dollars
	Old	Inc/ Dec	New				
			0				0

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Public Notice

SAMPLE OF PUBLIC NOTICE

The Individuals with Disabilities Education Act (IDEA-Part B, Public Law 108.446) Project is presently being amended. The Project describes the special education programs that _____ (name of your LEA) proposes for Federal funding for the 2009-2010 School Year. Interested persons are encouraged to review amendments to the Project and make comments concerning the implementation of special education under this Federal Program. All comments will be considered prior to submission of the amended Project to the North Carolina Department of Public Instruction in Raleigh, North Carolina. The IDEA-Part B Project is open to the public for review and comments during the week of _____ (insert the dates you select) in the office of _____ (insert the name of the Director of E C Programs) located at _____ (insert the address of your E C Office).

SAMPLE SAMPLE SAMPLE SAMPLE

1. Media Specifics

(a) Type of Media (Daily or weekly Newspaper, bulletin, periodical, etc.)

Daily Newspaper

(b) Media Agency Name

Raleigh News and Observer

(c) Number and Street Address

Legal A/R Department

P.O. Box 2885

(d) City

Raleigh

(e) State

**North
Carolina**

(f) Zip Code

27602

(g) Telephone

919-829-4586

(h) Facsimile

919-829-4824

(i) Email

placeads@newsobserver.com

2. Advertisement Specifics

- (a) Section Ad Appeared In (Classifieds, Public Notices, etc.)
Legal
- (b) Date(s) Ad was Posted
5/9 & 5/10 of 2009
- (c) Location Specified in Ad for Public Review of Project
831 West Morgan Street, MCS 4264, Raleigh, NC 27699
- (d) Contact Person's Name Specified in Ad
Curtis L. Garland
- (e) Date(s) Specified that Project was Available for Review (must be after Date(s) Ad was Posted)
5/11-5/15 of 2009
- (f) Attach an Electric Copy of the Actual Advertisement.
Current Attachments
PUBLIC NOTICE.doc
Image.tif

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Project Narrative

X The LEA has adopted and follows the Policies Governing Services for Children with Disabilities

A. **GENERAL DESCRIPTION OF LEA** - Give general description of LEA and the program delivery for children with disabilities (number of schools, number of teachers, socio-economical data, number of students with special needs).

The Department of Correction (DOC), Division of Prisons (DOP), is a State Operated Program (SOP), that provides services to youth ages 22 and younger who are remanded to the prison as a result of a criminal offense that warrants incarceration in an adult correctional facility. The DOC has five youth facilities that house inmates under the age of 22 and they are: Foothills Correctional Institution (FCI), Morrison Correctional Institution (MCI), North Carolina Correctional Institution for Women (NCCIW), Polk Correctional Youth Institution (PCI), and Western Youth Institution (WYI). The total December 1, 2008 Head Count of students submitted to the North Carolina Department of Public Instruction was 229 students with disabilities being given special services.

The most common eligibility categories for incarcerated students are (1) Educable Mentally Disabled, (2) Behavioral Emotionally Disabled and (3) Specific Learning Disabled. The majority of students in prison who are identified and served in the special education program are African American. The Exceptional Student Program (ESP) reflects the prison general population in that the majority of incarcerated youth are African American who have low-socio-economic status and are considered students "at risk" of academic success. The majority of students served in DOC's ESP program come to the correctional facility having been identified at some time in their past. The DOC has a total of sixteen highly qualified special education teachers who are employed 12 months. DOC teachers are licensed by the State Department of Public Instruction, and must meet licensure requirements as per NCDPI standards. Additionally each facility is staffed with a special education supervisor/coordinator; psychologist; full-time or contractual counselor and speech and language therapist; and multiple regular education teachers.

