



FCS Special Education Department










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FCS S


Last updated ▾


-  FCS School Test Coordinators 8 minutes ago
-  FCS Special Education Facilitators 3 hours ago
-  FCS CTAE (High School) Friday at 1:59 PM
-  FCS ASPIRE Friday at 11:56 AM
-  FCS Admin Technology Training - Su... July 09

All courses





July 31st Introduction Video

Courses

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<input type="checkbox"/>	Title ▲	★ Last updated	Last visited	Status	Role
<input type="checkbox"/>	 FCH iFOCUS Intervention Staff Information	★ 4/4/2019 4:42 PM	11/27/2018 10:33 AM	Active	Teacher
<input type="checkbox"/>	 FCS 7 Mindsets and My Graduation Plan	★ 1/23/2015 12:05 PM	1/23/2015 12:05 PM	Active	Teacher
<input type="checkbox"/>	 FCS Admin Technology Training - Summer 2019	★ 7/9/2019 8:27 AM	10/17/2016 4:14 PM	Active	Student
<input type="checkbox"/>	 FCS ASPIRE	★ 7/12/2019 11:56 AM	7/12/2019 11:56 AM	Active	Teacher



Site course catalog

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Organization ▾

TITLE ▾	CODE
2018-2019 FCS Reading Endorsement	
BWE Sandbox jross	
CES 1st Grade Teachers	
CES 2nd Grade Teachers	
CES 3rd Grade Teachers	
CES 4th Grade Teachers	

TIME FOR.....

SUPER HERO QUIZ

POLICIES, PROCEDURES

AND GUIDELINES!!

What type of meeting must be held if a student might accumulate more than 10 days of loss?

**Manifestation
Determination
Review (MDR)**

HOW DO YOU DO DOCUMENT IN IC IF A RESTRAINT HAS OCCURRED?

In the behavior tab in IC - Under event type, use other non-disciplinary incident (use only if restraint is used).

The use of restraint should be documented under behavior resolution where restraint can be selected from the drop down menu.

***IF A STUDENT TURNS 22 IN OCTOBER, HOW
LONG WILL THEY CONTINUE TO RECEIVE
SERVICES?***

THROUGH THE END OF DECEMBER

HOW MANY STUDENTS NEED TO BE IN A SPECIALIZED INSTRUCTIONAL CLASS AND A RESOURCE/INCLUSION CLASS TO EARN THE MAXIMUM STATE FUNDING POSSIBLE?

**SPECIALIZED INSTRUCTIONAL
CLASS = 5 OR MORE**

HOW OFTEN DO THE ESOL AND
SPECIAL EDUCATION TEACHERS NEED
TO MEET TO MONITOR A
CONSULTATIVE STUDENT'S
PROGRESS?

**TWICE A
SEMESTER**

Do you have to accept and put into place all recommendations from the independent evaluation?

No it is not required; however school staff should be prepared to show that appropriate "consideration" was given to the report.

***WHY DO WE HAVE GUIDELINES
FOR TEACHERS TO FOLLOW WHEN
PARENTS VISIT THE CLASSROOM?***

***WE HAVE HAD CASES WHERE
TEACHERS HAVE SHARED TOO MUCH
CONFIDENTIAL INFORMATION ABOUT
OTHER STUDENTS.***

**HOW OFTEN CAN A PARENT DO
A CLASSROOM OBSERVATION?**

**TWO PER SEMESTER -
NOT TO EXCEED 45 MINUTES**

***HOW MUCH FUNDING IS PROVIDED FOR
SPECIALIZED INSTRUCTION CLASSROOMS FOR
CONSUMABLE MATERIALS?***

\$150.00 PER YEAR.

**THIS IS WHY IT IS NICE TO GET
ADDITIONAL FUNDS FROM PTO'S.**

**Do staff members need to wear
disposable gloves when changing
diapers?**

**YES!!!
ALWAYS!!**

**ARE STUDENTS REQUIRED TO BE TOILET TRAINED BEFORE
ENTERING SCHOOL?**

NO!
**THIS IS TRUE FOR ALL
STUDENTS.**

ARE PRIVATE SERVICE PROVIDERS ALLOWED TO PROVIDE SERVICE TO STUDENTS DURING THE SCHOOL DAY, IN THE SCHOOL SETTING?

KG: Use of School Facilities

School facilities may only be used by non-profit organizations based in Forsyth County. School facilities may not be used by private therapy providers. All private/medical therapy services must be provided in another location off school campus property.

