



NATIVE STUDENT/ FAMILY SUPPORT NIGHT

Nov 14, 2023

AMERICAN INDIAN EDUCATION + GUILFORD PARENT ACADEMY

SCHOOL SOCIAL WORK

Dr. Shontria Carrington, Latasha Riddick,
and Emily Parsons



COUNSELING SERVICES

November 14, 2023

DEBBIE BENTON- DIRECTOR OF SCHOOL COUNSELING K-12,
STUDENT RECORDS & SECTION 504

MICHELLE SIMS- HIGH SCHOOL COUNSELING COORDINATOR





MISSION

Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.*

*This mission was adopted by the Guilford County Board of Education on December 12, 2000.

VISION

Transforming learning and life outcomes for all students.

COUNSELING SERVICES

Mission Statement: Counseling Services supports the mindsets and behaviors for student success to enhance the learning process for academic success, social emotional skills, and career readiness through equitable access to individuals and school-wide services and programs.

Vision Statement: To intentionally create a safe and supportive environment for students and their communities by providing resources, community outreach, and program planning to

ROLES OF A SCHOOL COUNSELOR

- Provide individual or small group counseling on personal/social, academics, and career development
- Collaboration meetings with feeder schools to support transition for students
- Help students make the transition to different grade levels
- Explore career awareness, career exploration and post-secondary plans with K-12 students
- Deliver developmentally appropriate activities and services
- Provide support for students and families with school and/or community resources



HOW TO STAY CONNECTED

- Make sure your contact information is up to date in PowerSchool
- Email or contact your child's School Counselor
- Follow child's school on social media
- Check School's Counseling Department website
- Check District Counseling Services website
- Attend Parent Information sessions
- Ask Questions

COUNSELING PROGRAMMING

- Career Awareness with Paws in Jobland - CFNC (College Foundation of North Carolina)
- Career Exploration with YouScience
- Career and College Promise
- First Generation College Student Ambassadors Program
- GEAR-UP(Gaining Early Awareness and Readiness for Undergraduate Programs)
- Guilford Apprenticeship Program

Questions & Dialogue



EC SERVICES: AN OVERVIEW

WHITNEY OAKLEY, ED.D. | SUPERINTENDENT



Meet the EC Parent Engagement Team



Meredith Franklin
**Home/Hospital
Coordinator**

Exceptional Children



Jacqui Hawkins
Parent Liaison

Exceptional Children

Project Child Find



The flyer for Project Child Find is titled "PROJECT CHILD FIND" and "PROYECTO BÚSQUEDA DE NIÑOS". It features a sun icon in the top left corner. The text explains that the North Carolina Department of Public Instruction is looking for children and youth ages birth through 21 with special needs who may not be receiving the help needed. It lists various disabilities and conditions such as Physical disabilities, Emotional disabilities, Intellectual disabilities, and Autism spectrum disorders. It also mentions that children who are deaf or hard of hearing, or who are blind or visually impaired, are also included. The flyer provides contact information for the North Carolina Department of Public Instruction, the Office of Early Learning, the Division of Public Health/Early Intervention, the Office of Child Services, the Exceptional Children's Assistance Center, and the Family Support Network. It also includes a section for parents to provide information about their child's needs. The flyer is bilingual, with English and Spanish text. At the bottom, it says "LOCATING EXCEPTIONAL CHILDREN IN OUR SCHOOLS! • LOCALIZAR A LOS NIÑOS EXCEPCIONALES EN NUESTRAS ESCUELAS!"

What is Project Child Find?

An effort coordinated by your local school system of the Exceptional Children Division, State Department of Public Instruction, to:

Locate and identify children and youth ages birth through 21 with disabilities who are in need of special education and related services.

Inform parent and/or guardians of the services available from their local school system and other state and community agencies.

Who are the Children? Children and youth who have been diagnosed or are suspected to have intellectual, physical, or emotional disabilities and are unable to benefit from a regular school program without special assistance.