Our speech and language services are contracted through Cumberland Therapy providers or through Appalachian State University. The LEA employs four ESP Coordinators to facilitate the IEP process and record keeping. The educational program in the DOC's schools prepare the students to meet the General Education Diploma (GED) or at a minimum the Adult Basic Education (ABE). Teachers and staff through the Student Assistance Team (SAT) examine the previous history of inmates who enter the correctional system, determine their special education history and then determine whether they continue to meet eligibility requirements. The school day is a 6.5 hour day and the DOC adheres to the Least Restrictive Environment when considering eligibility determination

for students when developing the student's Individual Educational Plan (IEP).

DOC students are encouraged to participate in academic programs, vocational education where available and especially transitional education to improve their life choices when they re-enter the community. Additionally, federal and state status mandate that students with disabilities have a Transitional Plan developed, and the DOC has employed such a person with the title of Full time Transition Teacher to provide leadership in this area.

The LEA (DOC) will offer opportunities to teachers and staff on current best practice offerings to ensure that the students with disabilities are afforded the opportunity to reach their full measure of academic potential.

- B. USE OF FUNDS** - State specifically how funds will be utilized. *The narrative must agree with the submitted budget. Positions supported by this project will include fringe benefits, indirect costs, and unbudgeted funds. The Grant cannot be approved until the budget is submitted.*

Grant funds will be used to pay 100% of the salary and benefits to a Transition Coordinator for twelve months. This person ensures each student that is scheduled for release has the necessary tools to function independently in an open society free of incarceration. Funds will be used for travel for the transitional teacher.

The funds will be used to allow staff to attend selected conferences, workshops and seminars offered by the DPI, Council on Exceptional Children, Correctional Education Association, National Association of Adults with Specific Learning Needs and experts in the educational field as it pertains to exceptional children. Additionally, the grant will fund travel for teachers, transition teacher, compliance specialist, and central office staff for the purpose of delivering services for exceptional students.

The grant funds will also be used to purchase computer hardware, software, furniture, materials and supplies for students with disabilities to enhance their learning process. Funds will be used for staff development activities. Funds will be used to purchase current periodicals and literature. The grant will fund a part-time contractual psychologist for the 2009-2010 school year.

- C. FACILITIES, PERSONNEL and SERVICES** - Specifically give description of facilities where children with special needs are served, including building accessibility to the disabled. Address licensure status of teachers of students with disabilities, i.e.; *twenty fully certified EC teachers, five EC teachers holding Provisional License, etc.*). Describe services available to students with special needs.

Special Education services in the DOC/DOP is provided at the five facilities which incarcerate youthful offenders. The facilities are Western Youth Institution, a male facility for 13-22 year old offenders and Foothills Correctional Institution a male facility for 18-22 year old offenders both of which are located in Morganton, NC. North Carolina Correctional Institution for Women, a female facility that houses all ages of female inmates including 13-22 year old offenders and is located in Raleigh, NC. Polk Correctional Institution is a male facility for 18-22 year old offenders and is located in Butner, NC and Morrison Correctional Institution, a male facility for 18-22 year old offenders which is located in Hoffman, Richmond County, NC.

The professional teaching staff includes 16 highly qualified and certified special education

teachers. We employ one full-time Transition Coordinator to provide instruction in transitional processing for the special education population. We contract services from 5 speech and language therapists and 4 psychologists in related services for ESP students. We also staff counselors, administrators, and regular education teachers as an integral part of the IEP process.

A compliance specialist assists the facilities with compliance issues and provides leadership in all areas of special education

D. PRIVATE SCHOOL PARTICIPATION/PARENTALLY PLACED - ALL

REQUIREMENTS BELOW MUST BE ADDRESSED - Specifically describe the procedure implemented to ensure Private School Participation **NOT REQUIRED FOR STATE OPERATED PROGRAMS.**

- Give description of how a timely and meaningful consultation consults with private school representatives and representatives of parents of a parentally placed private school child with disabilities during the design and development of special education and related services (300.134)
- Give description of how (each parentally placed private school child with a disability who has been designated to receive services) the Service Plan is developed addressing the specific special education and related services the LEA will provide (300.138)(b)
- Give description of how parentally placed children are provided services using proportionate share of Part B funds for services included in the student's services plan. Be specific in the statement about *which* children will receive services; *what* services will be provided; *how and by whom* services will be provided; and *where* the services will be provided.