GUIDELINES FOR AFTERSCHOOL PROGRAMS & EXTRACURRICULAR ACTIVITIES

- **We're here to help...**
 - Inform your facilitator of a situation where participation in extracurricular activities, sports, clubs, etc. is being questioned.
 - You don't have to come up with all of the answers right away (fine to get back to the topic after you've had a chance to talk with someone in our department)
 - The facilitator, teacher, SLP, ID or AUT Coach, etc. may need to observe the student in the setting and collaborate to provide suggestions, accommodations, etc.
 - Trying to make this work is the right thing to do for the students

Afterschool Programs and Extracurricular

Adopting a policy that excludes students who need supplemental services from aftercare programs will likely place your district in the crosshairs of OCR.

Key points

- Don't exclude children from aftercare program because of challenging behaviors.
- Educate aftercare staff about duty to provide reasonable accommodations.
- Know when districts can be held liable for actions of afterschool staff. ■

Such was the case in *Raytown (MO) C-2 School District*, 53 IDELR 239 (OCR 2009). Here, the district violated Section 504 and Title II by adopting policies that excluded an elementary school student with autism from its aftercare program because the student needed extra

supervision. The district removed the exclusionary language from its policy and readmitted the student to the program to achieve compliance.

Consider these tips to help avoid legal action for discrimination in your district's aftercare programs:

- **Don't exclude a student based on his challenging behavior.** "Sometimes, staff members use behavior [exhibited by students with autism] as a trump card for non-inclusion," said Mary Shea, project consultant and co-founder of Kids Included Together, a nonprofit organization that trains community-based youth organizations on including children with disabilities into their recreational, social and child care programs.

If staff members are trained on positive behavior interventions, few children with autism will require a separate environment, she said.

- **Ensure aftercare providers understand their nondiscrimination duty.** Schools must inform employees supervising afterschool programs that under Section 504, participation of students with disabilities in their program is an issue of accessibility and equal opportunity, said Paula Maddox Roalson, a school attorney with Walsh, Anderson, Brown, Gallegos, & Green PC in Texas.

These individuals should be prepared to make decisions regarding reasonable accommodations, she added. In addition, Shea said, encourage aftercare directors to attend students' IEP team meetings, or at least partner with parents and special education staff to learn more about reasonable accommodations.

AFTERSCHOOL PROGRAMS
AND EXTRACURRICULAR

***OCR COMPLAINT?
I DON'T THINK SO***

GUIDELINES FOR AFTER SCHOOL PROGRAMS AND EXTRA-CURRICULAR ACTIVITIES

Scenarios:

Elementary	Middle	High
<p>After-school clubs: student with cognitive delays, verbal (but delayed language skills), and adaptive skill deficits; not consistent with toilet training (4th grade on 1st level)</p>	<p>Robotics Club: IRR students strengths in Math/Science; struggles with Reading/ELA; Expressive Communication delay (hard to get thoughts out verbally when stressed)</p> <p>Band class request: student on modified curriculum (K-1st Level), limited verbal skills does well with visuals</p>	<p>Marching Band: Student on modified curriculum (Access courses); struggles with social language and unexpected transitions; does well with peer modeling.</p> <p>Prom: student in Access courses; highly social (sometimes not age appropriate), wants to be independent but lacks some safety and social awareness.</p>

FAMILY ENGAGEMENT & DISPUTE RESOLUTION UNIT AT DOE

Family Engagement

- Georgia Parent Mentor Partnership
- State Advisory Panel (SAP)
- Collaboration with Parent2Parent of Georgia
- Collaboration with Title I Family-School Partnership Program

Dispute Prevention

- Procedural Safeguards (Parents' Rights)
- Special Education Help Desk
- IEP Facilitation

Dispute Resolution

- Mediation
- Formal Written Complaints
- Due Process Hearings/Resolution Session Meetings

PREVENTING AND RESOLVING SPECIAL EDUCATION DISPUTES



A Parent's
Experience with the
Special Education
System

WHAT CAN EDUCATORS DO TO HELP?

- Communicate, communicate, communicate
- Build trust
- Listen
- Eliminate jargon
- Structure IEP Team meetings
- Understand perspectives
- Reduce power imbalance
- Support family engagement

"A HERO IS A MAN WHO DOES WHAT HE CAN."
DOMINIC MONAGHAN



No Worries...
We've got what
you need to be a
super hero!!