What Help is Available?

A complete evaluation and, if appropriate,

An individualized Education Program for children with a disability beginning at age three,

An Individual Family Service Plan for each child with a disability birth through 2, or,

A referral to other agencies when needed.

Birth – Age 2



If you suspect the child has a developmental delay or disability:

Contact the CDSA to make a referral.

You can refer by phone, fax, letter, or in person at the local office.

GREENSBORO

(Alamance, Caswell, Guilford, Randolph, Rockingham Counties)Debbi

Kennerson

debbi.kennerson@dhhs.nc.gov,

122 N. Elm Street, Suite 400

Greensboro, NC 27401

Phone: 336-334-5601 / Fax: 336-334-5657

Ages 3 – 5

*Not yet enrolled in
Kindergarten

EC Pre-K

1401 Summit Avenue
Greensboro, NC
27405

336-294-7473

- The Exceptional Children's Preschool Program provides special education and related services for children with disabilities, as outlined by the child's Individual Education Program (IEP).
- Services can be provided in a variety of settings, depending on the child's special educational needs.
 - The child's natural setting, such as at home, in daycare, preschool, or a Head start program.
 - The EC Preschool program has special education teachers, speech therapists, occupational therapists, and physical therapists that provide special education to children in these settings.
 - Children with intensive needs may need to receive their special education in a special class or within a GCS facility.
 - The type, frequency, and location of a child's special education services are determined by the child's IEP team.

[Exceptional Children Preschool Services \(EC PreK\)](#)

K - 12



- Speak with your child's teacher about your concerns.
- Submit a request for an evaluation **IN WRITING** to teacher and principal
 - Email
 - In person
 - USPS

Red Flags:

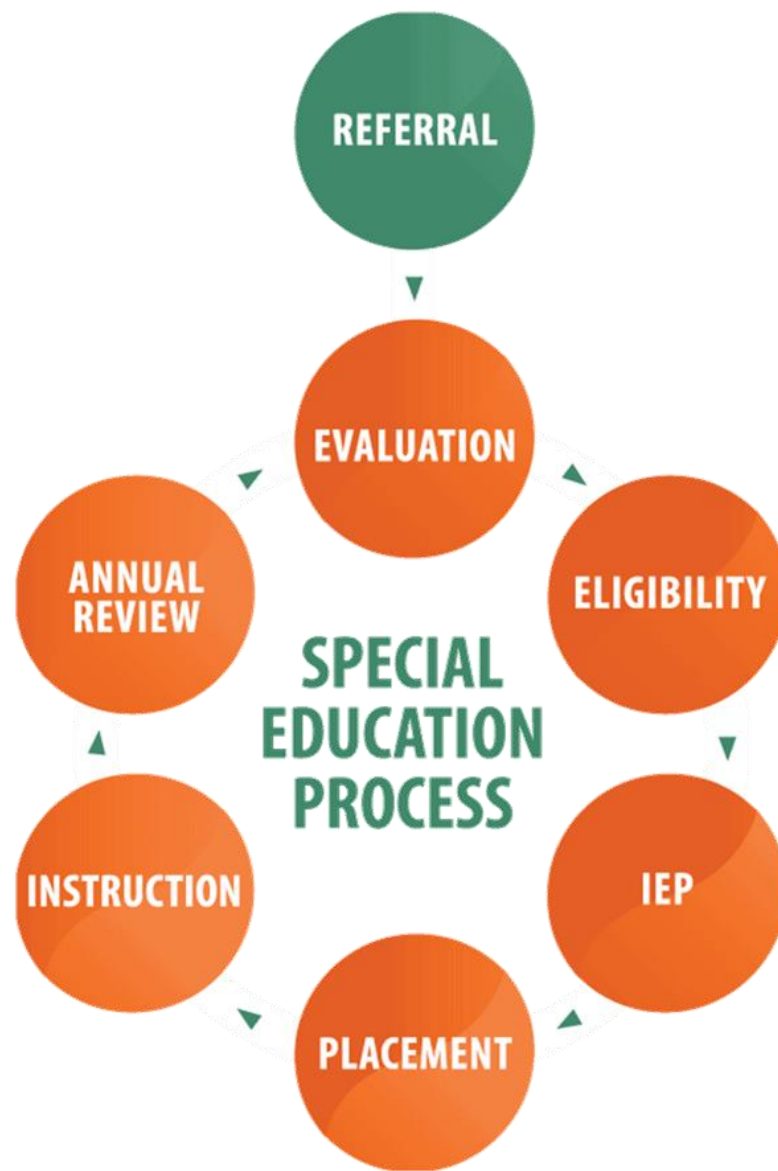
- Failing grades/test scores
- Difficulty reading, writing or doing math
- Repeated behavioral issues; many suspensions
- Significant difficulty concentrating
- Diagnosed with an intellectual or developmental disability