Not applicable

E. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT - Describe in-service training for personnel providing special education and related services, training for personnel paid from grant, relevant information on current and anticipated personnel vacancies, etc.

A coordinator for Human Resource and Curriculum and Instruction participates in activities related to the North Carolina Comprehensive System Personnel Development. She attends meetings as the representative from North Carolina Department of Correction, Division of Prisons.

The Department of Correction, DOP, Educational Services Division will offer extensive training to teachers on issues related to exceptional children for the 2009-10 school year. All activities will be developed to ensure maximum use of the comprehensive system of personnel development established by the state education agency. Training this year will focus on changes in IDEA procedures, CECAS management, transition, strategies for behavior intervention and reading and math instruction.

We have one Special Education Teacher position open at Western Youth Institution because of a hiring freeze that has been in affect for almost a year.

F. CHILD FIND (300.111)(300.131) - Child Find posters and brochures, furnished by the NC Department of Public Instruction, are displayed in a public entry to each campus and office. Both posters and brochures give the appropriate contact name, address and telephone number. The

public is invited to take brochures and/or copy information from the posters in order to make contact with the appropriately named person for further information. Posters and brochures are made available to the public throughout the school year.

All children with disabilities residing within this LEA's region, regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which children are currently receiving needed special education and related services. This applies to highly mobile children with disabilities (such as migrant and homeless children) and children, who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade. The collection and use of data to meet Child Find requirements are subject to the confidentiality requirements (300.612)(300.622)(300.625).

Also, each LEA must locate, identify and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA.

EACH OF THE FOLLOWING REQUIREMENTS MUST BE ADDRESSED

•
Give description of you LEA Child Find Process including how parentally placed private school children can participate equitably (300.134)(1) and how parents, teachers and private school officials will be informed of the process (300.134)(2)

Child Find posters and brochures, furnished by the NC Department of Public Instruction, are displayed in a public entry to each facility and office. Both posters and brochures give the appropriate contact name, address and telephone number. The public is invited to take brochures and/or copy information from the posters in order to make contact with the appropriately named person for further information. Posters and brochures are made available to the public throughout the school year. All students with disabilities residing within this LEA's region regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated. A practical method is developed and implemented to determine which students are currently receiving needed special education and related services. This applies to highly mobile children with disabilities and who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade.

******REMAINING REQUIRED COMPONENTS ARE TO BE ADDRESSED BY CHECKING EITHER THE YES OR NO BOX. BY CHECKING THE YES BOX, THE APPLICANT CERTIFIES THAT THE LEA MEETS ALL THE ASSURANCE AND CERTIFICATION REQUIREMENTS NECESSARY TO RECEIVE IDEA, PART B FUNDS******

If 'Yes' is selected, no additional comments are necessary. If 'No' is selected, an explanation is required to be entered in the corresponding text box provided below each option.

G. CONFIDENTIALITY and ACCESS (300.612)(300.625)(300.622) - Notice to parents are adequate to fully inform parents about confidentiality and access rights, including a description of the extent that the notice is given in the native languages of the various population groups in the LEA.

Notice is available describing the children on whom personally identifiable information, the types of information sought, the methods the LEA intends to use in gathering the information, and the uses to be made of the information.

Policy and/or procedure are established regarding the storage, disclosure and third parties, retention, and destruction of personally identifiable information

The Parent Handbook of Rights is issued to parents once a School year. The content addresses all of the rights of parents and children regarding the rights under the Family Educational Rights and Privacy Act (FERPA) of 1974 and implementing regulations in 34 CFR part 99.

Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the region of the activity.

Meets Requirements: Yes

ACCESS RIGHTS (300.613) - Permission is granted to parents to inspect and review any education record(s) relating to their children that are collected, maintained, or used by the LEA. The LEA complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, and in no case more than 45 days after the request has been made. The right to inspect and review education records includes: the right to a response from the participating LEA to reasonable requests for explanations and interpretations of the records; the right to request that the LEA provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and the right to have a representative of the parent inspect and review the records.

