

MERIWETHER
COUNTY SCHOOLS



Meriwether County-Special Education Programs

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Special Education Programs

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- The Meriwether County School System offers special education programs for children with disabilities ages 3-21 in all areas including:
- Autism
- Deaf/Blind
- Deaf/Hard of Hearing
- Emotional and Behavioral Disorders
- Intellectual Disability (mild, moderate, severe, profound)
- Orthopedic Impairment
- Other Health Impairment

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- **Significant Developmental Delay**
- **Specific Learning Disability**
- **Speech/Language Impairment**
- **Traumatic Brain Injury**
- **Visual Impairment**
- **Related Services may include the following:**
 - **Physical Therapy**
 - **Occupational Therapy**
 - **Audiology**
 - **Psychological Services**
 - **Specialized Transportation**

Special Education Delivery Models

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- All special education and related services are delivered according to the Individualized Education Plan (IEP) developed by a team of educators, parents, and the student (where appropriate) and considerations for service are made along a continuum of placement options ensuring that students with disabilities are, to the maximum extent appropriate, educated with non-disabled peers.



Delivery Models (cont)

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- Delivery Models may include:
- **Additional Support Services-** The student remains in the regular classroom with supplementary aids and services provided to the teacher and/or student according to the IEP. The services may be from personnel such as paraprofessionals, interpreters or others.
- **Direct Services-** The student remains in the regular classroom with direct services from special education personnel on a consultative, collaborative or co-teaching basis.



Delivery Models (cont)

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- **Consultative-** A special education teacher regularly consults with the regular education teacher and/or student to meet the needs of the student with a disability.
- **Collaborative-** A special education teacher and regular education teacher work together in the regular classroom a **portion** of the segment to meet the needs of all students in the classroom.
- **Co-teaching-** A special education teacher and regular education teacher work together in the regular classroom for the **entire** segment to meet the needs of all students in the classroom.

Delivery Models (cont)

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- **Instruction outside the regular classroom-** the student with a disability receives instruction outside of the regular classroom to receive specially designed instruction according to their IEP in a resource, modified self-contained or self-contained setting.
- **Resource** (separate class)- the student receives instruction in the special education classroom for individualized instruction in their specific deficit area a portion of the day. The student spends part of the instructional day in the regular education setting.



Delivery Models (cont)

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- **Modified Self-Contained-** The student with a disability spends more than half of the instructional day in the special education setting and some portion of the day in regular education, usually in non-academic classes such as art, music, or physical education.
- **Self-Contained-** The student with a disability is instructed entirely in the special education setting.
- **Separate Program-** The student with a disability is provided special education instruction in a separate building and/or program (for example: Burwell GNETS Program)

Delivery Models (cont)

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- **Home-based Special Education Instruction-** A special education teacher provides instruction at the home (or designated area) for those students for whom the IEP team has determined such services are appropriate.
- **Hospital/Homebound Instruction-** A special education teacher provides instruction at the home of a student with a disability or at the hospital for a period of time according to the IEP. The student must have a medically diagnosed condition that significantly interferes with their education and a licensed physician must verify that their medical condition prohibits them from attending school for a minimum of 10 consecutive days.
- **Community Based Instruction-** Vocational instruction is provided at various vocational sites throughout the community according to the IEP.

Common Acronyms

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- ADA- Americans with Disabilities Act
- ADD- Attention Deficit Disorder
- ADHD- Attention Deficit/Hyperactivity Disorder
- ASD- Autism Spectrum Disorder
- ASL- American Sign Language
- BIP- Behavior Intervention Plan
- EBD- Emotional-Behavioral Disorder
- ESY- Extended School Year
- FAPE- Free Appropriate Public Education
- GPAT- Georgia Project for Assistive Technology
- GLRS- Georgia Learning Resources System

Common Acronyms (cont)

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- HI- Hearing Impaired
- ID- Intellectual Disability
- IDEA- Individuals with Disabilities Education Act
- IEP- Individualized Education Program
- LEA- Local Education Agency
- LRE- Least Restrictive Environment
- OCD- Obsessive Compulsive Disorder
- ODD- Oppositional Defiant Disorder
- OHI- Other Health Impairment
- OI- Orthopedic Impairment
- OT- Occupational Therapy or Occupational Therapist

Common Acronyms (cont)

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- PDD- Pervasive Developmental Disorder
- PT- Physical Therapy or Physical Therapist
- RESA- Regional Educational Service Agency
- SI- Speech Impairment
- SLD- Specific Learning Disability
- SLP- Speech Language Pathologist
- SSI- Supplemental Security Income
- TBI- Traumatic Brain Injury
- VI- Visual Impairment
- WNL- Within Normal Limits



Lead Special Education teachers

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- MVES- Pam Ward and Janet Dowis
- GEWES- Robin Garrett
- UES- Suzanne Wright
- GMS-Brandy Perry
- MMS- Nancy Hartung
- MHS-Lesley McInvale
- GHS-Summer Doucet

Special Education Central Office Staff

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- Phone- 706-672-4297 ext. 2625 or 2627
- Fax-706-672-1368
- Lori W. Garrett- Director
- Fran Alston- Bookkeeper/Records Secretary
- Jona Gibson-Records Secretary/Title 1 Bookkeeper
- Ginger Henderson-Parent Mentor
- Dr. Hardy Johnson-Lead School Psychologist
- Veronder Jones-School Psychologist
- Jan Angstadt- Diagnostician
- Stan Cartwright- Transition Coordinator
- Jennifer Williams-Assistive Technology