Diagnosis vs Eligibility

- Doctors give a diagnosis
- School evaluators and the IEP team use diagnoses to help determine eligibility for special education services.





Eligibility

Meet the criteria for 1
or more of the 14
areas of disability

DOCUMENTED
evidence of
adverse impact on
educational
performance

DOCUMENTED
evidence that a
student is in need of
specially designed
instruction

Eligibility

The determination IS
NOT the result of lack or
appropriate instruction
in reading, including the
essential components of
reading instruction

The determination IS
NOT the result of lack of
appropriate instruction
in math

The determination IS
NOT the result of
Limited English
Proficiency (LEP)

All 3 must be “YES” to be determined eligible

14 Areas of Disability



Supports and Services

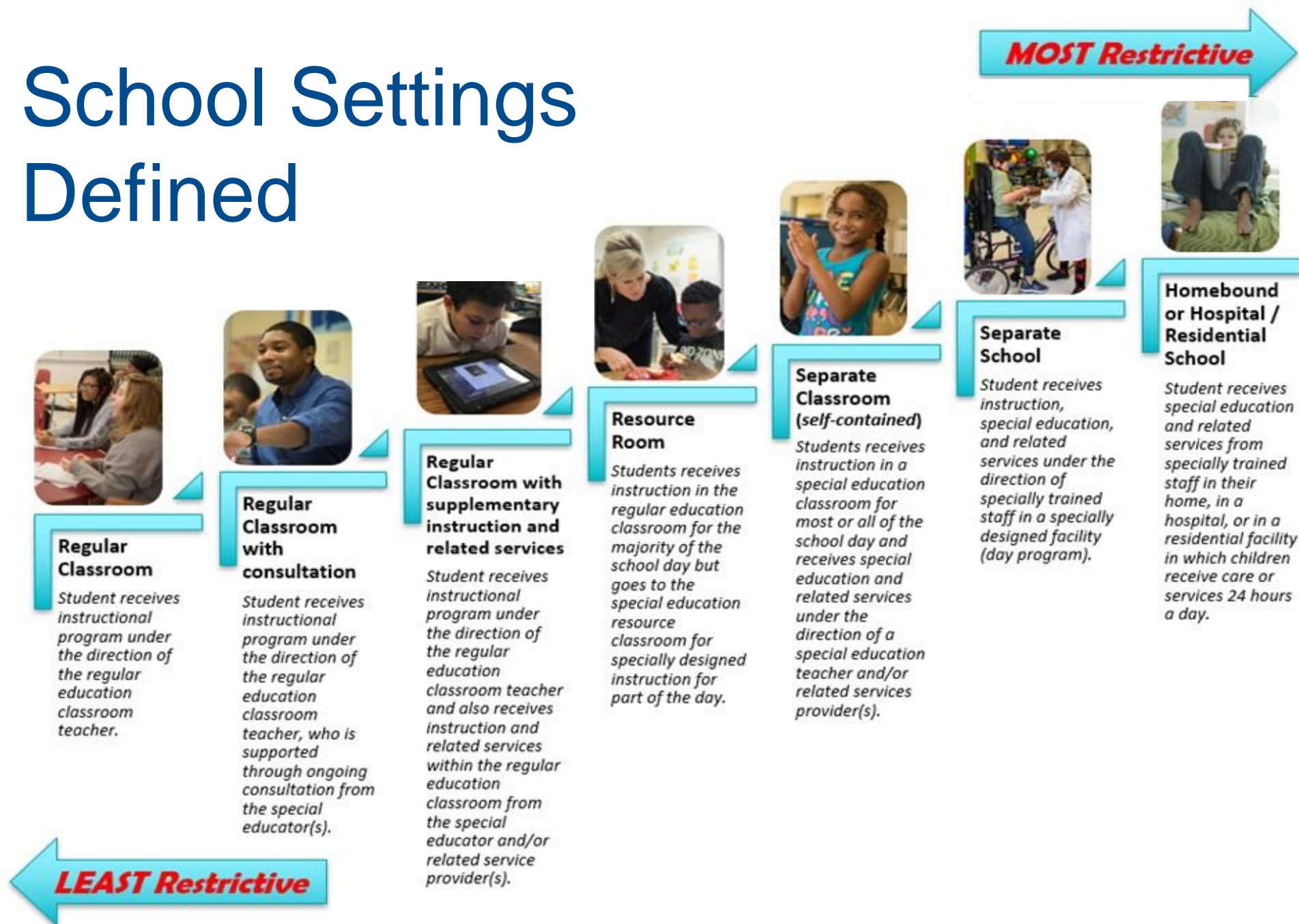
- Accommodations & Modifications

- Accommodations change **HOW** a student learns the material
 - Breaks, Extended Time, Copies of Notes/Study Guides, Special seating/lighting