The LEA may presume that the parent has authority to inspect and review records relating to his or her child unless the LEA has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation and divorce.

Meets Requirements: Yes

RECORD of ACCESS (300.614)(300.617) - The LEA keeps a record of parties obtaining access to education records collected, maintained, or used under Part B (except access by parents and authorized employees of the LEA), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. The LEA provides parents on request a list of the types and locations of education records collected, maintained, or used by the LeA.

The LEA may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The LEA may not charge a fee to search for or to retrieve information.

Meets Requirements: Yes

AMENDMENT of RECORDS at PARENT'S REQUEST (300.618) - A parent who believes that information in the education records collected, maintained, or used under this part is

inaccurate or misleading or violates the privacy or other rights of the child, may request the participating LEA that maintains the information to amend the information. The LEA decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the agency decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.

Meets Requirements: Yes

OPPORTUNITY FOR and RESULT of HEARING (300.619)(300.620) - Upon request, the LEA provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. If, as a result, of the hearing, the agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parent in writing. If, as a result of the hearing, the LEA decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the agency.

Meets Requirements: Yes

CONSENT (300.622) - Parental consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies/LEAs unless the information is contained in educational records, and the disclosure is authorized without parental consent. Parental consent, or the consent of an eligible child who has reached the age of majority under state law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services. If a child is enrolled, or is in a private school that is not located in the LEA of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the LEA where the private school is located and officials in the LEA of the parent's residence. The LEA has policies and/or procedures that are used in the event that a person refuses to provide consent.

Meets Requirements: Yes

SAFEGUARDS (300.623) - The LEA protects the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages. One official at each participating LEA shall assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the LEA's policies and procedures. Each participating agency maintains, for public inspection, a current listing of the names and positions of those employees within the LEA who may have access to this information.

Meets Requirements: Yes

DESTRUCTION of INFORMATION (300.624) - The LEA informs parents when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his/her grades, attendance

records, classes attended, grade level completed and year completed are maintained without time limitation.

Meets Requirements: Yes

CHILDREN'S RIGHTS (300.625) - The LEA provides policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. If the rights accorded to parents under Part B are transferred to a student who reaches the age of majority, the rights regarding educational records must also be transferred to the student. However, the LEA provides any notice required to the student and the parents.

Meets Requirements: Yes

H. LEAST RESTRICTIVE ENVIRONMENT (300.114-300.120)(300.124C) - The LEA ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. To the maximum extent appropriate, children with disabilities including children in public or private institutions or other care facilities, are educated with children who are nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Meets Requirements: Yes

I. INDIVIDUALIZED EDUCATION PROGRAM (300.323) - The IEP is in effect for each child with a disability at the beginning of each school year and it is in effect before special education and related services are provided to an eligible child. The IEP is implemented as soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. It is accessible to each regular education teacher, special education teacher, related service provider, and other service providers who is responsible for its implementation. Each teacher and provider is informed of their responsibilities related to implementing the child's IEP and is informed of specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

Children Placed or Referred to Private School by the Public Agency (300.145):

The LEA ensures that before a child with a disability is placed, or referred to a private school, the agency shall initiate and conduct a meeting to develop an IEP for the child. The LEA ensures that a representative of the private school attends the meeting. If the representative cannot attend, the LEA uses other methods to ensure participation by the private school. After a child with a disability enters a private school, any meetings to review and revise the child's IEP may be initiated and conducted by the private school at the discretion of the LEA. If the private school initiates and conducts these meetings, the LEA shall ensure that the parents and a LEA representative are involved in any decision about the child's IEP; and agree to any proposed changes in the IEP before those changes are implemented. When the private school implements the IEP, the LEA is responsible for compliance.

