

Cirrus Academy Charter School

Department of Student Support Service

Welcome to the Cirrus Academy Charter School Department of Student Support Services.

The Department of Student Support Services holds a vast array of supports many of our children and families need in order to succeed. We think of ourselves as those additional champions of the whole child, every child in all that we do. We work collaboratively with other community partners to put Cirrus Academy Charter School and clustered programs and resources, so scholars have safe spaces to learn, while effectively dealing with their academic, emotional, mental, and physical needs.

Our main Scholar Support Service Departments are:

SPECIAL EDUCATION

The Cirrus Academy Charter School's Special Education programs are founded on the belief that scholars with disabilities will receive a quality education that will lead to meaningful academic, social, emotional and behavioral outcomes for our scholars.

The Cirrus Academy Charter School's Special Education programs offers a broad continuum of services for scholars in grades Kindergarten through 8th Grade, following a comprehensive assessment that may include a psychological evaluation, educational testing, speech-language assessment, audiological testing and other assessments, a scholars may be eligible to receive services in one or more of the following categories:

We are looking forward to building positive relationships through effective communication with all stakeholders. We look forward to partnering with families as we work together to ensure that all scholars with disabilities achieve and that they are provided a continuum of appropriate, specialized services and supports.

- Autism
- Deafblind
- Deaf/Hard of Hearing (D/HH)
- Emotional/Behavioral Disorders
- Intellectual Disabilities (Mild, Moderate, Severe/Profound)
- Orthopedic Impairment
- Significant Developmental Delay
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visually Impairment & Blindness
- Preschool Special Education

Special Education Contacts For Questions, Complaints or Concerns:

Brenda A. Edwards, Director of Special Education
1870 Pio Nono Avenue
Macon, Ga. 31204
Phone: (478)-250-1376
Email: Brenda.edwards@cirrusacademy.org

Important Special Education Links:

FAPE: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Sp%20Ed%20Rules/Revised%20160-4-7-%2002%20FINAL.pdf>

Parental Rights: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Sp%20Ed%20Rules/Revised%20160-4-7-%2009%20FINAL.pdf>

Child Find: http://archives.doe.k12.ga.us/DMGetDocument.aspx/160-4-7-.03_Child_Find_3-31-10.pdf?p=6CC6799F8C1371F639AED53108800B27E0E8D731317E796571B68B422215B974&Type=D

Disputes: http://archives.doe.k12.ga.us/DMGetDocument.aspx/160-4-7-.12_Dispute_Resolution_3-31-10.pdf?p=6CC6799F8C1371F683DB7194AC8721B1C10F1B1B75F96FD2DEC2E6EC6A5B4551&Type=D

Section 504

Congress prohibited discrimination against persons with disabilities in the Rehabilitation Act of 1973, in a segment most often referred to simply as ‘Section 504.’ This was a broadly worded prohibition that covers both children and adults. It applies to programs that receive any federal financial assistance.

Section 504 prohibits discrimination against individuals whose physical or mental impairment substantially limits one or more major life activities, including: caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning.

- Under Section 504, schools must afford scholars with disabilities equal opportunity.
- Many scholars, who fall within the Section 504 category, are medically involved, and the disability is temporary in nature.
- Section 504 accommodations are delivered and monitored through the Student Support Tea

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/RehabilitationActOf1973.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/GaDOESection504Guidance.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/Section%20504%20Procedural%20Safeguards.pdf>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Documents/Section504FAQ.pdf>



Notice of Rights of Students and Parents Under Section 504



Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress.

The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact Cirrus Academy's Charter School District's Section 504 Coordinator at the following address:

Brenda A. Edwards
Department of Special Education
1870 Pio Nono Avenue
Macon, Georgia 31204
Ph: 478.250.1376 | Fax:478.787.4995
Email: Brenda.edwards@cirrusacademy.org

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/ or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney.

34 CFR 104.36.

14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

STUDENT SUPPORT TEAM (SST/RTI)

The Student Support Team process is a state-mandated and school-based intervention process. As outlined in Georgia's Student Achievement Pyramid of Interventions, Student Support Team Compliance serves as the basis for facilitation of Tier 3-Response to Intervention services.

The purpose of the Student Support Team is to provide support to both students and teachers with the outcome being to improved student performance.

(GaDoe: SST Resource Manual, 2008)

The Response to Intervention Team is committed to providing training, resources, and guidance to school-based teams to help ensure the delivery of high quality instruction, research-based interventions, progress monitoring, and prompt identification of at-risk students.

Student Support Teams are comprised of interdisciplinary teachers, resource personnel, parents, and when necessary, the student. The team uses a systematic, problem-solving approach to address learning and/or behavior difficulties experienced by students. This includes students who are experiencing a lack of academic progress, are medically challenged, display behavior or emotional challenges, are Section 504 eligible or need of homebound instruction.

Contact:

Brenda Edwards

Director of Student Support Services Director

Brenda.edwards@cirrusacademy.org

Phone: 478-250-1376

Fax: 478-787-4995

Important Links for MTSS/RTI/Student Support Fact Sheets:

<https://www.gadoe.org/wholechild/Documents/MTSS/MTSS%20National%20Definition%20Fact%20Sheet.pdf>