- Modifications changes **WHAT** a student is taught or expected to learn
 - Reduce the amount or difficulty of the content/curriculum

- Related and Supplementary Aids and Services

- Developmental, corrective, and other supportive services required to assist a child with a disability to benefit from special education
 - Speech, OT, PT, Assistive Technology, School Health and Nurse Services, etc.

School Settings Defined



GCS Public Separate Schools

Extended Content Standards

Gateway Education Center & Haynes Inman Education Center

- Pre K – 12
- Require intensive intervention to support their medical, orthopedic, communication and/or academic needs

Herbin Metz Education Center

- K – 8
- Require intensive intervention to support behavioral, social, communication, and/or academic needs

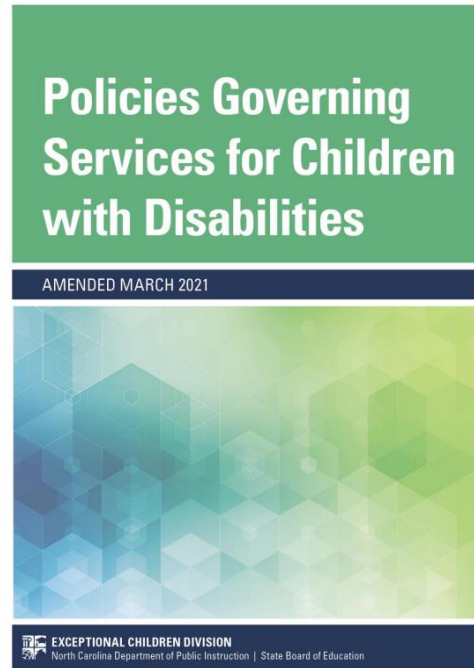
Christine Joyner Education Center

- 9 – 12
- Require intensive intervention to support behavioral, social, communication, and/or academic needs