Meets Requirements: Yes

IEP MEETINGS and IEP TEAM (300.321) - The LEA is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability. Within a reasonable period of time following the LEA's receipt of parent consent to an initial evaluation, the child is evaluated, and if determined eligible under this part, special education and related services are made available to the child in accordance with an IEP. A meeting to develop the IEP must be conducted within 30 days of a determination that the child needs special education and related services. The IEP Team reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and revises the IEP as appropriate.

The LEA ensures the IEP team for each child with a disability includes the parents of the child, at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), at least one special education teacher of the child, or if appropriate, at least one special education provider of the child, a representative of the LEA who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities. This representative is knowledgeable about the availability of resources of the LEA, an individual who can interpret the instructional implications of evaluation results, who may be member of the team. At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

Meets Requirements: Yes

PARENT PARTICIPATION (300.322) - The LEA ensures that one or both parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate. Parents are notified of the meeting early enough to ensure they will have an opportunity to attend. Meetings are scheduled at a mutually agreed on time and place. The notice gives the purpose of the meeting, time, and location, who will be in attendance and gives the parent the opportunity to include other participants who have knowledge or special expertise about the child. Beginning at age 14, or younger, if appropriate, the notice must also indicate that the purpose of the meeting will be the development of statement of the transition services needs of the student and the student is invited.

Beginning at age 16, or younger, if appropriate, the notice indicates if the purpose of the meeting is the consideration of needed transition services for the student. The notice indicates that the LEA will invite the student; and identify any other agency that will be invited to send a representative. If neither parent can attend, the LEA shall use other methods to ensure parent participation. A meeting may be conducted without a parent in attendance if the LEA is unable to convince the parents that they should attend. In this case, the LEA maintains records of attempts to arrange a mutually agreed on time and place. The LEA takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. The LEA gives a copy of the child's IEP to the parent at no cost to the parent.

Meets Requirements: Yes

DEVELOPING, REVIEW and REVISION of IEP (300.324) - The IEP team, when developing the IEP considers the strengths of the child, concerns of the parents for enhancing the education of their child, recent evaluation(s), and the academic developmental, and functional

needs of the child. The Team takes into consideration special factors such as a child whose Behavior impedes his learning or that of others, consider the use of positive behavioral interventions and support strategies the child with limited English proficiency, the child who is blind or visually impaired, communication needs of the child, whether the child requires assistive technology devices and services. If, in considering the special factors, the IEP Team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modifications) in order for the child to receive FAPE, the Team must include a statement to that effect in the child's IEP. The regular education teacher of the child must participate in the development, review and revision of the child's IEP.

Meets Requirements: Yes

CONTENT of IEP (300.320) - The IEP for each child with a disability must include a statement of the present levels of academic achievement and functional performance, a statement of measurable annual goals, including functional goals, a statement of the special education and related services and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided.

Content of the IEP will include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities, a statement of any individual modifications in the administration of State or district wide assessments of student achievement that are needed in order for the child to participate in the assessment. For children with disabilities who take alternate assessments aligned to alternate standards, a description of benchmarks or short term objectives is given. Included in the content of the IEP will be the projected date for the beginning of the services and modifications, a statement of how the child's progress will be regularly informed.

A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments.

Beginning at age 14 (or younger, if appropriate) an annually updated statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study. For each student beginning at age 16 (or younger, if appropriate) a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages. At the age of majority, beginning not later than one year before a student reaches the age of majority, the student's IEP will include a statement that the student has been informed of his/her rights under Part B of the Act. The IEP includes appropriate measurable post secondary goals based on age appropriate transition assessments related to training, education, employment; and where appropriate independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals.

Meets Requirements: Yes

J. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)(300.101)(300.102) - The LEA ensures that a free appropriate public education is available to children between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school. The LEA further ensures that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been

retained in a course or grade, and is advancing from grade to grade for Ensurance (300.103 - 300.109).

