

Additional Information & Procedures
Miscellaneous & Frequently Asked About Topics

- Progress Monitoring
 - IEP Progress Reports are sent according to the schedule noted in the IEP.
 - With general education progress reports and/or report cards
 - Monthly progress monitoring on individualized interventions in reading, writing, and math are sent to the Special Education Director by each case manager.
- Important Things To Check
 - Timelines
 - Make an accurate list of your IEP and re-evaluation due dates at the start of each school year. Hold re-evaluation meetings at least 60-90 days prior to the eligibility due date. Obtain a passed vision and hearing well in advanced of the re-evaluation consideration meeting.
 - All forms should be dated and have required signatures as well as choices made in appropriate boxes. Having a signature without a date or boxes checked as chosen is incomplete.
 - Case managers should make sure all hard copy blue IEP folders for each student on the caseload remain in the locked filing cabinet drawers of the office of Special Education Director.
 - At least annually check over items on the due process checklist. Obtain any missing information, forms, etc. that may not have been filed appropriately. Check for signatures and boxes.
 - Case managers should make sure each IEP is locked in Infinite Campus.
 - This ensures the appropriate people can view the IEP.
 - This ensures that correct FTE and Student Record information is uploaded.
 - The wording of testing accommodations should match that of the GADOE accommodations manual that each case manager has received. Consider accommodations annually. Each area / subtest should be considered and listed individually. The need for various accommodations may change.
 - Do not submit changes in accommodations in the month prior to state mandated testing. Accommodations that are different from those received by the student in the classroom throughout the school year may have a negative impact upon performance. Students should be familiar with their accommodations.

- IEPs
 - IEPs for transfer students must be entered with the transfer-to-system meeting. See section for additional details. This meeting should be scheduled as quickly as possible after the student's enrollment.
 - Any weaknesses addressed in the present level should be addressed through appropriate goals / objectives.
 - There must be a behavior intervention plan for each student with EBD eligibility. BIPs may be developed for students with other eligibilities as well.
 - BIPs are developed after FBAs. See this section for more detail.
 - You must be sure to invite all personnel to IEP meetings who work with the student to include the OT, PT, SLP, TVI, O&M, etc. Be sure to plan on appropriate days when providers are in the building.
- Professional Development
 - Case managers should provide information to the Special Education Director about what professional development they feel they are in need of. This could be training in a new area or it could be an area in which the teacher feels that a review is needed. The Special Education Director will also provide feedback to the teacher about professional development opportunities that would be beneficial
 - Special education teachers and case managers should stay updated with the professional development already received.
 - All special education teachers in Towns County Schools, as well as their general education teacher partners, have received training in co-teaching. Stay knowledgeable about the various models of co-teaching. If you have concerns about trying out a new model, invite administrators or peers to watch a lesson and to provide feedback. Work as a team to try out different models to see what works best for your students. Keep the information provided as resources from the workshop at hand for reference and always ask for additional assistance or follow up training as needed. Discuss progress toward successful implantation with your Special Education Director at your TKES conferences.
 - All special education teachers in Towns County Schools have received training on specially designed instruction and differentiated instruction. Apply these practices both in the general education classrooms and special education classrooms. Work together as a department to share resources and to discuss with the Special Education Director any new resources which may be needed. Discuss your implementation of specially designed instruction and

differentiated instruction with your Special Education Director at TKES conferences.

- All special education teachers in Towns County Schools received specialized training from a school psychologist on how to unpack each section of a psychological report in order to utilize the information for inclusion in the IEP and on how to better serve the individualized needs of each student. Refer to your resource information often as you write new IEPs. Always ask questions of your school psychologist if needed for follow up. Discuss it with your Special Education Director if further training is needed. Participate in TKES conference discussions about implantation of this training.
- All special education teachers in Towns County Schools have received specialized instruction regarding the development of Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) from the FUTURES GNETS program. Use the binder of resources for development of your FBAs and BIPs as well as the PBIS resource list provided by your Special Education Director. Keep your skills fresh. Work with other team members who may have had success with the student you are working with. Seek the advice of others after completing your FBA and working on strategies for the BIP. Do research. Experiment and document to see what works. Discuss it with your Special Education Director if additional training or review is needed. Discuss your progress toward FBA and BIP development with your Special Education Director at each TKES conference.