LAWS GOVERNING STUDENTS WITH DISABILITIES

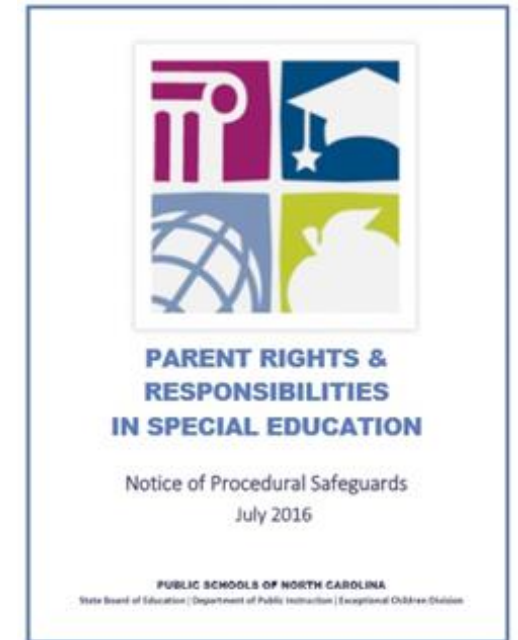
NC Policies Governing
Services for Children with
Disabilities

NC Parents Rights &
Responsibilities in Special
Education: Notice of
Procedural Safeguards



- Last amended March 2021
- Aligned with IDEA

- Last amended July 2016
- Parent friendly
- Alignment with IDEA and NC Policies



If You Have A Concern:

For EC Related Concerns: (Anything related to the IEP, IDEA, or related services)

- Speak with teacher or therapist regarding your concerns
- Speak with the school's principal
- Speak with EC School Support Lead

For NON EC Concerns:

- Speak with teacher
- Speak with the school's principal
- Speak with the principal supervisor



DISTRICT SUPPORT



Better Together

EC Pre-K

- [Debika Dillard](#), Director
- [Cecelia Cobb](#), Support Lead

EC Elementary

- [Sonya Herbert](#), Director
- [Stephanie Ruffin](#), Coordinator

EC Secondary

- [Kristy Peralta](#), Director
- VACANT, Coordinator

Leadership

- [Tara Santiago](#), Senior Executive Director of Exceptional Children Services
- [Dr. Kimberly Steinke](#), Chief of Exceptional Children and Student Services

EC Parent Liaison

- Assists families with navigating GCS and Exceptional Children Services
- Provides community resources, as requested
- Provides new families with information about GCS and the community at large
- Weekly Newsletter
- Monthly “Did you Know?” – EC information
- Special Olympics Liaison

Jacqui Hawkins
134 Franklin Blvd.
Greensboro, NC 27401
336-370-8355 (Direct)
336-370-2323 (ECS)
hawkinj@gcsnc.com

MENTAL HEALTH

Andrea Thompson



PSYCHOLOGICAL SERVICES

Dr. Robyn Ankney

DIRECTOR OF PSYCHOLOGICAL SERVICES



Who are School Psychologists? (NASP)

- Uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach
- Apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally
- Partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community

What do School Psychologists do? (NASP)

- Provide direct support and interventions to students
- Consult with teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to improve support strategies
- Work with school administrators to improve school-wide practices and policies
- Collaborate with community providers to coordinate needed services
- Evaluation, assessment and data analysis

What training do School Psychs Receive? (NASP)

- Specialized advanced graduate preparation that includes coursework and practical experiences relevant to both psychology and education
- Complete either a specialist-level degree program (at least 60 graduate semester hours) or a doctoral degree (at least 90 graduate semester hours), both of which include a year-long 1200 hour supervised internship

When to contact the School Psych?

- Concerns about your child's academic functioning
- Concerns about your child's behavior
- Concerns about your child's mental well being
- Concerns that your child may have a learning disability or other disability that may be impacting your child's learning, social or behavioral functioning

How to contact the School Psych?

- Every school has access to the services of a School Psychologist but School Psychologists often serve more than one school so may not be at a particular school every day
- Call the school
- Look on the school's website under Staff Directory and email the Psychologist
- Call Psychological Services – 336-370-8170