The LEA assures that Special Education and related services (a) are provided at public expense, under public supervision and direction, and without charge (b) meet the standards of the SEA, including the requirements of this part (c) include preschool, elementary school, or secondary school education in the State; and (d) are provided in conformity with an individualized education program (IEP) that meets the requirements (300.320-300.324)

Meets Requirements: Yes

K. National Instructional Materials Access Center (NIMAC) ASSURANCE –

The LEA is coordinating with the National Instructional Materials Access Center (NIMAC) to provide instructional materials to blind person or other person with print disabilities in a timely manner; or if not, assures instructional materials will be provided to blind persons or other persons with print disabilities in a timely manner.

Meets Requirements: Yes

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NC DEPARTMENT OF PUBLIC INSTRUCTION
301 N. WILMINGTON STREET
RALEIGH, NORTH CAROLINA 27601-2825

FEDERAL PROGRAM BUDGET
PROGRAM REPORT CODE # 144

PROGRAM: IDEA, Part B – ARRA Funds

Charter Schools and State-Operated Programs

Department of Correction 217		919-838-3648	919-838-4764
LEA Name	LEA Number	LEA Telephone Number	LEA Fax Number
Project Number 2009-144--217	Approved Budget Amount (Total 611 Recovery Award) 146,713		
PROJECT PERIOD:	Beginning: <u>February 17, 2009</u>	Ending: <u>June 30, 2010</u>	

ACCOUNT CLASSIFICATION WITH DESCRIPTION OF EXPENDITURES	3-XXXX-144-XXX ACCOUNT CODE	APPROVED BUDGET
Workshop expenses	3-5210-144-312	15,000
Supplies and Materials	3-5210-144-411	15,713
Computer Software	3-5210-144-418	22,250
Contracted services	3-5210-144-311	58,750
Computer Hardware	3-5210-144-542	25,000
Non-Capitalized Equipment	3-5210-144-541	5,000
Equipment (Furniture)	3-5210-144-461	5,000
Total Grant Funds		146,713

Signature of LEA Superintendent

Date

Signature of LEA Exceptional Children Director (if different from above)

Date

STATE USE ONLY (SIGN FOR APPROVAL ONLY)

NCDPI/ Exceptional Children Division Administrator

Date

Instructions for Preparation of FPD 212

Equipment Disposition Request

1. Complete columns 1-4 for the items which will be purged from inventory
2. Complete column 5 for each item. Use **“Excellent, Good, Fair, Poor or Useless”** to describe the current condition. If the item cannot be located, and the condition is not known, use **“Unknown”**. However, a physical inventory of equipment must be taken and the results reconciled with the property records at least once every two years to verify the existence, current utilization, and continued need for the equipment.
3. Complete column 6 for each item with recommended action.
 - a. **Cannibalize** – Equipment that has become obsolete or unserviceable due to excessive repair costs, but still has serviceable component parts that can be used to repair, modify or construct other items of equipment.
 - b. **Beyond Repair – Discard** – Equipment that has been used beyond repair and the parts are not usable, and the item will be discarded.
 - c. **Lost** – Indicated the last date of inventory, and when the item of equipment was unable to be located.
 - d. **Stolen** – Attach a copy of the Official Police or Sheriff Investigation Report.
 - e. **Destroyed by Fire, Water, or Natural Disaster such as Flood, Wind, Snow, Ice, etc.** – Indicate insurance claim value as well as the date the claim was filed and attach a copy, if possible.
 - f. **No Longer Required** – The equipment is no longer needed for the operation of the program and is available for transfer or sale. Indicate **“Transfer”** or **“On Loan”** to (other Federally funded Education Programs) or **“Sell at Auction”** or **“Sell Through Purchasing at a Fair Market Value”** for any item of equipment with a unit cost of \$5,000 or more.

The LEA Program Director signs to indicate approval of the request for disposition.

Mail completed form with cover letter of explanation to:
North Carolina Department of Public Instruction
Laura Snyder, Assistant Director
NC Department of Public Instruction
Exceptional Children Division
6356 Mail Service Center
Raleigh, NC 27699-6356

The appropriate DPI Consultant will sign to indicate program approval and forward to the Monitoring and Compliance Section.

A notification will be mailed of the approved disposition action and any further disposition instructions if necessary.